



Governors Impact on School Improvement 2024-2025

Governors



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The GOVERNORS Role in School Improvement

2024-2025

Governors' Core Functions	Actions Taken	Impact of Governor involvement ~ What improvements have been secured to pupil outcomes, behaviour and safety, leadership and management?
<p><u>Setting the vision and strategic direction of school</u> How do governors ensure that school leaders provide high quality education for all?</p> <p>Do all pupils receive a broad and ambitious curriculum offer?</p> <p>Does the coverage and breadth of the school's curriculum allow pupils to achieve at least the national expectation in preparation for the next stage of their education?</p>	<ul style="list-style-type: none"> SEND link governor meets with SENDCO, NW, termly to ensure the SEND groups are making progress. COG meets with the head and assistant head to review the progress and attainment of all groups, including vulnerable, termly. Attendance is currently in line with National average, 94.4%. regular meetings with the EWO, attendance champions, and SLT show the importance the school places on attendance. Letters are regularly sent home for persistent absence and support is offered to improve attendance. 	<ul style="list-style-type: none"> The Governors are able to articulate their curriculum findings and have a clearer understanding of the curriculum offer in school. All governors are now able to identify within the curriculum committee meetings, the strategic view for that meeting. Governors are better equipped to challenge the headteacher, SLT and teachers.

How do governors ensure that the vision and curriculum is ambitious and inclusive and has all vulnerable pupils 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?

Is vulnerable pupils' attainment at least in line with all pupils nationally?

What does the attendance and behaviour data tell governors about vulnerable pupils?

How are governors regularly monitoring the attainment of disadvantaged pupils compared to their peers and evaluating the impact of the PPG funding

- COG meets with the head and assistant head to monitor the use and impact of the PPG funding.
- All policies are agreed by the curriculum committee.
- Governors have attended monitoring meetings for the following areas:
 - SEND
 - PPG
 - Attendance
 - Safeguarding
 - History
 - Geography
 - Maths
 - Literacy
 - SEND review
 - LA safeguarding visits
 - Ofsted Inspection
 - Open afternoon for parents
 - LA termly monitoring meetings
 - Single central record checks
 - Health and Safety audits termly.

<p>How do school leaders and governors promote a culture of high standards in behaviour and inclusivity?</p> <p>How are governors monitoring the workload and well being of all staff, including the head teacher?</p>	<ul style="list-style-type: none"> • Governors are informed in the heads report about attendance, suspensions and behaviour. • The workload of the staff is checked during curriculum committee meetings. Governors meet with staff and check out their views on workload and work life balance. 	
<p><u>Holding the headteacher to account for the school's educational performance</u></p> <p>How have school leaders ensured full attendance in school and positive attitudes to learning for all groups of pupils:</p> <ul style="list-style-type: none"> • Attendance • PAs • Exclusions • Behaviour log/analysis <p>How have governors assured themselves that end of year teacher assessment is accurate and pupils are on track to achieve?</p>	<ul style="list-style-type: none"> • Governors are kept up to date of regular attendance, exclusion and behaviour information. • School is in line with NA for attendance. • The curriculum committee discuss these at their termly meetings. • Suspensions are 0, this is due to a consistent approach to managing and behaviour and our desire to keep children in school. Staff have received CPD for behaviour management and Trauma informed practice. All staff use the behaviour script and trauma informed script to support with managing challenging situations. Recent behaviour Audit (October 	<ul style="list-style-type: none"> •

Do governors receive regular feedback about how school leaders are effectively tackling gaps in learning?

Are governors triangulating this with subject leaders monitoring, external monitoring and views of parents?

How do governors ensure the school considers the diversity and needs of the community (in line with the equality act 2010).

How do governors ensure they understand how school is delivering the new RSHE curriculum?

2023), outline the consistent approach to managing behaviour and the care offered all pupils.



<ul style="list-style-type: none"> • How do governors seek and acting on the views of parents/pupils to evaluate their satisfaction. 		
<p><u>Ensuring financial resources are well spent</u></p> <ul style="list-style-type: none"> • How do governors ensure that budget setting demonstrates spending choices made in line with school priorities? • How do governors ensure strategic and reflective budget planning for spending?: <ul style="list-style-type: none"> ○ Pupil Premium Grant ○ Schools Sport funding ○ Catch-up funding • How do governors ensure there is a robust evaluation of the impact of spending the above grants with a focus on impact on pupil outcomes? 	<ul style="list-style-type: none"> • Finance committee meet with the business manager to work through the budget following a meeting with the finance officer, Andy Wood. • Governors attend meeting with PPG lead, Mrs Woods to write the New PPG plan and catch-up funding plan. 	<ul style="list-style-type: none"> • The governors are able to clearly articulate their findings and have a clear understanding of finance within the school. • Governors are able to articulate the strategic view for set finance committee meetings. • All decisions have been made with the school's scheme of delegation. • Governors agree the PPG plan for the year ahead. • The impact of the PPG funding is always reported on the PPG plan. • Governors agree the catch-up funding and this is displayed on the website. • Governors agree the PPG plan spending and this is displayed on the school website.

Ensuring statutory duties are met, the curriculum offer is appropriate, and priorities approved.

- How do governors ensure that the school supplements the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve skills in a range of artistic, creative and sporting activities?
- How do governors ensure the school prepares pupils positively for life in modern Britain and promotes the fundamental British Values of democracy, the rule of the law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith?

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<ul style="list-style-type: none"> • How do governors check school website is up to date and complies with regulations e.g. child protection policy, safeguarding, SATs results, etc? • How do governors monitor the delivery of the curriculum offer and the effectiveness for SMSC? 		
<p><u>Safeguarding:</u> Inspection will explore:</p> <ul style="list-style-type: none"> • How do governors know that there is a safeguarding culture in school that facilitates effective arrangements to: <ul style="list-style-type: none"> ○ 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 transferring them in a timely way to those who have the expertise to help; 	<ul style="list-style-type: none"> • SR and KE to meet with NW to work through a safeguarding case study to show the safeguarding systems in operation, how concerns are raised and how these are responded to and actioned. Demonstrate effective record keeping using CPOMS. • Governors attend termly safeguarding updates and annual child protection and safeguarding training as do all staff. • SR and KE to attend DSL team meeting once a term. 	<ul style="list-style-type: none"> • The governors are able to clearly articulate their findings and have a clearer understanding of Safeguarding within the school. • Safeguarding is on every briefing agenda. • All DSL's receive supervision with the headteacher. • Safeguarding information is reported through the heads report to all governors. • All staff and governors have received a copy of the KCSIE 2023.

<ul style="list-style-type: none">○ 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 actions, including 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.●		
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