THE GOVERNORS ROLE IN SCHOOL IMPROVEMENT (Paper A) 2025-2026

Governors' Core Function	

Setting the vision and strategic direction of school
 	
Points for governors to consider
 	
• How do governors ensure that school leaders provide high quality education for all?
  o 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?
  o Do governors know which groups of pupils are vulnerable in school and at risk from underperforming?
  o 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?
  o 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
	Curriculum & Outcomes Committee Meeting 2nd Feb 2026
	
	The focus of the meeting was to hear from the Maths Leader and understand the changes she has implemented as the new Maths subject lead, following advice from SLE and the Maths Hub. Governors were pleased with how confidently she could talk already about her plans. The PPG Strategy was also shared (Y2 of 3) and Emma explained some of the challenges being faced.
	
	Jackie Lewis – Visit to look at the Specialist SEND Resource Provision and ensure it meets the needs of learners 9.2.26
	I spent some of the morning in The Den and was extremely impressed with the offer from the provision. *"staff knowledge of the children and their individual needs was evident in their interactions with each child. Children were observed interacting with staff using various methods of communication including widget communication boards, iPad AAC device, Makaton signs and verbal communication. Lunch was well organised and a great social event to progress communication and social skills."*
	
	Jonathan Titmus - Online Safety Curriculum Review 16 April 2026
	Meeting with Lorna Cross, Subject Lead, and Emma Heeley, Head Teacher
	
	Explored taught curriculum in line with Teaching online safety in school guidance as published by Department for Education. Governor was assured that the subject matter was being covered effectively, that it was in line with guidance provided and that it was both broad and ambitious given the context of the school and the age ranges taught at the school.

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.	**Jackie Lewis – Follow up playground visit to observe playground behaviour following the changes implemented** Summary of findings: • Children are very aware of where and when they can go to the fenced off equipment (Adventure Playground)- VERY POPULAR. This area closely supervised for active play. • Children were using the other play equipment/toys cooperatively, little groups were seen making up their own games using the equipment. • Children were moving about from activity to activity. • Large selection of activities available to all. • First Aid Table -no more queues inside • Observed children waiting patiently as staff helped. • Lunchtime staff very sensitive to children's needs and very available to the children. Changes made are having a positive impact on reduced first aid incidents and child on child abuse. **Jonathan Titmus – Online Safety Action Plan Review April 2026** **Meeting with Lorna Cross, Subject Lead, and Emma Heeley, Head Teacher** **We worked through the document : 'UKCIS Online Safety in schools document'.** Lorna and Emma were able to answer the questions thoroughly and provide examples.
Holding the head teacher to account for the school's educational performance **Points for governors to consider:**	**Headteacher Performance Management Review: 25th Sept: Rebecca Airey, Jackie Lewis, Emma Heeley & SIP Sian Deane** Governors met with the Headteacher and School Improvement Partner to review progress of targets from 24-25, and set new targets. Governors asked questions and challenged to ensure accountability.

• 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.
	Headteacher Performance Management Review: 20th May Rebecca Airey and Emma Heeley
	
	Emma demonstrated where progress has been made with each of the targets set. It was clear that good progression had been made in all areas and where further improvement was needed Emma had identified next steps to be taken.
	
	Curriculum & Outcomes Committee Meeting 6th July 2026
	
	Today's meeting was a celebration of data for the year, with Y1 Phonics Screening improving to 85% (with Den) this year, and also Reception GLD was 71%, but we saw boys perform better than girls for the first time in a few years. Governors also looked at children's work books to see the impact of Kinetic Letters Handwriting Scheme and again were impressed with the progress made. Governors asked leaders to explain what had led to the success and what the school need to do next. *JL commented '**it is really encouraging to see the things you have been focusing on are starting to have an impact, you have some good future plans in place to improve reading too.'***
	
	Governors also had an overview of subject leader impact summaries, and their plans for next year.

• 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?
  ○ Spending was is linked to catch-up priorities
  ○ 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.
  ○ 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.
 	
Governors' activity might include work in the following areas:
	P&F meeting was held on 16/10/2025
	Key items discussed:
	Pay Policy
	Decision made on UPR element of Pay Policy
	Decided to stay at 2 year pay increases for UPR
	Budget Summary Report
	Changes in staffing discussed and financial implications of this.
	Discussed budget and how the budget was looking better than originally thought, however as pupil numbers are projected to decrease in the coming years spending needs to be closely monitored.
	SFVS
	The governors discussed the SFVS and asked questions to ensure they are satisfied we achieve value for money. The SBM explained that Newport infants were coming out as higher in some areas when benchmarked against other schools, however NISAN are benchmarked against schools that are primary schools and don't offer a nursery provision so there are sometimes variances due to operational differences, such as staffing needing to be higher due to student staff ratios. Also, the fact we run OSC for the Junior site too, means more staffing costs. These are of course offset though in the profit made from OSC.

• 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.
	P&F meetings were also held: 13th Feb / 15th May / 10th July
	During these meetings, governors have asked questions to ensure the SLT and SBM are getting best value for money. They made decisions around staffing options to support the strategic future of the school, considering the projected future impact on the budget of falling numbers.
	Governors praised staff for being successful in the bid for 'Accessibility and Inclusion Grant' so that we can make improvements to the disabled toilet in nursery, to support the needs of High Five SEND Pupils also.

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. • 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.	**Oliver Parker Single central Record review with Sylvia 29th September** Oliver met with Sylvia Malone, SBM to look at and review the single central record (SCR). The SCR was up to date with new starters, all details noted. Persons due to start are not yet added on the main register until DBS checks are returned. Employees who left over the summer break have been removed from the main register and noted on a separate sheet. Sylvia is doing a great job in managing the SCR!!! **Oliver Parker (Safe guarding visit) attended school to meet with Headteacher to discuss some questions on the health and safety policy and attendance review 29th September** Safeguarding policy A number of questions around the safeguarding policy were asked and answered. (recorded on a separate note of visit). The questions answered assured myself as safeguarding governor, that we follow the policy well and are compliant in our record keeping, systems and training. Attendance Visit Governor Oliver Parker, found that attendance is regularly monitored, attendance to the new year has started off strong above the 96% target. Overall attendance for academic year 2024-2025 95.89% (All) which was only slightly below the school target however it was well above the national average. PA's were 7 by end of year. Highest amount at one time was 22, which is 6% of school which is well below the national average. "There is no concern with attendance".

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.	**Oliver Parker (Super Safety Sue assembly visit) 29/09/2025** Seeing how safeguarding and elements that fall under safeguarding are explained/taught to children in a powerful but understandable manner. Notes From visit: Emma explained how the super Safety Crew started and the initiative behind Super Sue. "A great initiative and way of spreading the message around key safety aspects". The assembly covered: What each Item on super Sue stands for and the message behind them, such as: Visor- Keep identity safe online (Online safety - children to be fully aware) "All children were very well behaved throughout the assembly and participated by answering questions, there was an awareness from the children around what Super Sue stood for and her messages through her clothing/accessories". Further learning is incorporated in classroom work. **Oliver Parker completed SG 108 Raising Awareness of Child Protection & Safeguarding in Education Level 1 7/10/2025 & Oliver Parker completed Rasing awareness of prevent training 26th February 2026.** "Both these courses have helped me ensure I provide challenge to systems in school to ensure pupils are safe at all times." **18/03/2026 Oliver Parker (Safeguarding visit) attended school to meet with Emma Heeley Head teacher to discuss updates from the Osfted school inspection toolkit, as well as review the SCR.** **Single central record review:** The SCR is up to date and continues to be well managed. A new column has now been added, which highlights/confirms 2 persons have reviewed the relevant documentation/ID for new starters/regular visitors. **Safeguarding** Reviewed/discussed some of the key updates around safeguarding from the new Ofsted toolkit. Two key areas discussed: - Understanding individual's needs (for SEND pupils), some good work is already in progress in formally evidencing the data for SEND pupils, as well as highlighting/recording individual needs, this reinforces the staff's own knowledge of each child, with SEND provisions. - I, Oliver Parker was assigned a task to see how easy it is to locate the safeguarding policies/information on the school's website (now reviewed), • Feedback, You do have to review a number of tabs/sub tabs to locate the policies, the safeguarding policy is not under the safeguarding section. My feedback was to consider having a specific tap for safeguarding on the main

website page, and the Headteacher has asked the website designer to make this change.

An overview of CPOMS was also provided, with it being explained by Emma what information needs to be recorded and when.
The safeguarding action plan was also reviewed with some points requiring actioning/updating.

13/05/2026 Safeguarding Audit review
This been reviewed a number of questions were raised, all questions have now been answered by Emma with some tweaks to the audit undertaken.

20/06/2026 Oliver Parker (Safeguarding visit) attended school to meet with Emma Heeley Head teacher to discuss the safeguarding action plan and a walk through nursery with questions asked.

Key areas of visit : review the safeguarding action plan, Walk through nursery/early years, asking questions of staff around procedures and policies.

Notes/findings from visit
The Safeguarding action plan remains in progress with some actions complete and some actions ongoing, a change from my last visit where some items had not been actioned/progressed. Questions raised in regard to the safeguarding audit have been added into the separate safeguarding audit document.

The Nursery visit provided an insight into the day-to-day operations and questions were asked of the nursery practitioners, all questions were clearly answered.
Questions around:

- Ratio, 1 adult for every 5 children (2 year olds), 1 adult for every 8 children, (3 and over)
- Sleeping arrangements/checking sleeping children, to be checked every 5-10 minutes,
- Children pick up arrangement, Clearly explained, parents to sign on collection before child can be let out, a code must be provided for other relatives persons collecting,
- Food policies- food was cut up into smaller sections, children with allergies/drink requirements were noted on the cupboard doors, clearly visible,
- First aid- equipment/kits, were in the room
- Nappy changing- the register was filled in

All answered well and evidence provided of checks undertaken for children sleeping and nappy changing.
Collection registers were also filed and at hand, when asked.

	It was also good to see visitors to school correctly checking in and being provided with a visitor badge so children are aware they are visitors.