

Role in School Improvement (Paper A)

Governors Core Function	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></p> <p>Inspection will explore:</p> <ul style="list-style-type: none"> • the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils • whether leaders have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important • whether leaders have created a culture of high expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm • How well leaders and governors engage thoughtfully and positively with parents and the community 	<ul style="list-style-type: none"> • School vision, aims & values. <p>15 official notes of visits were completed in 2018-19 where the vision, aims and values were always noted upon:</p> <p>Children's wellbeing is at the centre of our life in school and the key to raising academic success. This is supported by high expectations for every child and by developing personal awareness, creativity and social understanding.</p> <p>We believe that we make a difference by creating a safe, healthy and stimulating environment of quality provision where our children feel and know how to keep themselves safe, happy and supported in their learning in school and in the wider community.</p> <p style="text-align: right;"><i>Carole Williams - Early Years NOV June 2019</i></p> <p>Above all, we aim to develop positive, confident, reflective children who take part in decision making within the classroom and school so that they have sound knowledge of their own value and purpose</p> <p>We place a strong emphasis on trust, honesty, respect and tolerance through a close partnership between children, staff, governors and parents as an extension to family life. We care about the whole person.</p> <p style="text-align: right;"><i>Heidi Jones & John James - Workload NOV - June 2019</i></p> <ul style="list-style-type: none"> • RAP Summer 2019 <p>The Core groups have continued to meet which has given us opportunities to discuss things in more detail</p> <p>Governors have been in to school as part of their subject leader role and have completed Notes of visit. This ensures that school is still working at Outstanding</p> <p>Health and Safety Audit has been completed by Governors. The local authority moved their appointment to September</p> <ul style="list-style-type: none"> • Appointing key members of the leadership team especially the HT.

A successful year with newly appointed Head teacher and Deputy Head teacher took place in 2018-19. School has remained to have consistently high standards of work as noted in NOVs.

How has this informed me?

- The KS2 children are engaged in agreed daily activities on a daily basis.
- The EYFS outdoor environment is exciting and provides so many stimulating and engaging opportunities for all areas of the EYFS curriculum.
- Children from both Key stages (pupil voice) are able to articulate clearly, rewards and sanctions for behaviour.
- During the learning walk, the behaviour of pupils was exemplary.

Carole Williams - Learning Walk

- Agreeing policies/ procedures.

Policies have been reviewed. A review has taken place about the amount of policies to complete. We amalgamated some and others have become statements. All statutory and curriculum policies have remained. This will reduce teachers' workload with the amount of policies having to be written and reviewed.

- Consideration of workload reform

Purpose for this visit: To discuss the teachers toolkit and decide which way would be best to reduce workload without impact on the children's outstanding progress.

The main focuses have been marking, assessment and curriculum.

JM informed us that in September 2018 staff noted their ideas on what was not needed within their workload, the things that were found unnecessary. The decision was taken to reduce the close the gap marking by only marking through close the gap if there was a misconception. This was trialled for a term and addressed through book scrutiny's and staff meetings to ensure children still were making good progress. This is continually monitored. It has reduced teachers' workload considerably.

We were reminded of the new assessment tool 'Target tracker', its hugely positive impact and its use so far reducing workload and the possibility of being used more fully in the future instead of APP grids or within report writing.

Since the meeting the staff team have reduced the planning format to 2/3 pages maximum and are trialling the new planning within classes. Currently staff are considering curriculum mapping and making what they teach 'tighter' by linking humanities and literacy. New headings for our whole school theme have also been added.

Impact on teaching/learning:

Teachers are taking home less marking which has given them more preparation time.

Target tracker has allowed all data to be at the touch of a button and can be used for many different areas of learning/interventions.

Planning is 'lighter' and easier to read making it easier for teachers to show progressive lessons and add more creative flourishes.

How has this informed me?

It has allowed me to see how much our teachers do daily and the challenges they face.

Heidi Jones & John James - June 2019

- Activity to engage with parents and the community to seek their feedback

Year 2 mathematics workshop

Impact on teaching/learning:

We already know that the structure of maths lessons at WRS is very successful. Engaging the parents and giving them suggestions as to how they can support their child's learning at home will reinforce this and build stronger ties with the wider school community.

How has this informed me?

I can see the effect of encouraging resilience when the children were faced with problems that required some creative thinking. The statement in the school vision was clearly being applied. I can also see that maths teaching at WRS is not static and is being developed with strong, new strategies that will enhance the children's skills.

Steve Lill March 2019

- School website audit and evaluation

Impact on teaching/learning:

All information regarding school updates, diary dates, letters, policies and even homework links are currently on the website.

All bases and subject leaders ensure their website pages are updated at regular intervals.

How has this informed me?

The website audit has allowed me to see how wonderful our school website is already and what action can be taken to ensure it stays that way.

Heidi Jones May 2019

Holding the head teacher to account for the school's educational performance

Inspection will explore:

- **How effectively leaders are embedding a well-constructed, well-taught curriculum and its impact on outcomes for pupils including SEND and disadvantaged pupils**
- **How effectively leaders adjust the curriculum to meet the needs of particular groups to improve social capital**
- **How well the school is developing literacy, particularly reading, for all students**
- **How well leaders ensure that the school has a motivated, respected and effective teaching staff with strong subject knowledge who deliver a high quality education for all pupils.**
- **The extent to which leaders create coherence and consistency across the school so that there is effective teaching and consistent expectations.**
- **How well the school promotes an inclusive environment and promotes pupils personal development**
- **How well the school promotes a positive respectful culture**

- Analysis of pupil results and trends over time to monitor improvement.

Joanne Shephard joined the Governors meeting in the summer term to explain the data and answering any questions to the governors.

- Visits to the school to monitor e.g. learning walks/ book scrutiny alongside senior/ middle leaders.

Swimming learning walk -

Purpose for this visit To observe how we teach swimming

We are fortunate at WRS to be able to access on foot such excellent swimming facilities at Abraham Darby. With a variable depth pool, all is shallow enough for our Yr2s to feel safe, whatever their swimming ability, as the primary objective is to develop water confidence. Both sessions were well staffed with the PE lead teacher James in the pool guiding the each of the larger groups of the less confident. There were 3 groups in each session, with activity type and skills level tailored to each, and teachers and TAs well briefed on what they should be covering.

The change of group was seamless, with no pool time wasted.

All the children appeared well engaged and applying themselves to the activities. I didn't see anyone messing about, and they were all clearly enjoying themselves

It was good to see some children becoming more relaxed in the water and enjoying the games, ball throwing, jumping in etc in the lower groups

The intermediate group members were being stretched and several really pushed themselves within the time, finding confidence to improve.

The most able groups- 4 in one class and 11 in the other- were surface diving and practising strokes to improve technique.

It was encouraging to observe a child who finds class difficult to be excelling here, and not showing any challenging behaviour.

How has this informed me? As a school these sessions seemed excellent to me, well planned and executed. I would like to see the Yr6 sessions also. It was great to see the children having such fun while developing confidence. Walking there, talking with the children everyone seemed very excited to be going swimming.

Heather Freeman - March 2019

Writing

Purpose for this visit :

To look at writing books and discuss the writing with a sample of children from both Y2 classes from all ability groups.

Impact on teaching/learning:

The quality first teaching is having a positive impact on the children's writing and enables the children to understand where they are with their writing and their next steps. They are able to confidently explain this to a complete stranger.

How has this informed me?

where behaviour, attitudes to learning and attendance are all positive.

- Writing continues to be a priority and goes from strength to strength at William Reynolds.
- The time given over to 'talk partners' has been reduced in order to give more quality teaching time to teachers and TAs.

Carole Williams - January 2019

EYFS Learning walk

The EYFS continues to grow from strength to strength. The learning areas are clearly defined both indoors and out, with opportunities for learners to work collaboratively, independently and further develop their own learning. Resources are readily available and accessible for children to select.

Impact on teaching/learning:

- Phonics and numeracy sessions are carried out on a daily basis in the EYFS, including both morning and afternoon sessions in the nursery.
- Children's learning journals and books demonstrate use and application of these sessions both within the children's writing and evidence of manipulation of number and problem solving. All EYFS areas of learning are represented within books and learning journals.
- The excellent start in the nursery in terms of mark making and writing is continued into the reception classes where the books demonstrate a high standard in writing.
- Written and number work is valued and displayed

Reading plays a central role in all stages of the EYFS with the 'core' book being used as the context for learning and reading for pleasure is promoted.

The EYFS staff work together as a team with each member having specific responsibilities under the guidance of the phase leader. The staff work tirelessly to ensure the best possible provision for their young learners, demonstrating high expectations and aspirations.

Carole Williams July 2019

- Seeking and acting on the views of parents/ pupils to evaluate their satisfaction.

Parent consultation questionnaires were discussed at the November committee meeting. There is interest in developing after school provision which needs to be looked in to - 74%. Also there was 79% parents who would like to be able to pay online - which has now been set up through ParentPay.

- Interviews with middle/ senior leaders about aspects of the school's work.

PE

I was very impressed on the wide variety of sports available to all students. James Tagg was very informative and provided me with a leaflet to explain how PE is developed throughout the whole of the school. James will join the Governors with some PE ambassadors at the next meeting to explain the development of PE in school.

Impact on teaching/learning:

Due to the diversity of sports on offer, I believe that all children are able to participate in one sport or more.

How has this informed me?

I feel better informed and more able to offer assistance. I have a much clearer understanding of where the Sports premium money is now spent.

Josie Vaughan - February 2019

SEND

Number of pupils with SEND continues to be above national average at 22%; of those 2.8% have EHCPlans.

There are 44 support staff

This year Educational Psychologist service has been changed from LA Service to one from Birmingham - currently £500 cheaper for the same package.

Referrals for pupils with mental health continue to be less easy than they could be. School is being asked to complete more paperwork - JM and LJR were having a meeting 28th Feb to discuss the issues.

Within school itself, Liza-Jane has begun to streamline paperwork necessary for teachers. Much more recorded electronically for ease of access, supporting work life balance.

Impact on teaching/learning:

IPMs been replaced by APDR (Assess, Plan, Do, Review) They are colour coded to show the 3 waves of support. Allows teachers to focus clearly targeted support more effectively. Liza-Jane feels this is working well.

Changes to Nurture group in morning is having positive effect on group of Y3 pupils who have continued to make progress in literacy, maths and science

Current focus on Y4 by SENDCo who is working to support pupils, teachers and support staff and overcome barriers to learning - high level of need 6.8% have ECHPlans and 23.7% SEN support

Calm room is having positive impact on pupils. A record is kept of who uses the room and the frequency. Also, the use of report cards and behaviour logs are supporting understanding of challenges facing some pupils.

How has this informed me?

School continues to support pupils with a wide range of needs and barriers to learning. Support staff continue to be very important to allowing SEND pupils to access learning and the life of school.

Next steps: Liza-Jane and I will be carrying out a maths book scrutiny next term with specific emphasis on Y4. We want to assess the impact of the focus on this year group along with a whole school focus on maths.

Jane Tranter - February 2019

SEND/Maths book scrutiny June 2019

It was very clear to see that pupils were making good progress in maths. By being given challenges that matched current learning, pupils were showing resilience as learners. There were high expectations placed on the pupils which was leading to successful progress. The books also showed that the focus on these pupils and on maths was having an impact on standards and outcomes.

School continues to support pupils with a wide range of needs and barriers to learning in key skills well

Jane Tranter - June 2019

- Monitoring of attendance and exclusion data by vulnerable group, including trends over time.

This data is discussed at every Full Governing Body meeting with clear indicators as to whether figures are improving. Governors also question why certain groups may have dropped below recommended levels for attendance and what steps are being taken to improve.

Ensuring financial resources are well spent

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
- **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**

Caroline Langham met with Julie Marriott to write to budget plan for the PPG. She shared this at the FGB in June 2019 - where this was agreed by Governors.

The sports funding has been reviewed and a new one planned for academic year 2019-2020 this has been agreed by Governors.

A finance committee will be set up once again so a more strategic focus can look at the impact of the spending within school. This is due to feeling as a whole Governor committee there is not enough time to have more detailed discussions and also there is too broad a focus for Governors to oversee.

Governors agreed funding for new play areas to improve pupils' mental wellbeing, enhance outdoor learning and the PE offer. The equipment was installed over the summer holidays and is already having an impact on pupil well being

<p>compare impact of spending on securing outcomes for children.</p>	
<p><u>Safeguarding</u> Inspection will explore:</p> <ul style="list-style-type: none"> • How well governors ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding. • Whether the school has a culture of safeguarding 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 safe recruitment and allegations about adults who may be a risk to pupils. 	<ul style="list-style-type: none"> • Monitoring of child protection and staff behaviour policies and procedures. These policies are reviewed yearly and agreed by Governors. • Work with students to gather views on safeguarding <p>Governors were informed through school advisor the following views the children have on safeguarding within our school:</p> <p>The children all know the rewards and sanctions and say they are consistently applied. All 4 children can name ALL the school Designated Safeguarding Leads and they also understand their role!!!! This is good practice and there clearly remains a very well embedded culture of safeguarding</p> <p style="text-align: right;"><i>Sally Noble (STSA) - June 2019</i></p> <ul style="list-style-type: none"> • Monitoring of DSL, staff and governor training records to ensure training is up to date, covers relevant procedures and the range of safeguarding contexts <p>Jane Tranter has attended Safeguarding training. Julie Marriott and Liza-Jane Rawlings will be attending a one day update in November 2019.</p>