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**THE GOVERNORS ROLE IN SCHOOL IMPROVEMENT**

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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**  **Inspection will explore:**   * 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   **Governors’ activity might include work in the following areas:**   * School vision, aims & values. * GB powers and duties. * School development planning. * Setting the Performance Management targets for the HT. * Appointing key members of the leadership team especially the HT. * Agreeing policies/ procedures. * Consideration of workload reform * Activity to engage with parents and the community to seek their feedback * School website audit and evaluation | This term our Heads Performance Management Committee have met with our attached advisor to review Performance management targets for 18-19, and establish new targets for 19-20. It was agreed targets had been on the whole well met, and new targets planned which will lead the school forward related to attainment and progress (in particular Phonics and Reading), and the Foundation curriculum with the implications of the new Education Inspection Framework .  All finance governors then met to determine pay increases for all staff. All teachers had produced pupil progress profiles which enabled governors to clearly see how they had been targeting pupils in terms of intervention and quality first teaching in order to move learning on. Governors demonstrated a good knowledge of teaching and learning / progress and attainment. They were very appreciative of all the work that goes on within school to give the children every chance to succeed.  Mrs Anna Hill attended our Raising Attainment planning session with our school attached advisor and members of the Senior Leadership team in order to scrutinise data and performance and drill down to look at groups / individuals who we need to identify for additional support in order to accelerate progress.  This term we have run parent shadowing sessions for Reading as one of our priorities and these have been incredibly valuable for parents who have expressed they now understand far more about how to support their child with their independent reading at home. Governors will scrutinise these responses and feedback to full governors. |
| **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 where behaviour, attitudes to learning and attendance are all positive.   **Governors’ activity might include work in the following areas:**   * Analysis of pupil results and trends over time to monitor improvement. * Visits to the school to monitor e.g. learning walks/ book scrutiny alongside senior/ middle leaders. * Seeking and acting on the views of parents/ pupils to evaluate their satisfaction. * Interviews with middle/ senior leaders about aspects of the school’s work. * Monitoring of attendance and exclusion data by vulnerable group, including trends over time. * HT performance management review. * Challenge to the HT for linking pay to teacher performance. * Any challenge and support offered through committee work/ in response to the HT report which has resulted in improvement to provision and outcomes. | More Governors have been taking the opportunity to carry out learning walks with Curriculum leaders in order to be more fully informed regarding their subject areas, and provide challenge and their own expertise to subject leaders.  Mrs Anna Hill (Chair of Governors and governor for English) has carried out another learning walk with Miss Wilson, this time on cross curricular writing (also linked to skills of Reading with reference to class texts and resources) and this report is attached within these minutes. They saw many strengths and also determined some useful development priorities focussing on reading.  Mrs K Kandola carried out a further analysis of children’s maths books with Mr Gray to see if actions from previous book scrutinies had been addressed, and look at development areas. Again many strengths were identified and priorities established. (see attached report)  Mrs Anna Hill attended the Telford School’s sports Partnership Award evening on November 21st to receive our Silver School Games Award with Mrs Clark and two of our Sports Captains. We are very proud of this accolade .  Mrs Barfield (Re leader) and Mrs Clark met with Rev’d Paula at St.Matthew’s Church on 4th September to discuss the term ahead, with some exciting initiatives planned including creationtide and experience Christmas. |
| **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   + Year 7 ‘catch up’ monies * 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. | A finance committee meeting was held on 7th October to review spending and best value and discuss the budget projections for the forthcoming year. During this meeting all teachers performance was scrutinised and pay awards agreed.  Governors are fundamentally aware of the restrictions on spending we are seeing at present due to the ever decreasing budget. Mrs Clark emphasised the dramatic loss of the learning mentor team as well as other key staff due to the lack of funds which will inevitably have an effect within school, particularly on the pastoral support / nurture. |
| **Safeguarding**  **Inspection will explore:**   * 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.   **Governors’ activity might include work in the following areas:**   * Monitoring of child protection and staff behaviour policies and procedures. * Work with students to gather views on safeguarding * Monitoring of DSL, staff and governor training records to ensure training is up to date, covers relevant procedures and the range of safeguarding contexts * Monitoring of SCR, involvement in any ‘safer’ recruitment * Monitoring how the school tracks children missing from education. * Monitoring how the curriculum offer teaches children about how to stay safe and makes them aware of dangers. * Monitoring how well the school engages with other services to support children and families and keep them safe. * Any monitoring of racist or homophobic incidents, bullying including trends over time * Any work to ensure that the school site is safe and access to the site is secure. | Each Full Governing Body Meeting Mrs Wilson (SENCO/Safeguarding lead) meets with the governors and Children’s safeguarding board to discuss the culture of safeguarding at St.Matthew’s, discuss any new initiatives/training and encourage both children and governors to articulate how our children are engaging with safeguarding at school.  Governors ask children pertinent questions to establish both policy and practice at within school.  Mrs Anna Hill (Chair of Governors/safeguarding governor) regularly checks our Single Central Record (SCR) ensuring it is up to date with J Overal our business manager.  Mr Martin Webb (Health and Safety / IT Governor)regularly checks our school website and discusses H&S with Mrs Overal . (He is attending the H&S audit on Monday 25th November. |