

Governors Role in School Improvement

2023-2024

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| Governors Core Function  | Impact of Governor Involvement – what improvements have been secured to pupil outcomes, behaviour and safety, leadership and management? |
| Setting the vision and strategic direction of school 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? Is 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 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? | School Development and Standards Committee – 7.9.23 Focused on end of 2022-2023 attainment data Data shared with GovernorsEYFS – Good Level of DevelopmentEYFS GLD was assessed at the end of June 2023. Although the data has yet to be validated the provisional attainment headlines are below:

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|  | School 2023 | National 2023 |
| EYFS (GLD) | 67% | 67.3% |

This is an increase of 10% from the 2022 GLD data: 56.9% and we are inline with National AverageGovernors have been into school for a phonics / reading deep dive and have seen the work the children are producing so aware the staff are working hard to close these gaps. The curriculum and standards Governor’s meet regularly to discuss how leaders are tackling gaps in learning.Key Stage 1 – Phonics

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|  | School 2023 | National 2023 |
| Phonics Y1 | 77% | 79.1% |
| Phonics Y29/12 chn | 75% |  |
| End of KS138/41 chn | 93% |  |

Year 1 phonics was assessed in June 2023 and showed that 77% of Year 1 children passed their/ phonics screening. This is an increase of 6% from 2022 screening data at 71.7%. We are just below the National Average for 2023 by 2%Out of 12 Year 2 children who needed to retake the phonics screening test, 9 passed which equates to 75%.Overall our KS1 children achieved 93% phonics pass rate.Key Stage 1 – SATSKey Stage 1 SATs took place in May 2023. The attainment headlines for our year 2 cohort are below.

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|  | School 2023EXS / GD | National 2023 |
| KS1 Reading | 73%14% | 69% |
| KS1 Writing | 61%10% | 60% |
| KS1 Maths | 73%12% | 71% |
| KS1 Com | 59% | 56% |

Our Key Stage 1 data for reading, writing and maths was all above National Average for 2023.Our reading data has increased by 20% from 2022 and is above National Average by 4%.Our writing data has increased by 13% from 2022 and is above National Average by 1%.Our maths data has increased by 16% from 2022 and is above National Average by 2%The % of children achieving reading, writing and combined in KS1 is 59% which is above National Average by 3%.Key Stage 2Key Stage 2 SATs took place in May 2023. Although the data has yet to be validated the provisional attainment headlines of year 6 cohort are below.AttainmentThis shows the percentage of our pupils that gained a standardised score of 100+ This is considered to be the age-appropriate expectation.

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|  | School 2023 | National 2023 | Progress Measure 2023 | National Progress 2023 |
| KS2Reading | 52% | 73% | 0.95 | 0.05 |
| KS2 Writing | 66% | 71% | 0.2 | 0.06 |
| KS2 Maths | 63% | 73% | 1.72 | 0.04 |
| KS2 Com | 41% | 59% |  |  |

Data 2022-2023 - End of Year data has shown above average progress in KS2 SATs results for reading and writing and maths, although the attainment data was below expectations at 41%.School Development Plan and Evaluation shared with Governors. Identified school’s strengths and areas to develop over the next academic year. Governors are able to confidently articulate the strengths and areas for development. The SDP forms the basis for our termly HT report and the Governors review this at the School Development Meetings.Summary Report shared with Governors from the STSA outlining the progress we have made over the year and priorities which are aligned with our SDP. Training session with Irene Baxter STSA – 12.10.23 and 19.10.23 focusing on statutory duties as a Governor and rehearsal of answering questions. Governors attend our end of term attainment and progress meetings at the beginning of each new term where phase leaders share and discuss the reading, writing and maths data. Governors ask challenging questions about the % on track / Greater Depth to ensure that there is a focus on improving the pictures. Leaders share the interventions planned with Governors ( 7.9.23, 11.1.24, 11.4.24)Caroline Riley comes into school every week for reading mornings for EYFS and Year 2. She spends time reading with and listening to our children. She is the link governor for reading. |
| Holding the head teacher to account for the school’s educational performance How have school leaders ensured full attendance in school and positive attitudes to learning from all groups of pupils: o Attendance o PAs o Suspensions o Behaviour logs How have governors assured themselves that end of year teacher assessment is accurate and that pupils are back on track? How have school leaders demonstrated the accuracy of assessment data? How do school’s 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? Are governors triangulating this with subject leaders monitoring, external monitoring and views of parents?  | Personal Development and Safeguarding Committee discussed:Overall attendance for 2022-2023 – 96.26% (National 93.9%) a significant improvement from 93.1% the year before. Above National Average and 3rd in Telford and Wrekin.Cathy Hobbs from Telford and Wrekin congratulated us on our attendance and would like to send the new attendance support team to see what we do.The school data for Persistent Absence is 6.49% (National 17.7%). This is well below national average and much improved from the 23% last year.School Development Committee – 24.10.23Caroline Riley, Safeguarding Governor reviewed CPOMS and procedures and the amount of recording per concern. Personal Development and Safeguarding Committee – 16.11.23Caroline Riley and Beckie Dotson looked at the amendments to the behaviour policy which now includes a behaviour curriculum. This outlines how behaviour is taught within schools and the responsibilities of all adults and children. Behaviour logs are reviewed weekly by DSL/SLT for emerging patterns / actions to be recorded. These were shown to the committee.Behaviour Parent Meeting – attended by 1 parent. Behaviour policy and Behaviour curriculum was shared with parents in September ’23 via website, Facebook and Seesaw.Personal Development and Safeguarding Committee – 12.2.24Caroline Riley, Teresa Adams, Lisa Pigg (governors) completed the S175/157 safeguarding audit alongside DSL/HT. Governors have assured themselves through the reviewing of the audit and testing of evidence that the evaluation is accurate and actions have been identified and addressed quickly. Safeguarding Audit from LA has been planned for 7.5.24.Caroline Riley comes in to check the Single Central Record every half-term.As an agenda item we review attendance, including PAs, behaviour including suspensions termly. Attendance is consistently above National Average by nearly 3% and PAs are significantly lower than National Average at 8% compared to 20%. Governors ask questions about how we track PA and the processes we follow to ensure our attendance is high. Writing Deep Dive – 4.10.23 with STSA – Teresa AdamsSchool Development Meeting – 7.9.23Governors attended a meeting to discuss end of year data and the priorities moving forward. We discussed the changes to Year 6 and the expectations. Subject leaders are meeting with all teachers and supporting with accurate assessments.School Development Meeting – 24.10.23Matt Downes-Ward looked at the provisions and interventions within school and how these modifications are allowing children to achieve. |
| Ensuring financial resources are well spent.Have all spending decisions been made in line with the school’s scheme of delegation? How are governors 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 was spentHave 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? | Finance, Health and Safety and Personnel Meeting – 14.9.23 to review appraisals and pay progression.Reviewed the financial impact of the ‘Restructuring and Redundancies’ and shared with Governors the positive impact it has made.LA finance meeting – Caroline Riley attended as Vice Chair and Finance Committee 27.2.24 Reviewed the budget for 2024-2025School Development Meeting – 1.2.24Governors reviewed the Pupil Premium Strategy and how we allocate the funding and our reasons for this. Governors challenged the reasons and what we identified as the barriers for learning. We reference this to the disadvantaged attainment and progress data.  |
| Safeguarding Inspection will explore:• 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
* 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. | Caroline Riley – Checked SCR every half term and Notes of Visits are completed. As safeguarding Governor, Caroline has spent time with the DSLs reviewing policies and procedures to ensure there are effective arrangements for safeguarding. Shared our Early Help offer – it is on the website and quite extensive.Safeguarding training attended by Governors and HT – 2-part session October 2023Personal Development and Safeguarding Meeting – 16.11.23Caroline Riley checks through the logs and numbers for any issues related to bullying, racism and homophobic actions – CPOMS logs show the trail of actions.As an agenda item at these meetings we share our data on: bullying, racism and homophobic incidents, sexual abuse including sexual violence and sexual harrassment. HT shares the annual return to TW and the logging systems in school.Personal Development curriculum has been shared with Governors and evidences the well-planned curriculum.Safer Recruitment training – 16.5.24 Caroline Riley attended.S175/157 completed by Caroline Riley, Lisa Pigg, Teresa Adams and HT. Actions have been identified and we requested an audit from Telford and Wrekin to ensure our safeguarding is effective. \*It is important to note that the Governors of Sir Alexander Fleming have the wellbeing of all colleagues and pupils at heart. They will often do a check-in with leaders particularly in challenging times; they also encourage us to shout about how amazing our school is! We have a wellbeing learning walk planned for 6.6.24 where Governors will spend quality time talking to ALL staff in school. |