

## **Governor Monitoring Statement 2024-25**

### **Governors' Role**

**The Governing Body of Old Basford School has the clear, long-term aim of maintaining the school as good or better.** In general terms, a governing body is there to help the school provide the best possible educational provision for all children by:

- Working with the school to help ensure that its vision, values, and long-term direction are appropriately defined and applied effectively, so that children, parents and carers, staff and the wider community are clear on where we are going and what we are trying to achieve.
- Monitoring and evaluating progress made towards agreed priorities and targets.
- Supporting the Head teacher and staff as well as challenging their expectations
- Accounting to all interested parties or stakeholders for the decisions made in trying to achieve the above
- Overseeing the financial performance of the school and making sure its money is well spent

**Governors “govern” the school and are not responsible for the day to day management issues.** All governors are appointed or elected not as delegates but as individuals to provide a view that is representative of a parent's, community's, or member of staff's perspective.

The Governing Body's role includes:

- Working with the Headteacher and staff to ensure that the school fulfils its legal and moral duty to promote and safeguard the welfare of the children.
- Setting the overall budget for the school
- Agreeing the priorities for improving the school as part of the overall School Development Plan
- Monitoring and Accountability:
  - Ensuring that the school fulfils its educational and financial targets and has appropriate plans in place to meet the performance objectives.
  - Ensuring accountability to the community for the use of resources and the standards of teaching and learning in the school.
  - Supporting the Head teacher and staff, both in terms of challenging and seeking improvement, as well as praising and celebrating achievement.

The Governing Body performs this role through careful and structured monitoring of the school. The various elements of this monitoring are described in the following pages:

### **Governor Monitoring**

#### **Progress of school towards meeting strategic targets detailed in the School Improvement Plan**

The governing body agrees the School Improvement Plan at the start of each year and has responsibility for monitoring the school's progress towards achieving the targets set out in the plan. Each area of monitoring takes account of these strategic targets.

### **Proportion of pupils making expected progress**

Pupils should be in an educational environment that enables them to make at least expected progress. Pupil progress forms part of the floor standards for both primary and secondary schools, which the government uses to hold schools to account. This includes the progress of certain groups, for example those eligible for pupil premium. Particular attention is paid to constituent groups' progress e.g. ethnicity, gender, disadvantaged status, SEND.

#### **Evidence:**

- In-school tracking data from teachers
- KS1/2 performance in the core subjects (through national tests or in-school data) • FFT data

### **Pupil attainment**

The proportion of pupils reaching a certain level of attainment forms part of the floor standards for primary schools. This includes the attainment of certain groups, for example those eligible for pupil premium. Schools are held accountable for their pupils' attainment by both the government and Ofsted. As with progress, particular attention is paid to constituent groups' progress e.g. ethnicity, gender, disadvantaged status, SEND.

#### **Evidence:**

- In-school tracking data from teachers
- KS1/2 performance in core subjects (including phonics at Y1, Times Tables at Y4 and Y6 SATs)
- FFT data

### **Quality of teaching**

Research evidence suggests that quality of teaching is a critical factor affecting pupils' achievement. It is therefore strongly linked to pupil attainment and progress. It is one of the four areas for which Ofsted makes a graded judgement during school inspections.

#### **Evidence:**

- Headteacher reports, including anonymised data from lesson observations and performance management systems
- School Improvement Advisor (Nottingham Schools Trust)
- Surveys of teachers
- Pupil voice
- Uptake and impact of general and specialist continuing professional development (CPD)
- Proportion of positions filled by staff with relevant teaching and specialist qualifications

### **Staff morale and wellbeing**

There is a direct correlation between staff morale and staff performance; in short: happy workers perform better. Where staff morale is high, the quality of teaching is more likely to be high. The

governing body has a duty of care to the Headteacher, and through them, to the school staff, and therefore needs to be aware of their wellbeing.

**Evidence:**

- Staff surveys
- Staff absence data
- Staff turnover
- Feedback from teacher exit interviews

**Pupil wellbeing and resilience**

Governors and trustees must have an interest in pupil wellbeing because they care about the children in their school and parents will prioritise the happiness and wellbeing of their children at school. The governing body has a duty to promote the well-being of pupils at the school. Research evidence shows that children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both during school and in later years.

**Evidence:**

- Pupil and parent surveys
- Pupil and parent focus groups
- Anonymised reports from Safeguarding, SENCo staff and Headteacher
- Pupil absence data and behaviour data
- Anonymised feedback from School Counsellors

**Behaviour of pupils**

Pupil behaviour has a significant impact on the learning environment. Challenging behaviour disrupts teaching and learning, and consequently pupils' achievement. As well as being one of the four areas for which Ofsted makes a graded judgement, behaviour has a wider influence on both pupil and staff wellbeing.

**Evidence:**

- Headteacher reports, including information on incidents of bullying
- Staff, parent and pupil surveys
- School visits (looking at implementation of behaviour policy)
- Number of behaviour management incidents (e.g. exclusions etc.)
- Amount of authorised/unauthorised/long-term absence
- Recognition and tracking of positive behaviour through school reward schemes

**Use of resources**

One of the governing body's core functions is overseeing the financial performance of the school and making sure its money is well spent. Effective use of resources allows the school to give pupils the best education possible on a long-term basis. The guidelines set out in the Academies Financial Handbook

form the main reference tool for the governing body's financial management, setting out the requirements to be followed.

**Evidence:**

- Financial benchmarking data
- Reports from the school business manager/headteacher
- Reports from auditors
- How money is prioritised and impacts of spending measured
- Available facilities
- How pupil premium and sports premium funding is spent and impact monitored • SEND provision

**Effectiveness of communication with parents**

A school needs to understand its parents and their views of the education being provided to their children. Parents have an enormous influence on their children's learning and choose schools for their children to attend. Ofsted uses responses to Parent View when making inspection judgements, and will consider how effectively the governing body engages with parents.

**Evidence:**

- Parent surveys
- Feedback at parent evenings
- Number and nature of parental complaints
- Number of authorised/unauthorised absences

**Preparation for next stage of education**

Part of the role of schools is to give pupils the knowledge and skills they need to succeed in the future, in both the short and long term. Ofsted inspectors consider whether "teaching across the school prepares pupils effectively for the next stage in their education" (Ofsted School Inspection Handbook) and this also forms part of the judgement for Achievement of Pupils.

**Evidence:**

- Pupil Voice
- Discussions with the secondary schools that pupils move on to

**Range of opportunities for pupils to experience and enhance success**

Offering pupils multiple opportunities to experience success enriches their educational experience beyond academic attainment alone. It can positively influence pupils' wellbeing, health and academic achievement. It makes the school more attractive to prospective pupils and parents, and can facilitate engagement with the local community.

**Evidence:**

- Variety of extra-curricular activities on offer
- Participation in extra-curricular activities across groups
- Quality of facilities for extra-curricular activities
- Pupil and parent surveys

### **Governors' monitoring alignment**

Governors each have an area of alignment ascribed. They have individual responsibility to monitor that area of school performance against agreed strategic targets and to report back to the governing body. In doing so, they fulfil the governing body's responsibility of holding the school's leadership to account.

The areas of alignment are:

- Reading
- Writing • Maths
- Science
- Curriculum
- Wellbeing
- Staff Voice
- Middle Leaders
- ECTs
- Foundation
- SEND
- H&S
- Buildings
- Safeguarding
- Pupil Premium
- Sport Premium
- Pastoral/Vulnerable Pupils
- Attendance
- Outdoor Play and Learning (OPAL Play)