

Governors Role in School Improvement Summer 2025

Governors Core Function	Impact of Governor Involvement - what improvements have been secured to pupil outcomes, behaviour and safety, leadership and management?
<p>Setting the vision and strategic direction of school</p> <p>Points for governors to consider</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>1. Setting the Vision and Strategic Direction of the School</p> <p>Governors continue to uphold their core function of ensuring clarity of vision, ethos, and strategic direction. This year, the Senior Leadership Team and Governing Body have engaged in deep reflective work to articulate a renewed, values-driven vision rooted in the belief that:</p> <ul style="list-style-type: none"> • The 'Why': <i>Education is transformational.</i> At William Reynolds, we believe education should transform lives. We are committed to giving every child, regardless of background, the opportunity to thrive and succeed. Our vision is grounded in the belief that every pupil should leave school equipped with the confidence, character, and competence to shape their future and contribute to society. • The 'How': <i>We culture thinking.</i> We are developing a culture that promotes thinking and reflection at all levels: academic, social, and emotional. This means: <ul style="list-style-type: none"> ○ Academic rigour through a knowledge-rich, well-sequenced curriculum. ○ Social growth through values education, collaboration, and community engagement. ○ Emotional resilience through inclusive, trauma-informed practice and nurture principles.

Do governors know which groups of pupils are vulnerable in school and at risk from underperforming?

What actions do governors take to monitor the quality of learning for vulnerable pupils?

Do 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 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' activity might include work in the following areas:

- Statutory GB powers and duties are met.

This thinking culture ensures that pupils, staff, and the wider community are active participants in shaping a vibrant, purposeful learning environment.

- The 'What': A curriculum and culture that delivers on our mission "to be the best we can be." Our strategic intent is embedded in every layer of school life, from the curriculum and teaching practices, to inclusion and staff development.

The Governing Body has taken decisive strategic steps this term, voting to become a founding member of The Four Hills Trust, a new local MAT aligned with the school's ethos of inclusion, well-being, and high standards. Governors believe this move supports long-term sustainability, financial forecasting, and the continued autonomy of William Reynolds within a like-minded trust. Governors have contributed to this strategic direction and engaged stakeholders in meaningful consultation to test and refine the vision. This alignment underpins key developments, including our application to become a founding member of The Four Hills Trust, a local MAT with shared values and strategic aims.

2. Curriculum Breadth, Inclusion and Ambition

Governors receive regular evidence through Notes of Visit, live picture-building opportunities, curriculum committee reports, and strategic leadership updates. The curriculum is demonstrably:

- Ambitious, inclusive, and well-sequenced.
- Informed by national curriculum expectations with clear progression documents of knowledge.
- Underpinned by a commitment to whole-child development, academic rigour, and character education rooted in the school's values.

Governor comments confirm that the curriculum:

Review the curriculum intent statement with senior and middle leaders to ensure that they demonstrate the school ethos, vision and values.

Challenge and test the evidence presented by school leaders about the impact of curriculum design on learning, inclusion and engagement of all.

Review the school development plan, to ensure that targets are SMART, sufficiently ambitious, closely aligned to school priorities and the performance management targets of all staff.

Review policies/ procedures and risk assessments to ensure that they are up to date and fit for purpose.

Monitor the impact of measures taken to manage staff health and well-being and workload.

Governors regularly seek the views of parents and the community for feedback and school takes action where appropriate about:

The quality of the curriculum

Extra curriculum activities

- Enables pupils to meet or exceed national expectations.
- Provides coherent progression across subjects, including for SEND and disadvantaged pupils.
- Embeds a values-based approach to learning.

SEND and Vulnerable Learners:

- The SEND Governor meets regularly with the SENCO.
- 28.2% of children (excluding Nursery) are on the SEND register, with 27 EHCPs.
- Clear records (APDRs) and inclusive classroom strategies are in place.
- Monitoring confirms that pupils with SEND and disadvantaged pupils are well supported through interventions, nurture provision, and targeted teaching.
- Comparison data for attainment of vulnerable pupils vs national all-pupil benchmarks is provided.

History and Geography: "The Humanities curriculum has undergone a purposeful shift to focus on developing key historical and geographical skills, moving beyond using writing tasks alone as evidence of learning. The introduction of the Kapow scheme for Geography has supported teachers with planning, high-quality resources, and structured questioning. Book scrutiny showed pupils applying their knowledge in creative formats such as posters and newspaper articles, and pupil voice indicated that lesson structures support engagement. Fieldwork opportunities are being embedded alongside workshops and visits. Subject leadership is strong and well-supported, with clear next steps including evaluating how the curriculum is embedded across classrooms." Governor Monitoring Summary (Jane Tranter, March 2025)

Mathematics: "The Maths Mastery approach is being embedded effectively, with a clear focus on coherence, reasoning, fluency, and deep understanding. A well-delivered workshop by the subject lead demonstrated strong leadership and the

Intervention and support (close gaps and catch-up)

Pupils engagement and attitudes to learning

School website audit and evaluation, ensuring it meets statutory requirements and reflects the profile of parents and pupils.

potential for the school to support others locally. Observed teaching in Year 1 showed high engagement, skilful questioning, and the use of talk, STEM sentences, and immediate feedback to address misconceptions. The mastery approach is inclusive and adaptable, building confidence and independence in pupils. The school's strategic direction in maths is clear, with further potential to enhance staff development and generate wider impact as part of its trust journey." Governor Monitoring Summary (David Speakman, June 2024)

"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, Safeguarding, LAC: "The visit confirmed strong practice in safeguarding and steady progress in SEND provision. The Single Central Register is well maintained. Early identification of SEND, particularly in EYFS, is improving due to more effective systems introduced by the SENCO. Speech and Language remains the highest area of need, with the school engaged in a local authority project to enhance early intervention. A growing number of pupils with autism are entering the school, prompting exploration of more adaptive environments and staff training through the Autism Education Trust.

For pupils requiring high support (e.g. on modified timetables), the school is actively exploring alternative provision and creative approaches to staffing, despite

limitations around space and funding. The SENCO is trialling Provision Map software to streamline paperwork and improve efficiency in writing APDRs, potentially freeing up more time for classroom-based support.

Safeguarding leadership is strong, with tri-weekly DSL meetings ensuring consistency and mutual support. 10 pupils are currently on Child Protection plans, with many others receiving Early Help or multi-agency support. Welfare checks and triage by the pastoral team help manage workload, although capacity remains stretched. The DSL team is well distributed, with specific staff supporting different key stages. The culture of safeguarding is deeply embedded, with quick action taken to protect vulnerable children and support staff wellbeing." Governor Monitoring Summary (Jane Tranter, March 2025)

3. How Governors Monitor the Quality of Education for All Learners

- Curriculum Committee meetings are strategically focused and increasingly robust in challenge.
- Monitoring activities (Spring & Summer) include:
 - Picture Building in English, Maths, Science, History, Art, and Reading Fluency.
 - Pupil voice on behaviour and school values.
 - Deep dives in SEND and phonics (RWI).
- Governors test the impact of curriculum changes, e.g., EYFS maths sequencing, music progression,
- Attendance data, quality of teaching, and feedback on interventions are used to evaluate provision.

4. Monitoring Outcomes for Vulnerable Groups

Governors receive a data dashboard that provide performance and attendance by group:

- Attendance YTD: 92.72% (93.33% excluding R+N)
- Persistent absence: 15.72%, in line with similar schools.
- Attendance improvement actions include:
 - EWO home visits
 - Penalty notices
 - Parental engagement strategies
- The 2024-2027 Pupil Premium Strategy aligns with the SDP and EEF best practices.

Governors review the school's Pupil Premium Strategy, which is closely aligned with the School Development Plan. Progress data for disadvantaged pupils is scrutinised in committee meetings and through governor monitoring visits, with particular attention given to how identified barriers (e.g. phonics, persistent absence, SEMH) are being addressed.

This action plan draws on high-impact strategies identified in the EEF Teaching and Learning Toolkit, which evaluates common approaches to raising achievement based on robust evidence and cost-effectiveness. The chosen strategies specifically address barriers to learning such as low early attainment, phonics gaps, persistent absence, and social-emotional needs, ensuring targeted support for vulnerable pupils and promoting equitable access to education for all.

This placement links your strategic evidence-based planning directly with how governors oversee impact and accountability for disadvantaged pupils.

Governors track:

- Impact of intervention strategies
- Gaps between disadvantaged pupils and peers

- Use of pupil premium to fund outdoor education, offsite visits, and nurture

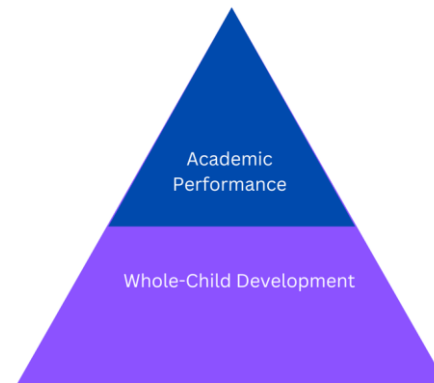
5. Behaviour, Inclusion and High Expectations

A culture of high standards and relational practice is embedded:

- Behaviour and values curriculum consistently monitored via pupil voice.
- Staff are developing trauma-informed approaches and restorative practices (e.g., Paul Dix and Mark Finnis models).
- Leaders provide high quality on-going CPD for Behaviour & Inclusions
- Governors regularly review behaviour logs and interventions through Inclusion updates.

To support inclusion and whole-child development, at William Reynolds, we believe that academic success grows from a strong foundation of whole-child development. By prioritising wellbeing, character, and inclusion, we ensure that every pupil is not only informed but also formed ready to thrive in learning and life.

'Education is not just about information but also formation.' Mona Siddiqui



6. Governance of Staff Wellbeing and Workload

- Wellbeing is a strategic priority.
- Governors monitor anonymised staff surveys and MS Forms questionnaires.
- DfE Wellbeing Charter is embedded.
- Actions taken include workload reviews, policy streamlining, and attention to SLT capacity.
- Leadership actively promotes a sustainable and healthy working environment.

7. Governor Duties and Statutory Responsibilities

Governors fulfil their statutory roles through:

- Annual curriculum intent reviews with leaders.
- Policy and risk assessment updates
- Monitoring school website compliance and stakeholder communications.
- Ensuring all duties related to safeguarding, finance, SEND, and curriculum are robustly fulfilled.
- School website has been reviewed for statutory compliance and alignment with the school's ethos and demographics.

8. Stakeholder Engagement

- Feedback sought through parent forums, surveys, and pupil voice.
- Actions taken in response to stakeholder feedback include:
 - Enhanced extracurricular provision
 - Access to residential and onsite visits for disadvantaged pupils
 - Curriculum information leaflets to support family learning

Governors are proactive, knowledgeable, and involved in all strategic aspects of school improvement. They are committed to:

- Embedding the revised vision
- Monitoring conversion to academy status and potential MAT governance structure
- Evaluating the implementation and impact of the revised Pupil Premium Strategy
- Ensuring continuous improvement in outcomes for vulnerable learners
- Supporting staff wellbeing and retention.

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

Points for governors to consider:

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

- o Attendance
- o PAs
- o Exclusions
- o Behaviour logs

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

How have school leaders demonstrated the accuracy of assessment data?

How do schools leaders assure governors that any curriculum modifications ensure that all pupils are back on track and continue to have a broad and balanced curriculum?

Attendance, Suspensions and Behaviour

Governors receive regular updates on attendance, persistent absence, suspensions, and behaviour trends via the Headteacher's Report and Health & Safety Committee minutes. Attendance is in line with Telford & Wrekin averages, with ongoing efforts to improve attendance further through close monitoring, proactive engagement with families, and intervention from the Education Welfare Officer. Persistent absence continues to be a school priority, especially for vulnerable pupils.

Suspensions have increased slightly due to the complex needs of a small number of pupils in KS2, primarily those with SEMH and SEND. Currently, 10 pupils present with high behaviour needs. These are being addressed through:

- Consistent implementation of the new Behaviour & Relationships Policy,
- Targeted Nurture provision and 1:1 support,
- A developing therapeutic classroom environment.

Support from the BSAT team and the Educational Psychologist Service has been sought to enhance provision and reduce the need for exclusions. The school continues to engage with Fair Access Protocol (FAP) processes and has trialled part-time alternative provision (e.g. Linden Centre) for some pupils, although not all placements have been successful.

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).

Governors' activity might include work in the following areas:

Review the impact of all Catch-up premium spending on improving the outcomes of pupils.

Review the school catch-premium plan and timescales into the new academic year.

Analysis of internal data on pupil outcomes.

•Visits to the school to monitor the broad and balanced curriculum, children's enjoyment and

The school has invested in robust CPD focused on de-escalation, relational behaviour approaches and trauma-informed practice. A staff member is currently undertaking a diploma in trauma-informed education and will co-develop a bespoke CPD programme to embed therapeutic teaching practices. Whole-staff behaviour CPD took place over the year, ensuring shared expectations and a consistent approach.

Assessment Accuracy and Curriculum Coverage

Governors are assured that teacher assessments are accurate through regular data reviews in curriculum committees and discussions with senior and subject leaders.

End-of-year 2024 outcomes showed:

- KS2: In line with national in reading, maths, and writing.
- KS1: Outcomes exceeded the local authority average in reading, writing, and maths.

Phonics remains a priority for improvement, especially in Reception, Year 1 and Year 2. A leadership team has been established around Read Write Inc., including an Upper Pay Scale teacher supporting the Early Reading Lead to ensure effective assessment, grouping and teaching. The school is actively using internal triangulation methods (book looks, lesson visits, and moderation) to ensure assessment judgments are secure.

Curriculum Monitoring and Pupil Progress

Governors receive regular curriculum updates and triangulate information through:

- Subject leader monitoring reports,
- External LA and Ofsted reviews,
- Governor visits, pupil voice, and engagement in curriculum committee meetings.

engagement in learning and the effectiveness of curriculum planning to ensure pupils are meeting their individual targets.

Interviews with teaching staff (including middle/senior leaders) to support the school's view on the effectiveness of the curriculum, workload and well-being

Meet with middle leaders to determine how the curriculum is structured and how it effectively supports pupil progress within each subject

Monitoring of attendance and exclusion data by vulnerable group, including trends over time. Any challenge and support offered through committee work/ in response to the HT report which has resulted in improvement to provision and outcomes.

Engagement in student voice/feedback.

The curriculum remains broad and balanced, with adaptations made where necessary to support catch-up without narrowing entitlement. Interventions are tailored but remain aligned with whole-child development principles. Monitoring of pupil work and live picture building (across English, maths, science, and foundation subjects) ensures that learning remains high quality and sequential.

Transition

Transition procedures between year groups and key stages have been strengthened. Key meetings take place with secondary schools, and SEND information is carefully shared to ensure a smooth handover. Transition in the current academic year has been well managed, with pupils settling quickly. Leaders have created a transition overview for summer 2025.

Governors have also seen evidence of targeted catch-up interventions and focused support for vulnerable pupils (e.g. via Pupil Premium Strategy and Tiered Nurture Provision). Children with SEMH needs are prioritised for additional interventions and access to therapeutic spaces.

RHE / RSHE Curriculum Implementation

A full parent consultation on PSHE and RHE provision was held in March 2024 using Microsoft Forms. The feedback shaped the school's approach to implementation. The school has adopted the Kapow Scheme of Work for PSHE and RHE, fully aligned with the DfE statutory guidance and Equality Act 2010. Monitoring in autumn 2024 confirmed successful implementation.

All statutory policies, including the RHE Policy, are published on the school website, ensuring transparency and accessibility for parents and carers. Governors have reviewed implementation progress and are assured that the curriculum reflects the diverse needs of the school community.

Governor Monitoring Activities

- Regular review of pupil outcome data and teacher assessments
- Monitoring of attendance and exclusion trends
- Involvement in live picture building and subject reviews
- Engagement with pupil and parent voice
- Oversight of catch-up premium planning and delivery
- Ongoing challenge and support through committee structures and review of HT reports
- Assurance over RHE policy compliance and curriculum implementation

"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

Points for governors to consider:

-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?

Governors are actively involved in strategic financial planning and continue to demonstrate a secure understanding of the school's financial position. All decisions are made in line with the school's Scheme of Delegation, and regular Finance & Personnel Committee meetings provide opportunities to challenge and support the Headteacher in key spending decisions.

A deficit budget for 2024-25 was originally agreed by the Governing Body, largely due to staff structure, rising SLA costs (catering, cleaning, SEND services) and nationally agreed staff pay awards. Through decisive leadership, strategic adjustments to staffing, increased EHCP funding, and the successful expansion of nursery provision, the school has made significant progress in financial recovery.

The final outturn for 2024-25 now shows a projected revenue surplus of £409,205 as of 31st March 2025. This includes:

- £116,949 surplus for the financial year 2024-25,

-Have governors reviewed the impact of lost income relating directly to the pandemic.

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:
 - o Pupil Premium Grant
 - o School Sports funding
 - o Catch-up Premium
- 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.
- Any response to a recent financial audit.

- £292,256 in uncommitted school balances carried forward.

This marks a significant and positive shift from previous forecasts and demonstrates effective financial stewardship and proactive planning by the Headteacher and SBM, closely scrutinised and supported by the Governing Body.

Spending in Line with Scheme of Delegation

All financial decisions continue to be made in accordance with the school's Scheme of Delegation. This includes budget sign-off, PPG and capital expenditure approvals, and a phased approach to building improvements and resource allocation. Governors have approved investment in DSL office space, window replacements, and IT infrastructure to support safeguarding, teaching, and wellbeing.

Catch-Up Funding: Impact and Transparency

Catch-up funding has been deployed strategically to address gaps in learning, particularly in early reading, phonics, and SEMH. The funding was aligned with the school's SDP and PPG strategy. Key actions and outcomes include:

- Additional staffing in EYFS to improve adult-child ratios and language acquisition.
- Use of Forest School to build confidence, motivation, and communication.
- Small group tuition, phonics support, and 1:1 reading interventions.
- Nurture groups and mentoring for children with social-emotional needs.

Impact evidence from the LA review (Claire Killick and Jane Tranter) confirmed that interventions are purposeful, targeted, and well-delivered, with all staff aware of the needs of PPG children. Pupils showed increased confidence, focus, and engagement in learning.

Pupil Premium Grant (PPG) – Strategic Use and Outcomes

The 2024-25 Pupil Premium budget of £365,120 is clearly aligned with a 3-year strategy (2024-27), authorised by governors. Interventions follow a tiered model:

- Tier 1: High-quality teaching (e.g., RWI and Mastery CPD, subject leader development).
- Tier 2: Targeted academic support (e.g., 1:1 phonics, early language TalkBoost, tuition).
- Tier 3: Wider strategies (e.g., attendance work, mentoring, subsidised visits, nurture).

Governors receive termly updates on progress against intended outcomes (e.g., improving GLD, phonics pass rates, and end-of-KS2 data). Staff are highly aware of vulnerable groups and adapt teaching accordingly. Attendance for PPG pupils remains under close scrutiny with SLT and the EWO working intensively with families.

Increased SEND Income through strategic Leadership

The number of pupils with EHCPs has doubled from 14 to 28 this academic year. This reflects stronger early identification, sustained partnership work, and robust applications by the SENDCo and Headteacher. As a result, EHCP-related funding has increased significantly, contributing over £200,000 in high needs income.

This funding supports:

- Bespoke 1:1 support and adaptive provision for children with complex SEMH and SLCN needs.
- The development of therapeutic spaces and staffing for nurture/behaviour interventions.
- Investment in CPD to develop trauma-informed, inclusive classroom practice.

Budget Recovery and Surplus Position

Through responsive leadership, the school has shifted from a projected deficit of £250,000 to an in-year surplus of £409,205 (confirmed in final outturn) due to:

- Staffing structure realignment, including retirement and secondment transitions.
- Increased income from EHCPs and 30-hour nursery provision.
- Targeted use of the CSBG grant (£50k) to offset pay rises.

Governors monitor the budget closely and have an improved understanding of financial planning through focused Finance & Personnel Committee work.

Capital Projects

Governors released capital funding to support safeguarding (DSL workspace), reintroduce second nurture provision, and begin phased classroom window replacement. All decisions were underpinned by value-for-money considerations and long-term need.

Pandemic Recovery

Although lost income due to the pandemic has not had a long-lasting direct financial impact in 2024-25, the recovery phase has focused on maximising attendance, catch-up support, and emotional wellbeing. These have been embedded into mainstream provision and funded via PPG and other grants.

PE and Sport Premium

The school continues to make effective use of the PE and Sport Premium, ensuring it supports both high-quality provision and access for all pupils. Funding has been used to:

- PE Leader released to coach and support teachers to enhance curriculum delivery and upskill staff through co-teaching.
- Offer a wider range of extra-curricular sports clubs and competition opportunities, increasing participation among disadvantaged and less active pupils.
- Fund swimming lessons and targeted physical development activities, particularly for pupils who did not meet national swimming requirements in Year 6.
- Invest in inclusive equipment and activities that promote physical wellbeing and social skills as part of the school's whole-child development strategy.

Governors monitor the impact of this funding through curriculum committee reports, data on pupil participation, and pupil voice. The school ensures compliance with statutory reporting, and the PE premium is aligned with the school's broader aims around wellbeing, inclusion, and enrichment.

Safeguarding

Points for Governors to consider:

- 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

Creating and Sustaining a Culture of Safeguarding

Governors have clear oversight of the school's deeply embedded safeguarding culture. Evidence from governor visits, external audits, and staff/pupil voice confirms that safeguarding at William Reynolds is prioritised, strategic, and child-centred. Safeguarding briefings are held weekly and DSL meetings now include structured supervision conversations to support reflective leadership.

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?
- 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.

Governors' activity might include work in the following areas:

- Safeguarding governor and DSL review the governor and DSL workbook.
- Governors know the outcomes and monitor the actions of the Section 175/157 education-safeguarding audit?
- Regular monitoring of all safeguarding policies, including and in addition to the child

Staff understand and fulfil their responsibilities to identify concerns early, follow correct referral pathways, and respond promptly. A recent LA Safeguarding Audit (June 2024) confirmed:

- "Safeguarding culture is strong and embedded."
- CPOMS records show well-reasoned decision-making and timely actions.
- DSLs understand thresholds and engage agencies appropriately.
- Supervision records will now be logged to support professional reflection.

The curriculum, including PSHE and online safety, has been mapped and tailored to meet the contextual needs of the school's pupils. Children are confident in identifying risks, understand how to raise concerns, and say they feel safe in school. The Wellbeing Champions system gives pupils visible peer support, particularly during unstructured times.

Pupils with SEND have access to a differentiated online safety curriculum that is linked to their APDRs. Zones of Regulation (ZoR) is embedded across school and forms part of the strategic vision for therapeutic and inclusive practice.

Statutory Duties and Site Safety

Governors ensure that the school meets its statutory obligations by:

- Reviewing and agreeing the Child Protection and Safeguarding Policy annually.
- Monitoring the Single Central Record (SCR), which is fully compliant (confirmed in June 2024 audit).
- Ensuring all recruitment follows Safer Recruitment protocols. Audit feedback has been used to refine induction processes, add safer recruitment prompts in job adverts, and include safeguarding questions in interviews.
- Reviewing all safeguarding-related policies through the Health & Safety Committee before FGB ratification.

protection policy, specifically to ensure they reflect the uniqueness of the school.

- Work with pupils and parents to gather views on safeguarding.
- Monitor DSL, staff and governor training records to ensure training is up to date, covers relevant procedures and the range of safeguarding contexts, including Prevent
- Establish whether there is a culture of detailed analysis of safeguarding concerns?
- Monitor how staff track children missing from education and children who have not returned to school, especially after lockdown.
- Monitor how staff engage with other services to support children and families, and keep them safe.
- Ensure that the school site is safe and secure.
- Appropriate arrangements are in place for the management of data with an appropriately qualified Data Protection Officer.
- Monitor the arrangements for online safety.

The school site is secure, with controlled access through electronic gates and robust visitor sign-in procedures, including a safeguarding leaflet. Following audit feedback, this leaflet is being revised to include a blank space for recording any safeguarding concerns from visitors.

Monitoring Bullying, Racism, and Discrimination

All incidents related to bullying, racism, or homophobic language are logged on IRIS and reported to governors termly via the Headteacher's Report. Staff understand the importance of contextualised safeguarding and are trained to record early indicators of harm. There is a strong emphasis on British Values, diversity, and inclusion across the curriculum and school displays. Assemblies, themed weeks, and PSHE lessons reinforce this learning.

Tackling and Preventing Sexual Harassment and Harmful Sexual Behaviour

The school has taken a preventative and educational approach to tackling sexual harm. The PSHE curriculum (Kapow scheme) includes dedicated content on healthy relationships and consent. Staff and pupil voice demonstrate a growing confidence in addressing these topics.

Following audit feedback and pupil feedback (Year 5/6 teachers perceived as "stricter"), the SLT provided further training on consistent behaviour management in line with the school's therapeutic vision. Staff now receive regular updates on child-on-child abuse, and the curriculum has been mapped to ensure coverage of CSE/CME themes at an age-appropriate level.

Training, Supervision and Leadership Capacity

All staff and governors have received updated Child Protection Training (Sept 2024) and a summary of KCSIE 2024 changes. Additional training delivered this year includes:

- Prevent Duty (October 2024)
- Fire Marshal (Dec 2024)
- Manual Handling & Fire Safety via Ollie
- A new DSL team member trained in September 2024

Governors continue to monitor CPD records and safeguarding responsibilities are clearly defined and shared via the school website. The audit confirmed that the DSL and Deputies' training is up to date and effective.

Early Help and Multi-Agency Engagement

The school has a strong focus on early identification, and the DSL team works proactively with families. Staff were able to clearly articulate their understanding of thresholds and the referral process, although the LA audit recommended enhanced training around the specific Early Help Offer at WRPS.

Jane Tranter (Safeguarding Link Governor) reviewed Early Help and LAC systems in depth, confirming that:

- PEPs are regularly reviewed and high-quality, despite dealing with multiple LA formats.
- School interventions are well-matched to pupil need and costed appropriately.
- LAC pupils are making good progress and participate fully in school life.

Online Safety and Curriculum Safeguarding

The school has a mapped online safety curriculum that is monitored through pupil voice and learning walks. A strong emphasis is placed on the 4 Cs (Content, Contact,

Conduct, Commerce), and pupils demonstrate a high level of awareness. The Online Safety Lead works with the SENCO to ensure all pupils access a differentiated and accessible curriculum.

Staff supervise technology use effectively, and the school uses SENSO filtering.

Governor Involvement and Impact

Governors regularly meet with DSLs, engage in Notes of Visit, and use the Governor Safeguarding Workbook to challenge and support the strategic direction. Actions from the June 2024 LA Audit are being addressed, including:

- Updating website policies to reflect current leadership and statutory references.
- Enhancing breakout spaces and therapeutic environments.
- Clarifying and embedding the WRPS Early Help Offer for all staff.

"The professionalism of DSLs and embedded safeguarding culture at William Reynolds are evident across practice, systems and curriculum. Pupils are safe, well-supported and confident to speak up."

— Jane Tranter, Safeguarding Link Governor