

Governors Role in School Improvement October 2024

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>How do governors ensure that school leaders provide high quality education for all?</p> <p>Do all pupils receive a broad and ambitious curriculum offer?</p> <p>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?</p> <p>Do governors know which groups of pupils are vulnerable in school and at risk from underperforming?</p>	<p>Governors focus on our core governance functions: ensuring there is clarity of vision, ethos and strategic direction. During Spring term, Governors having been undertaking their due diligence about MAT. In summer term 2024, The Governing Body unanimously voted to explore becoming a founder member of a newly formed trust within T&T. Additional governing meetings have been held and the governing body agreed that resolution has been passed to convert to academy status and have applied to become a founding member of 'The Four Hills Trust' (Newly formed with 6 schools at the founding member stage). The application was made within the required deadline of 17th May to secure grant money for the conversion. There is still no commitment at this stage and the governing body and head teacher will continue with due diligence.</p> <p>All governors agreed that the opportunity of becoming a founding member of a newly formed local primary trust would ensure that the school would retrain the vision, values, ethos and culture that makes WRPS unique and upholds the mission statement: to be the best we can be.</p> <p>The DfE have updated the founding schools and the application will go to panel this December for either a yes or no to the formation of the MAT.</p> <p>Extracts taken from the application the headteacher wrote and Chair agreed:</p> <p><i>Our school wholeheartedly aligns with Four Hills Education Trust's core vision: a nurturing network of local schools united by wellbeing, diversity, and respect. We share their child-centred philosophy, as we aim for all our children to leave us equipped with key skills, which enable them to be confident, respectful, skilful, ambitious, and positive individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer.</i></p> <p><i>Like Four Hills, we champion equitable opportunities, ensuring every child has the foundation to reach their full potential academically, socially, and emotionally. We place emphasis on a curriculum that develops the whole child. Our values-based school aligns with the Trust's values as we ensure that the wellbeing of all members of the school community is at the centre of our life in school and the key to raising academic success. We nurture an inclusive ethos, fostering empathy, respect, and a global perspective. Our knowledge-rich curriculum aims to raise children's aspirations and to widen their horizons.</i></p>

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?

Governors have considered that becoming part of a newly formed MAT provides opportunity and will support the strategic direction and financial forecasting of WPRS.

The Governors are able to articulate their curriculum findings and had a clearer understanding of the curriculum practice within the school.

Evidence has been regularly shared with all Governors through Notes of Visit.

All Governors are now able to identify within the Curriculum Committee meetings the strategic view for that meeting

Governors are better equipped to challenge the Headteacher, SLT & teachers.

"The introduction of new medium-term plans are clearly helping to structure Reception year maths and to integrate this learning with previous and following years in order to achieve better retention of the concepts. Previously, these concepts may have been weaker in some children over time as the gap between revisiting the concept was too long."

EYFS Mathematics - Steve Lill

"Our pupils love Science and can explain the importance of the subject in their everyday lives. They can also explain how the subject will help them in their future careers. The work in books clearly showed that children understand what a Scientist is and how their work impacts life today. Staff have good subject knowledge and use the progression document to plan and sequence well-structured learning. It was beneficial to see how Science develops across school and how it links to other curriculum areas. It was useful to talk with the subject leaders about how the progression document and other working documents support teachers to deliver quality Science teaching.

I can see how much work goes into developing, monitoring, and updating practice so that the subject is strong."
Science - Lauren Dawkins

"The New Model music curriculum is clearly being applied through the school and this reinforces the broad and balanced curriculum we constantly seek to achieve. Music planning is detailed and structured giving an overview of expected progress across each term and year group. The class music book is an excellent way of recording activities and progress through the course of a unit of work and over the year."

Music - Steve Lill

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"It is very obvious that all teachers are planning accordingly to fill gaps in knowledge that have happened as a result of the pandemic and lockdowns, and that all staff are working to ensure that the children at William Reynolds are not disadvantaged. Outside of school tuition has already begun to support year 6 with maths."
Caroline Langham

"One of the great strengths of William Reynolds School is the depth of curriculum knowledge across the whole staff. Our work over the last year on the latest Education Inspection Framework only reinforced my opinion that this continues to be so. The detail with which each teacher we interviewed was able to answer our questions was very impressive. It was also clear that the subject leaders enthuse the rest of the staff to drive up standards throughout the school. The organisation of the curriculum gives a very clear structure to the subjects across the years. The children also respond well to the progression that is expected of them. The children we talked to always seemed to know what was coming next."

Steve Lill

SEND link Governor regularly meets with Emma Shanklan - SENDCO to ensure that the SEND pupils are making progress.

"APDRs are supporting SEND pupils through smart targets and allow pupils to further develop their understanding of their own progress and targets. Teachers have ready computer access as well as paper access to reports and records they need to give focussed support to each SEND child in their class. Emma is making this role very much her own. She is developing record keeping to be accessible to allow teachers to provide the best support and interventions for each pupil based on their need. Pupils with SEND continue to be a significant proportion of each class so it is important that we get it right - 28.2% not including nursery. 8 children have EHCP. SEMH, SLCN, MLD make up the highest proportion of Pupils with SEND." Jane Tranter

Data is provided for Governors to see all vulnerable groups

Attendance currently is above National at 95%. Regular meetings with the EWO, attendance manager and a member of SLT show the importance school place on attendance. Letters have already been sent out to pupils who had persistent absence to try to target them to improve this term.

PPG - Purpose for this visit: To monitor the use and impact of the PPG funding. The headteacher has RAG rated the PPG strategy as this is coming to the end of the three years. This will help inform the new PPG strategy.

The Senior Leadership Team including Governors have identified areas for development using the PPG toolkit to analyse data from a range of strategies agreed using The Education Endowment Foundation (EEF), OFSTED research projects & Forestry UK.

The EEF Teaching and Learning Toolkit considers a wide variety of common approaches and strategies for raising achievement and analyses them based on a range of evidence to identify the high impact approaches alongside cost implications. This action plan is based upon some of the higher impact strategies.

At William Reynolds, we aim for all our children to leave equipped with key skills, which enable them to be confident, respectful, skilful, ambitious and positive individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer.

We place emphasis on a curriculum that develops the whole child. Through our school values - Challenge, Honesty, Ownership, Courage and Collaboration - we ensure that the wellbeing of all members of the school community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions in life that show their understanding of right and wrong.

The 2024-2027 Pupil Premium Strategy is linked to the SDP. The challenges are listed below.

Challenge number	Detail of challenge
1	Pupils arrive in the Nursery / Reception significantly below age related expectations.
2	Pupils in Y1 require support to accelerate progress in phonics so the vast majority of pupils pass the phonics screening check. Word-reading is one of the essential dimensions of reading; the other is comprehension. Skilled word-reading involves working out the pronunciation of unfamiliar printed words (decoding) – which is why the screening check is important – and recognising familiar printed words.
3	Pupils from Y1 – Y6 require support to accelerate progress in order to close the gap in attainment compared to national expectations. Early identification to pupils with a Specific learning need is vital.
4	Pupils need support to overcome barriers to learning due to social, emotional and behavioural issues. An identified group of pupils with significant social and emotional issues are supported in a nurture group. Support is need for pupils who need extra support in terms of integration and engagement in school life.
5	Persistent Absentees & late arrivals require further identification and support to reduce numbers.
6	Support for families by: Ensuring that all pupils have equal access to educational visits Additional provision for the Before School Club.

Monitoring visit from Autumn 2023 identified the following:

Challenge 1 (Pupils are prepared for Year 1) - Parental engagement is good - home-school relations via Family Learning and Leaflets explaining RWI and Reading for pleasure. Solid curriculum due to being a 'Early Adopter School' Expected levels of development are at 76% which is the same as pre covid levels indicating that children are making outstanding progress.

Challenge 2 - (Current attainment gap is closed for PPG children by the end of Year 6) - Progression documents show progress in subject areas and break down skills. Lessons in books show clear sequence of progression. Assessment indicated which children need intervention, and tuition.

Challenge 3 - Support is in place for children to make good progress in school.

Teachers are aware of the PPG children or SEND children within their class in order to support their needs.

Intervention programmes support groups who need to make accelerated progress. Nurture groups ensure that children who are unable to access curriculum in class, or who have SEMH needs which prevent them from working in a whole class environment are supported. They are then able to follow a tailored curriculum.

Challenge 4 - Attendance in line with national and reduction of Persistent Absentees.

Discussed attendance procedure for absence children daily and learned how this was followed up to ensure safety of pupils. Understood how Persistence Offenders are categorised and how the EWO provides administration support and visits to families who need to improve. Understood how a Covid Adjustment to attendance figures means that our current Persistent Offenders percentage is 15.72 % which is broadly in line with other similar schools.

Challenge 5 - All pupils are able to attend educational visits.

School provides subsidies to ensure that visits are affordable and all pupils can attend. School have paid for onsite visitors this year so that all pupils can access cross curricular learning. Year 5 Arthog Outreach is paid for by school, to ensure that all children experience outdoor education. Year 6 children experienced outdoor education via a subsidized residential trip.

Impact on teaching/learning:

- Due to systems in place PPG and Non PPG children have similar outcomes at the end of their Key Stages.
- High expectations are evident in the quality of work books reviewed.
- Children are confident in explaining their learning to adults.

(Caroline Langham, Steve Lill & Lauren Dawkins)

Monitoring Cycle

Autumn 2024

- Live Picture Building: History
- Live Picture Building: Maths
- SEND Monitoring - key essentials
- Non-Live Picture Building English
- Pupil Voice - School Rules, Values and Behaviour
- Non-Live Picture Building: Science & Art
- RWI Development Support
- LA Quality Assurance Visit
- Governors will be provided actions plans to support being 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.

Autumn 2:

- Picture Building Live: English, Geography, Science, PE and Music -subject leaders & Ruth
- STSA Autumn Review

All policies have been signed for by the Chair or vice-chair of Governors during the academic year.

Staff workload has been a high priority, and remains a priority over the past couple of years. As part of the SDP, Senior Leaders are currently using Performance Management questionnaires alongside the DFE Wellbeing Charter to review current practices.

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

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.

How have school leaders ensured full attendance in school and positive attitudes to learning from all groups of pupils:

- Attendance
- PAs
- Exclusions
- Behaviour logs

Governors are informed in the headteacher's report about attendance, suspensions and behaviour.

Suspensions have remained low - this is not a result of having different cohorts of children - it is a result of experienced staff, calm, consistent adults, consistency of use of behaviour policy throughout the whole school and strong management of break & lunchtimes. During Autumn term 2024, there has been one suspension. We currently have two children in year that have complex behaviour needs and this is being well-managed through the new behaviour & relationships Policy, but we need to remain vigilant. The headteacher has been to FAP for a child in Year 3 and he is attending at the Linde Centre part time for the next 12 weeks, and alternative provision. For the PD Days in Autumn term, Behaviour CPD was provided to all staff over two days. All staff have bought into the new policy and are working consistently to implement.

How have governors assured themselves that end of year teacher assessment is accurate and that pupils are back on track?

Data 2024 - End of Year teacher assessment has been in line with national for reading and mathematics and in line for writing in the KS2 SATs results. KS1 had much improved results above the local authority in reading, writing and mathematics. There is a focus to improve phonic outcomes for pupils in Y1 & Y2.

How have school leaders demonstrated the accuracy of assessment data?

Transition meetings are held between Y6 teachers, SENDCO and secondary schools to ensure all information was passed on to their new schools. Transition in the new academic year has been smooth and children have settled well.

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?
What is the school doing to ensure there has been a secure transition for pupils following the pandemic?
Both year to year and key stage to key stage.
Understand how school is delivering the new 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).

A PSHE parent consultation took place with parents in March 2024 and feedback was gathered via MS forms. The PSHE curriculum lead has recently purchased Kapow Scheme of work, and this will be implemented in September. This scheme is in line with the RSE government guidance. Monitoring from Ofsted in Autumn 2023 and the LA Safeguarding Audit highlighted the need to ensure the school was following the recommended guidance from DfE. PSHE curriculum has been implemented in Autumn 2024 and this scheme in line with the current RSE government guidance.

"All of the school policies are available to view on the website as well so parents or carers can easily access vital information quickly. "

Lauren Dawkins

Ensuring financial resources are well spent

Have all spending decisions been made in line with the schools scheme of delegation?

How governors are assured of the impact of the 'catch up' funding in all year groups?

- Spending was is linked to catch-up priorities
- There was transparency in the way that decisions were made in how funding is spent

Have 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.

The Governors can clearly articulate their findings and have a clearer understanding of Finance within the school. The governors have agreed and signed a deficit budget for 2024 25. The predicted deficit budget forecasted by the LA finance officer in the February meeting was shared by the head teacher to the chair and the vice-chair. The large the deficit forecast for 2024 25 of £250, 000 is due to increases in SLAs (catering, cleaning, LA SEND etc) and pay increases for staff. The staffing model in place at WRPS is above the recommended scale and the headteacher has worked to reduce this to 85% for 2024 25 without restructuring. This has reduced the deficit budget 190,556. The headteacher is evaluating how to strategically manage the staffing costs to bring them in line with the recommended scales without there being detriment to children's learning and behaviour. Autumn term has seen a significant change in the SLT structure where the deputy head teacher has been awarded ill health retirement through the Teacher Pensions. The headteacher has seconded the AHT to the deputy post. The structure of SLT will now be reduced by one post. Further to this, two experienced support staff are due to retire at the end of this month. These changes have support a further reduction in the deficit budget. NOR have increased and the school has expanded its offer in nursery to 30H provision. Currently the deficit forecast is near £125,000.

All Governors are able to identify within the Finance & Personnel meetings the strategic view for that meeting. Governors are better equipped to challenge the Headteacher, SLT & teachers.

All decisions have been made with the school's scheme of delegation. There have been discussions with the Governors about developing office space for the DSLs which would mean the school could reinstate the second nurture & behaviour provision and look at developing the school library. A decision has been made to use some of the money to replace the classroom windows on a phased approach as there is not enough money to replace all the windows.

The Governors always agree the PPG plan for the Year ahead. When carrying out book looks or pupil voice there are always representatives of PPG pupils. The Impact of the PPG funding is always reported on the PPG plan.

"The atmosphere in school is one of positivity. As said previously all are calm and purposeful. The many interventions are working to the benefit of pupils either in one to one or group sessions. TAs are deployed effectively to support learning. All staff can identify the needs of pupils. Pupils are improving their ability to articulate what they are learning and why and to explain connections with other things they are learning. From Nursery right through to Year 6, children enjoy school and work hard. All were purposeful and calm. Everyone is continuing to work hard to close the gap for our children and to develop a broad and balanced offer to children.

	<p><i>Children with PPG are well tracked, and staff are aware of the needs of their pupils. Interventions are monitored and adapted to best suit the pupils. There is currently an emphasis on improving attendance to ensure all children can benefit from the offer in school. I really enjoyed the opportunity to see children and staff and please pass on my thanks for a very pleasurable morning!"</i></p> <p><i>Jane Tranter - LA Review with Claire Killick of effective use of Catch-up Funding and Provision for PPG pupils</i></p> <p>Governors are aware of the PPG plan and agree the spending throughout the year.</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 securing the support they need, or referring them in a timely way to those who have the expertise to help; and 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? 	<p><i>"There are many safeguards in school to ensure that online safety is well managed and presented to pupils. Staff are well trained and pass on their knowledge to pupils.</i></p> <p><i>School is currently well prepared for any failure in systems and to react to any dangers the pupils may encounter. The school subscribes to the Gold Service for ICT technical support and advice. Regular meetings are held between school and ICT support.</i></p> <p><i>Governors continue to need to be abreast of advances in understanding of cyber security and how school implements these advances and information."</i></p> <p><i>Jane Tranter</i></p> <p>The Governors are able to clearly articulate their findings and have a clearer understanding of Safeguarding within the school.</p> <p><i>"Many changes over the last year have needed to be implemented and monitored by senior leaders in school who have met these challenges head on. Lunch breaks are seen to be working well and giving the children more opportunities to mix while being active on the playground, using and enjoying the equipment purchased. I am pleased to see that The Wellbeing Award was achieved and took into the wellbeing of staff as well as pupils. With the world as it is currently, we must ensure that we continue to monitor and make positive changes where possible to ensure that workload remains, or becomes more manageable."</i></p> <p><i>Caroline Langham</i></p> <p>Evidence has been shared with all Governors through Notes of Visit.</p> <p><i>"The school website is easily accessible for parents, carers and children to find out which members of staff are responsible for the safeguarding of the children. It also tells us lots of information on how the school is working hard to keep the children safe, including having wellbeing champion children that are easily identifiable</i></p>

- 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.

in the school as they wear a yellow t-shirt and badges to encourage other children to speak to them if they have a concern and they do not feel comfortable talking to an adult."

Lauren Dawkins

Jane Tranter (Safeguarding Link Governor) met with Joanne Shephard (Designated Teacher) to discuss Safeguarding within the school.

Area of Focus from the School Development Plan

Safeguarding

Through a case study, I was able to see our safeguarding systems in operation. I saw how concerns were raised by members of staff and how these were responded to and actioned.

I viewed record keeping on CPOMS which included original copies of concern forms, letters and records of conversations with child, parents, staff and agencies.

I was able to see how concerns were escalated by DSLs and the time frames in which actions were taken.

Key points raised:

- *Robust systems are in place that meet the safeguarding standards from KCSIE document and are well embedded in practice.*
- *I was pleased to see that concerns were followed up in a timely fashion.*
- *The case study demonstrated that concerns are taken seriously, and that provision is put in place to support a child when concerns are beginning to build a bigger picture of potential safeguarding needs.*
- *It was clearly demonstrated that when concerns escalated, staff behaved not only in a professional manner but with compassion and in a way that ensured the overall safety of the child concerned.*

Strengths arising

- *The deeply embedded principles of safeguarding amongst all staff*
- *The professionalism of all DSLs in school*
- *Robust record keeping which ensures safeguarding needs are not missed*
- *Concerns actioned are done so in a timely manner and followed up*
- *Clear referrals to agencies when safeguarding thresholds are met*

Impact on teaching/learning:

- *Safeguarding in school helps to support development of pupils*

- *Children needs are respected, and they feel safe in school which helps support their learning*

Jane Tranter - Chair & Safeguarding Governor

Jane Tranter (Safeguarding Link Governor) met with Joanne Shephard (Designated Teacher) to discuss Looked After Children (LAC) and Personal Educational Plans (PEPs).

Area of Focus from the School Development Plan

Review, embed and deliver an ambitious curriculum designed to give pupils the knowledge, skills development and cultural capital they need to be successful in life

Ensure that emotional well-being and mental health is at the heart of the school's aspirations

To continue to develop provision for vulnerable learners

To offer provisions and interventions that match the needs of our pupils and to ensure they make progress

Strengthen the role of Governors

Key Points raised:

- *Different Authorities have different PEP layouts so it takes a while to get head around. Currently dealing with 4 LAs - TAW, Wolverhampton, Sandwell, Neath/Port Talbot*
- *PEPs are generally Rag Rated to help ensure continuity of provision - quality control*
- *Most authorities ask for termly review*
- *SDQs - Strength and Difficulties Questionnaire used to inform PEP*
- *Each PEP has section for pupil voice*
- *TAW interventions are costed and have long, medium- and short-term targets*
- *Contributions made by pupil, Lead teacher for LAC from school (currently JS) in conjunction with class teacher Social worker, carers and Virtual School Rep(TAW)*
- *TAW PEPs are straight forward and can be done online. Also include cultural capital as well as educational targets*

Strengths

- *Telford & Wrekin look in depth at PEP giving good quality control. School is usually green rag rated*
- *Carers communicate well with school*
- *Funding is generally costed and monitored by school as well as the LAs.*
- *LAC lead copes well with differing systems and paperwork demanded by different local authorities*

- *LAC - pupils are making good progress and are happy in school.*

Impact on teaching/learning:

Pupils are making good progress.

- *They are happy in school and know that their needs are reviewed on a regular basis. They are encouraged to take part in out of school activities, including those offered by school. This means they are developing as a whole person and have a **knowledge of their own value and purpose in the world***

Jane Tranter - Chair & Safeguarding Governor

Previous Section 175/157 LA monitoring visit March 2024

- *Website audit: policies and Early Help*
- *Sign in procedure: effective system, leaflet*
- *Safer Recruitment:*
 1. *recheck - dates on DBS certificate not when it was seen; child-care disclosure needs to say yes on SCR; volunteers need RA before DBS - T&W template; Safer Recruitment Policy - align with decision on no need to recheck DBS - staff fill in a disclaimer form (save money and recording); staff files - application forms need to ensure that dates are specific; references need to be tighter eg class teacher was recorded on one and this should be the headteacher; job description, advert, evidence of induction all needed in personnel files.*
 2. *All staff involved in recruitment need Safer Recruitment Training*
 3. *Adverts need to include safeguarding info eg subject to DBS, online checks, references.*
 4. *Interview questions need to include a question around candidates' motivation to work with children - this needs to be tested in the interview process.*
- *Curriculum & Online Safety: Purple Mash used to support curriculum for online safety PSHE curriculum are mapped out.*
- *Staff voice: very positive - staff have a good understanding of contextualised needs of the children at school eg young carers; everyone's responsibility; early identification professional curiosity; recording systems. Staff knew about Early Help assessment but not the Early Help offer at WR.*
- *Pupil voice: children felt safe at school; had a good understanding about online safety and were able to talk about curriculum links and assemblies. Children were able to talk about online blocking procedures and lived experiences. Children shared that they felt the higher up the school they went the stricter the teachers were. Named a class teacher that shouts at the them.*
- *Use of the calm room - partnership are keen to focus on the use of this break out space. 'It is clear that the headteacher has a clear strategic vision to support children to develop self-regulation and develop positive behaviours.'*

Actions:

- 1. CPOMS Safe to be used for personnel files (summer term)
Align policy and DBS checks: use disclaimer form- before end of Spring term*
- 2. Parent Voice - RSE education - these needs developing. CSE curriculum work for UK2*
- 3. Monitoring cycle: personnel files and Cpoms records - this to be shared with governors.*
- 4. CPD - emotional regulation - ZoR*
- 5. Policy development: Low-Level Concerns Policy and Staff Allegation Policy to become one - T&W template.*
- 6. Head Teacher's Vision: ZoR and behaviour curriculum, CPD all staff*
- 7. CPD all staff - Early Help Offer at WR*
- 8. Visitors Leaflet - reduce content and tweak to have a blank space to be able to record a concern.
Joedy Parton Education Safeguarding Officer*

All staff & Governors have attended Child Protection training- September 2024.

PREVENT, manual handling and Fire Safety Awareness courses have been accessed on Ollie. Teacher training for Prevent is scheduled for October 2024. Mel O'vens is an additional member for the DSL team and has attended training in September. This has created capacity for Lauren Dawkins to provide Nurture invention for identified children.

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

A supervision meeting for all teachers with the Headteacher are scheduled and planned for in DSL meetings.

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 received a copy of the KCSIE 2024. KCSIE 2024 has been published. There aren't any big changes this year, but be clear on the most important ones now. The new version of Keeping Children Safe in Education (KCSIE) comes into force on 1 September 2024. There was no consultation period this year as the changes are quite minimal and mainly technical. The summary of changes have been shared with governors and teachers in June 2024. Further training for all staff has been provided and the key messages of the changes have been disseminated to all staff in September 2024.