THE GOVERNORS ROLE IN SCHOOL IMPROVEMENT (Paper A) 2024-2025

Governors' Core Function	Impact of governor involvement – What <u>improvements</u> have been secured to pupil outcomes, behaviour and safety, leadership and management?

<u>Setting the vision and strategic direction of school</u>
 	
<u>Points for governors to consider</u>
 	
• How do governors ensure that school leaders provide high quality education for all?
  ○ Do all pupils receive a broad and ambitious curriculum offer?
• Does the coverage and breadth of the school's curriculum allow pupils to achieve at least the national expectations in preparation for the next stage of education? How do governors ensure that the vision and curriculum is ambitious and inclusive and has all vulnerable pupils including disadvantaged, and SEND at the heart of learning?
  ○ Do governors know which groups of pupils are vulnerable in school and at risk from underperforming?
  ○ What actions do governors take to monitor the quality of learning for vulnerable pupils?
  ▪ Do vulnerable pupils attainment at least in line with all pupils nationally?
  ▪ What does the attendance and behaviour data tell governors about your vulnerable pupils?
  ○ How are governors regularly monitoring the attainment of disadvantaged pupils compared to their peers and evaluating:
  ▪ The impact of PPG Funding
  ▪ How the school is engaging with the LA funded 'RADY' project – Raising
	<u>Jackie Lewis – supported SENCO and headteacher with Partnership in Neurodiversity in Schools (PINS) self assessment</u>
	
	Jackie worked with Eloise Harrow (SENCO) and headteacher to review the school's knowledge and skills in relation to meeting the needs of SEND pupils with neurodiversity in school. The self-review was shared with the governors to ensure they agreed with what was being said in the self-assessment. Jackie will continue to support with the project moving forward.
	
	<u>Oliver Parker Attended tea with teachers</u>
	
	The reason for the visit was to see the work the reception children have been doing, through a performance. it also provided the opportunity to review child behaviour in what is a nervy environment.
	
	Children were engaged, with each child given the opportunity to play a part.
	
	Behaviour was very good.
	
	Emma covered the important safeguarding element at the beginning, which is not to share photos or videos on social media platforms of other children.
	
	<u>Oliver Parker-Discussing the staff wellbeing survey results along side Emma to all staff members 30th June 2025</u>
	
	Three survey feedback sessions were held with all staff members to discuss the outcome of the recent staff survey. A hard copy of the results and improvement measures were shared.
	
	Discussed-
	Based on the feedback 4 key suggestions were put forward
	1, Monthly meetings will be held between an SLT member and TAs,
	- These meetings will provide a chance for TAs to be updated on any key changes,
	- Discuss class cover including the importance of the triangle process,- Ideas can be put forward, or the new to be introduced Idea box can be reviewed, suggestion 3,

Attainment for Disadvantaged Youngers. • How do school leaders and governors promote a culture of high standards in behaviour and inclusivity? • How are governors monitoring the workload and well-being of all staff, including the head teacher? **Governors' activity might include work in the following areas:** • Statutory GB powers and duties are met. • Review the curriculum intent statement with senior and middle leaders to ensure that they demonstrate the school ethos, vison and values. • Challenge and test the evidence presented by school leaders about the impact of curriculum design on learning, inclusion and engagement of all. • Review the school development plan, to ensure that targets are SMART, sufficiently ambitious, closely aligned to school priorities and the performance management targets of all staff. • Review policies/ procedures and risk assessments to ensure that they are up to date and fit for purpose. • Monitor the impact of measures taken to manage staff health and well-being and workload. • Governors regularly seek the views of parents and the community for feedback and school takes action where appropriate about: o The quality of the curriculum o Extra curriculum activities o Intervention and support (close gaps and catch-up) o Pupils engagement and attitudes to learning • School website audit and evaluation, ensuring it meets statutory requirements and reflects the profile of parents and pupils.	- Time at the end of the meeting for AOB will be provided, **2** There will be a wellbeing fund which will be used for small rewards/gifts for great work, discretion of the head teacher. It would be good to have ideas on what rewards gifts would be welcomed, (within reason), **3,** Ideas box will be provided to post ideas which can be discussed at meetings, **4,** Teachers can also claim time in loo for attending residential trips/stays away, discretion of the head teacher. **Targets for next wellbeing survey:** 1, Survey response rate to be at least 60%, 2, Overall wellbeing, achieve 60% for 8 or above, 3, Overall positive 10% increase to all questions. This will be measured against the results of future surveys. It was also discussed having a online/digital formatted survey moving forward.
<u>Holding the head teacher to account for the school's educational performance</u>	

Points for governors to consider:
 	
• How have school leaders ensured full attendance in school and positive attitudes to learning from all groups of pupils:
  o Attendance
  o PAs
  o Exclusions
  o Behaviour logs
• How have governors assured themselves that end of year teacher assessment is accurate and that pupils are back on track?
  o How have school leaders demonstrated the accuracy of assessment data?
• How do schools leaders assure governors that any curriculum modifications ensure that all pupils are back on track and continue to have a broad and balanced curriculum?
• Do governors receive regular feedback about how school leaders are effectively tackling gaps in learning?
  o Are governors triangulating this with subject leaders monitoring, external monitoring and views of parents?
• What is the school doing to ensure there has been a secure transition for pupils following the pandemic?
  o Both year to year and key stage to key stage.
• Understand how school is delivering the new RHE/RHSE curriculum.
  o Ensure that school has published a Relationships and Health Education (RHE – Primary Phase) Relationships, Health and Sex Education (RHSE – Secondary Phase) policy and consulted with parents on this.
  o Consider the diversity and needs of the community (in line with Equality Act 2010).
 	
Governors' activity might include work in the following areas:
• Review the impact of all Catch-up premium spending on improving the outcomes of pupils. Review the	

school catch-premium plan and timescales into the new academic year. • Analysis of internal data on pupil outcomes. • Visits to the school to monitor the broad and balanced curriculum, children's enjoyment and engagement in learning and the effectiveness of curriculum planning to ensure pupils are meeting their individual targets. • Interviews with teaching staff (including middle/senior leaders) to support the school's view on the effectiveness of the curriculum, workload and well-being • Meet with middle leaders to determine how the curriculum is structured and how it effectively supports pupil progress within each subject • Monitoring of attendance and exclusion data by vulnerable group, including trends over time. • Any challenge and support offered through committee work/ in response to the HT report which has resulted in improvement to provision and outcomes. • Engagement in student voice/feedback.	

Ensuring financial resources are well spent
 	
Points for governors to consider:
 	
• Have all spending decisions been made in line with the schools scheme of delegation?
• How governors are assured of the impact of the 'catch up' funding in all year groups?
  o Spending was is linked to catch-up priorities
  o There was transparency in the way that decisions were made in how funding is spent
• Have governors monitored the impact of PPG spending to support the learning of disadvantaged pupils.
  o Is the spending ensuring that pupils continue to be able to catch-up and meet their end of year targets?
• Have governors reviewed the impact of lost income relating directly to the pandemic.
	Kerry Dove, Jackie Lewis Headteacher Performance Management 30th Sept 24
	
	Governors met with the Headteacher and Sian Deane (SIP) to review that actions from last year and set new targets. Governors were pleased with the work the Headteacher had delivered during what was a challenging first year in Headship.
	
	P&F Committee 25th Oct '24
	
	Anonymised Teacher appraisal documents were considered and governors made decisions based on evidence provided. Letters were sent to teachers on behalf of the governing body.

Governors' activity might include work in the following areas:
• Budget setting which demonstrates spending choices made in line with school priorities.
• Strategic and reflective budget planning for spending:
  ○ Pupil Premium Grant
  ○ School Sports funding
  ○ Catch-up Premium
• Robust evaluation of the impact of spending the above grants to schools with a strong focus on impact on pupil outcomes.
• Reviewing the scheme of financial delegation.
• Any exploration of 'best value', including benchmarking to compare impact of spending on securing outcomes for children.
• Any response to a recent financial audit.	

Safeguarding **Points for Governors to consider:** • How do governors know that there is a safeguarding culture in school that facilitates effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safer recruitment and allegations about adults who may be a risk to pupils? • How do governors ensure that the school fulfils its statutory duties? • How do governors know that the school correctly logs, reviews, analyses all its data relating to bullying, racism and homophobic incidents, and takes appropriate action? This includes reporting on IRIS.	**Oliver Parker Single central Record review with Sylvia 8th November 2024** Oliver Met with Sylvia Malone to look at and review the single central record (SCR). Items discussed and reviewed: How the SCR works and its purpose, When its updated, the recent updates, The information that must be captured, The groups of people/individuals that must be noted on the SCR, Final comment from Oliver, The format/layout of the register is easy to read, looked in order and is being well managed. **Oliver Parker attended the AST 004 - School Attendance Briefing Updates training** Off the back of the attendance training a number of questions were put forward to Emma Heeley headteacher regarding the changes to attendance reporting. Emma Heeley headteacher provided a clear response to all the posed questions, confirming school are aware of the change in codes and training has been undertaken on the new Sam Portal on

• How do governors monitor sexual abuse in school? This includes reviewing data of sexual violence and sexual harassment incidents, understanding pupil and staff voice on the management of sexual abuse and ensuring there is a well-planned curriculum as part of a preventative approach. **Governors' activity might include work in the following areas:** • Safeguarding governor and DSL review the governor and DSL workbook. • Governors know the outcomes and monitor the actions of the Section 175/157 education-safeguarding audit? • Regular monitoring of all safeguarding policies, including and in addition to the child protection policy, specifically to ensure they reflect the uniqueness of the school. • Work with pupils and parents to gather views on safeguarding. • Monitor DSL, staff and governor training records to ensure training is up to date, covers relevant procedures and the range of safeguarding contexts, including Prevent • Establish whether there is a culture of detailed analysis of safeguarding concerns? • Monitor how staff track children missing from education and children who have not returned to school, especially after lockdown. • Monitor how staff engage with other services to support children and families, and keep them safe. • Ensure that the school site is safe and secure. • Appropriate arrangements are in place for the management of data with an appropriately qualified Data Protection Officer. • Monitor the arrangements for online safety.	Synergy. School will look into providing the stat on absences due to holidays as it would be good to gain an idea of this percentage, and the effect holidays have on the overall attendance percentage. It was also noted the school Fluctuates between Decile 4 and 5 of the national attendance table and most of the last half of the year in 23-24, Newport infants and nursery were in the top 5 places out of 54 in Telford and Wrekin, which is positive. **Oliver Parker Single central Record review with Sylvia 30th June 2025** Oliver Met with Sylvia Malone to look at and review the single central record (SCR). Items looked at: When its updated, the recent updates/new additions, The information that must be captured, The groups of people/individuals that must be noted on the SCR, The SCR continues to be updated and very well managed. **Oliver Parker attended Prevent Leads Termly Network 9th July 2025** Key take aways, Annual prevent risk assessment to be reviewed and completely annually and acknowledging the CTLP data for local risks. To review where school is covering/promoting British values and how British values are embedded in curriculum and school life throughout the year