

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> <ul style="list-style-type: none"> • As governors what has your impact been on ensuring high quality education for all over the last term? • How have governors ensured the vision and curriculum has remained ambitious and inclusive and has kept the needs of disadvantaged and SEND pupils at the heart of learning? • How have governors assured themselves that pupils continue to receive a broad and ambitious curriculum offer and that governors understand the rationale for any modifications made on pupils return to school? • How do school leaders and governors continue to 	<p>Governors have been kept fully informed about the Recovery curriculum carried out at each stage of the lockdowns. Therefore, Governors have been able to ensure that the education the children are being given is still of a high quality. As governors what has your impact been on ensuring high quality education for all over the last term?</p> <p><i>Governors said they had been informed through the school's recovery curriculum. Teachers have also identified in curriculum plans what had not been taught. Using bubbles had had no impact on the continual high expectations of learning. Sally was still coming in and monitoring the school this term.</i></p> <p>School vision, aims & values. 10 official notes of visits have been completed so far in 2020-21 where the vision, aims and values were always noted upon. Upon visits to the school and through TEAMS meeting with children disadvantaged and SEND pupils have been part of monitoring. These children are included in the recovery curriculum. Through regular SEND meetings with link Governor and SENDCO governors are assured of the good practice continuing with the SEND children in line with the local offer.</p> <p>Jane Tranter - SEND <i>Strengths arising from the discussion</i> <i>Many SEND pupils are engaging in learning at school during this lockdown and showing positive attitudes to their learning. SENDCO in contact with those not in school ad supporting access to remote learning. Reviews and actions for pupils continue despite COVID19 restrictions so that pupils continue to receive learning and support they need. Individual Risk Assessments carried out show safeguarding is for staff too.</i> <i>Actions to be undertaken</i> <i>LJR & JT to collaborate on looking at questions the OFSETD will be investigating during an inspection. This will allow us to evaluate practice and ensure that we continue to move forward in supporting SEND pupils.</i> <i>Impact</i> <i>Clearer picture of how many pupils are being supported, level of their support and how their learning is being supported during lockdown - holding SENDCO to account.</i></p>

promote a culture of high standards in behaviour and inclusivity?

- What impact has the school's response to the pandemic had on all pupils' education?
- How are governors monitoring the workload and well-being of all staff, including the head teacher?

Understanding of how many support staff are in school so that I can equate this to the budget review - end of year and for budget planning for next - overseeing financial performance of the school and ensuring money is well spent.

Developing area for collaborative work to help evaluate provision for Governors - Safeguarding.

Sally Noble's Deep Dive OFSTED training - 20/01/21

Jane Tranter - impact from attending the meeting:

*Gave me a clear understanding of 3Is. Intent - what the Curriculum aims to do. Keeping it broad and balanced to link to our School Vision for all the pupils in our care. Implementation - is the curriculum ordered in a logical and sequenced way? Literacy and Numeracy needs to be threaded through all subjects and all staff need to know how these fit into different subjects. Fundamental basics needed to underpin new learning and to allow further learning to take place. Impact - achievement, progress - children know more and remember more. 4 Key Principles to think about when designing our curriculum - deciding what content needs to be imbedded into long term memory, what pupils pay attention to, avoiding memory overload, providing spaced repetition for overlearning. Ofsted will be looking for consistency throughout the school - is the curriculum being delivered in the way it was intended? Senior staff will have opportunity to discuss with Chief inspector first but after that it will be down to discussions with teachers, support staff and children. Teaching will not be assessed. Inspectors will talk to subject leaders (4 or 5 subjects will be part of the Deep Dive). If we want inspectors to see certain subjects we need to make sure these are taught throughout the week not just on one day (Science on a Friday) as timetables not to change. Books will be looked at for consistency with curriculum plans. **Pupil Voice** plays a very important part and staff felt this was an area for development*

Feedback to Governors

Much clearer understanding of the new EIF and how this relates to what is happening in school. Listening to feedback of staff confirmed that everyone has a strong commitment to continue to improve practice and understands how this might be achieved. It was good to hear that support staff were upbeat about their training session and made lots of contributions (Sally). School is "brilliant at adapting to help SEND, disadvantage pupils catch up" lessons are pitched at the right level for all to make progress. Validation from Sally N (SIP) that school continues to move ahead regardless of Covid and continues to deserve an Outstanding judgement. Very pleased to hear that Sally continues to be proud to be our attached advisor

Impact

Is the curriculum sequenced in a logical and ordered way with repetition built in over time? Sally felt we have logical sequencing in our units of work but everyone now needs to know what that sequence is, especially the pupils. Staff need to know what has gone before and what is coming after. Pupils need to know what the logic and sequence of learning is so they understand why they have learnt something in the past, how it helps them learn something new now and in the future.

Steve Lill - impact from attending the meeting:

From the discussions and feedback from the staff to Sally's questioning, it appeared to me that the school would be well placed to answer the types of questions typically asked by inspectors. One area that might be more developed in the future is the pupil voice so that the children are well prepared for the questions they would be asked. Of course, Pupil Voice is already a priority in the current SDP.

By recognising that a future Deep Dive inspection will include close questioning of our children, it is important that the Pupil Voice targets are fully developed. This is, of course, much more problematic in 2021 than at the time the targets were written but when things eventually return to normal it will be a key area to focus on.

Josie Vaughan & Steve Lill Humanities Subject leader interview - 22/04/21

- *Curriculum maps show what history and geography is taught across the school*
- *There is medium term planning for all areas*
- *History and Geography is taught in the morning through literacy lessons to help keep standards high*
- *There are progression documents for history and geography that help inform teachers planning and get the correct pitch and expectation*
- *Interventions take place quickly to help children with misconceptions*
- *Knowledge organisers have been included*
- *Subject leader has carried out CPD for staff*

Next Steps

- *Subject leader to know the data for each year group*
- *Subject leader to carry out book scrutiny with Literacy subject leader to evaluate the effectiveness of the humanities project*
- *Teachers to reinforce what is History and Geography*

Continue to develop pupil voice with the children so they can articulate their learning in humanities

Josie Vaughan & Steve Lill Humanities Pupil Voice - 19/04/21

Strengths arising

- Children were enthusiastic when answering the questions
- They can remember what they have learnt in History but did need some prompts
- Base 13 spoke well about their learning linked to the Mayans and could explain what Primary and Secondary resources were.
- Children have some strategies if they get stuck in a lesson

Actions to be undertaken

- Humanities project to take place until summer half term
- Teacher to use pupil voice questions regularly so the children can articulate the learning effectively without prompts.

Children will have a better understanding of what History or Geography is because teachers have planned an exciting 6 week unit of work. This means that children will be able to articulate their learning in Humanities more effectively.

Monitoring Cycle

Due to COVID the monitoring cycle had been put on hold until Spring 2021 where Governor planned visits have been able to continue in school.

These include

- Monitoring of SEND
- Pupil voice for humanities
- Mathematics subject leader interview
- Mathematics book scrutiny and pupil voice
- Mathematics discussion with class teacher
- Planned literacy subject leader interviews, book scrutiny, pupil voice and class teacher discussion to take place in June.

- SDP Autumn 2020

- Governors are active in the development of the curriculum
- Governors know the strengths and areas of development
- Governors are aware of all of their duties and carry out their responsibilities well

- Agreeing policies/ procedures.

Policies have been reviewed. A new format of policies has taken place to ensure that the legality side is accurate using 'The School Bus' online programme. All policies have been signed for by the Chair or vice-chair of Governors during the academic year 2020-21.

Updated the School vision to include all members of the community instead of only the pupils.

A review of the Curriculum Statement for the school was agreed through the Curriculum Governors. All subject statements have now been written and ready to share with Governors at the next curriculum meeting.

During the lockdown period a Remote Education policy was written and approved by Governors to ensure children were able to access learning at home. Education continued at home with the remote learning where 76.7% of children completed learning online. Each year group had one teacher focus on the children in school and one on the remote learning.

Governors have carried out 3 action plans: Curriculum, Safeguarding and Finance as part of Headteacher Performance Management. This has ensured that Governors are more confident in their abilities to ask appropriate questions and effectively monitor the school.

As part of the Wellbeing Award the school received Governors looked at the Wellbeing of the whole school community. This included adapting our school vision to include the wellbeing of staff. Workload for staff has been high on the agenda for the last 3 years.

John has been looking and monitoring this for the last 2 years. Teachers had not been asked to mark books during the Autumn term. Doing the well-being award has really helped to ensure that everyone's wellbeing has been thought about.

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:
 - Attendance
 - PAs
 - Exclusions
 - Behaviour logs
- How have governors assured themselves that teachers have made an assessment of the starting points and key gaps in pupils' knowledge as they return to school?
- Do governors understand the rationale for any curriculum modifications made to ensure children get back on track quickly, and how have parents been consulted where this is the case?
- Do governors receive regular feedback about how quickly school leaders are tackling gaps in learning?
 - Are governors triangulating this with the monitoring of a range of middle leaders and any external validation?

Governors have been kept up to date of regular attendance, exclusion and behaviour figures/information. School is in line for Telford & Wrekin for attendance. The Health & Safety Committee discuss these in more detail - see minutes of the H&S meeting.

Governors have had the opportunity to discuss the use of the Catch-up funding to ensure that the right children are being targeted for the additional support. The Catch-up funding plan is on the school website for parents to also see.

How have governors assured themselves that pupils continue to receive a broad and ambitious curriculum offer and that governors understand the rationale for any modifications made on pupils return to school?

Teachers have been looking at curriculum maps and seeing what had and what had not been taught. By being kept up to date on all changes and monitoring the curriculum.

Rhonda Welsh, Josie Vaughan & Steve Lill came in to school to carry out Mathematics interviews, pupil voice & book scrutiny

Josie Vaughan

The enthusiasm and dedication of the staff will ensure that the children have a positive impact on their learning. This came across in the children's love of the subject. I can foresee raised levels of achievement in this subject.

Through this activity the Governors were able to triangulate the learning through discussions with pupils, subject leaders and class teachers. It confirmed to Governors that progress was being made by all pupils and staff and pupils could all talk positively about mathematics.

Governors agreed the new RHE policy which has been taught this year. Further discussions are planned to take place at the next curriculum governors meeting.

Transition meetings have begun to take place between the Y6 teachers and Secondary schools. The schools are hopeful to have transition days the week of 5th July. At William Reynolds, transition morning will be on 6th July. Our new reception starter parents, have received an email welcoming them to the school and signposted to the website with more information for the reception intake. Lisa Lloyd, phase leader, will invite parents and

- What is the school doing to ensure there is a provision for supporting secure transition?
- Understand how school is preparing to begin to deliver the RHE/RHSE curriculum.
 - 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.
 - Consider the diversity and needs of the community (in line with Equality Act 2010).

their child in to school (after school) for a visit to see the environment and meet their teacher and classroom in the second half of the summer term.

Ensuring financial resources are well spent

- Have all spending decisions been made in line with the schools scheme of delegation?
- Have governors ensured a robust evaluation of the impact of the 'catch up' funding in all year groups?

All decisions have been made with the schools scheme of delegation. There have been discussions with the Governors about the possibility of the Y1 classrooms being extended over the summer holidays. All have agreed to this as they can see the benefit to the children to have the larger classrooms.

All year groups completed a questionnaire to identify areas of need both socially and academically for the catch up funding. Investigations are taking place about the possibility of the National Tutoring Scheme in September if more money is available. Our focus for this year has been: Phonics (Y1/Y2), Mathematics (Y4/Y5) Social support (Y6/Y5) and resources for whole school. See plan for more detail.

There is a clear PPG plan agreed by Governors and planned with Caroline Langham. The evaluation and new plan will be written for the Autumn agenda.

<ul style="list-style-type: none"> ○ Ensured spending is linked to catch-up priorities ○ Ensured transparency in the way that decisions are made in how funding is spent • Have governors monitored the impact of PPG spending to support the learning of disadvantaged pupils during the pandemic. <ul style="list-style-type: none"> ○ Is the spending ensuring that pupils are able to catch-up and meet their end of year targets? • Have governors reviewed the impact of any technology procured to support remote learning and the plans for that technology following the return of all pupils to school. • Have governors reviewed the impact of lost income relating directly to the pandemic. 	<p>As a school we received just over 100 laptops from the DfE during the lockdown period. This ensure pupils were able to access the online learning. These laptops will be returned over the next few weeks and school will assign them to year groups.</p> <p>The finance committee have agreed the budget for the next year and received a budget statement (see finance committee meeting minutes). Discussions took place that we still have the single status money of £142,014 and decisions remained to not spend this money.</p> <p>The proposed extension was discussed at the finance committee meeting.</p> <p>As part of the Finance action plan Joanne Shephard has started the benchmarking to compare impact of spending against other similar size and deprivation settings. She will continue this work with Steve and John over the next few weeks.</p>
<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: 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 	<p>Liza-Jane Rawlings (DSL), Jane Tranter & Rachel Nash Safeguarding meeting <i>Clear understanding of Safeguarding Action Plan and Governor role in collaboration with Senior Leaders.</i> <i>Comprehensive understanding of impact of KCSIE January 2021 in school. How school is implementing all aspects of this important safeguarding document.</i> <i>Agreeing safeguarding leaflet for visitors.</i></p> <p>Monitoring of child protection and staff behaviour policies and procedures. These policies are reviewed yearly and agreed by Governors.</p> <p>Sally Noble (STSA) Deep dive curriculum visit</p>

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?

- How do governors ensure that the school fulfils its statutory duties?
- How do governors know that the school correctly logs, reviews and analyses all its data relating to bullying and racism incidents and takes appropriate action?
- How do senior leaders demonstrate that the curriculum effectively tackles racism and how is this evaluated?

*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*

Completed the Section 157 / 175 Audit and sent to the LA with Action Plan - Julie Marriott & Jane Tranter. There is a clear action plan generated from the audit. This included arranging 'Vulnerability & Exploitation' training for all staff from the West Mercia Police for June 2021.

Regular updates to Governors for the COVID DSL Action Plan where 140 pupils' parents received regular contact from a DSL whilst school was closed.

All staff attended Child Protection training in the Autumn term. Also training on PREVENT, manual handling and Fire Safety Awareness courses have been completed for all staff this year.

Safeguarding is on every staff meeting agenda. Safeguarding supervision has been added to every DSL meeting agenda.

Governors agree the Safeguarding & Child protection policy and many other Health & Safety policies before they are shared with staff. They go through the Health & Safety committee first before appearing in the FGB meeting where any adaptations have been made.

Headteacher includes safeguarding information in the Headteacher report. This also includes any racist incidents so that Governors are fully informed. Any racist incidents are logged termly on IRIS the local authority system.

Teachers and Governors have been alerted to the new KCSIE Jan 2021 which has some changes due to us leaving the EU.