



St Robert's Governors

Planning & Monitoring

Academic Year 2024-2025

Purpose of this document

This document is designed to provide all the key information that Governors will need to help them effectively monitor school progress & performance for the academic year 2024-2025. Governors may find it helpful to refer back to this document and attachments throughout the year. It explains:

- Governor roles & responsibilities
- How governors will be required to report back to the LGC on their area of responsibility
- The structure of LGC meetings
- How governors will monitor pupil progress & attendance
- How governors will monitor school progress against targets set out in the School Development Plan (SDP)
- The expectations for and proposed schedule of governor visits
- How Governors will ensure that policies & procedures are kept up to date and in line with new legislation/DfE guidance
- How governors will ensure that the school continues to have a strong Catholic ethos
- How governors will undertake regular training to ensure that their skills and knowledge are at the level required for effective governance.

Attachments to this document:

2. Governor roles & responsibilities
3. Governor roles & responsibilities definition document (updated Sept 2022)
4. Schedule of Governor visits
5. School Development plan (SDP) 2024-2025
6. School Self Evaluation form 2024-2025 (SEF)
7. Targets for each year group 2024-2025
8. Governor visit report proforma (updated Sept 2021)
9. Governor visit guidelines (agreed 2019)
10. St Roberts LGC Meeting agendas (Based on BBCET templates)
11. Challenging questions for Governors to ask (Northumberland LEA document)
12. LGC code of conduct - BBCET

Governor roles & responsibilities

The governor roles and responsibilities for this year are outlined in the attached 'Governor Roles & Responsibilities' and 'Governor roles & responsibilities definition' documents (Attachments 2&3). The roles have been updated to meet OFSTED requirements for link governors, but we have also aimed to ensure that we are effectively monitoring

- pupil progress & personal development for all groups of pupils
- the quality of teaching & learning in all subject areas
- compliance with key legislation (e.g safeguarding)
- financial performance of the school

Note that the roles have also been designed to align with the school vision & strategy.

Many governors will need to take on more than one role (e.g Safeguarding plus Teaching & Learning (Literacy). Expectations of all governors with respect to the roles:

- Please read your role description carefully. If you have any questions or think there are any omissions, please contact the Chair or Headteacher.
- If necessary, you may need to attend some training to help you be more effective in your role – there are recommended training courses at the bottom of each job description. Please remember to record any training in the training record spreadsheet and upload any certificates. Alternatively you can send these to the chair.
- You will be expected to speak up in governing body meetings if the issues being discussed could affect your area. If appropriate, you should also inform other Governors of any key changes or issues that you believe need to be discussed (you are basically the Governor champion for your area!)
- You will be expected to carry out at least one visit to school each year to monitor your area(s) of responsibility or look at progress on one of the SDP targets. Your visit could involve talking with staff and/or pupils and looking at target tracker data or pupil work. Alternatively you could attend a meeting or school event (e.g a school council meeting, or some class worship). Your visit is likely to involve looking at progress towards a relevant SDP target, or perhaps carrying out an audit to check compliance in an area such as safeguarding. Following the visit, you will be expected to formally report back at an LGC meeting. You will need to complete a visit report & can use this as the basis of your feedback. However, in some areas additional documentation may be required (e.g. a safeguarding audit & report, a Health & Safety Audit, a

budget summary etc). In this way all key areas will be discussed and reviewed annually.

- You will be expected to keep up to date with key developments and legislation changes in your area to ensure that school practice reflects these. There are regular updates from the trust and the LA which will help you to do this.
- You should keep any documents relevant to your role, so that these can be passed on to a new governor when you come to the end of your term. In particular please ensure that any visit forms are completed and sent to David so they can be saved in the visit forms folder on governor hub

LGC Meeting agendas

There will be 6 LGC meetings per year and all governors are expected to attend. The agendas we will use are those provided by BBCET, but some further details/changes have been added in Red to improve clarity on how this relates to our processes and governor documentation at St Roberts. Note that the matters previously covered in Monitoring & Standards and Staffing & Finance meetings are now incorporated into these agendas. The agendas can be found as an attachment to this document (attachment 10).

Reviewing Meeting minutes & following up on actions

The minutes of all LGC meetings should be checked by the chair of the meeting and then circulated as soon as possible after the meeting. All governors should read the minutes when they receive them (particularly if they did not attend the meeting). If the Governors have any questions that arise from the minutes these should be forwarded to the Headteacher, copy the Chair of governors. The Headteacher then has time to prepare answers to these questions in advance of the next LGC meeting.

Actions should be completed promptly and will be reviewed at the start of each LGC meeting.

Monitoring Pupil Progress & attendance

Attendance data is included in the Headteacher's report and will be reviewed termly at the LGC. This will include historical attendance data so that trends over time can be observed.

Pupil progress and attainment data will be closely monitored at LGC meetings

The progress data to be reviewed at each meeting is as follows:

- **Autumn term meeting 1** – review summer term pupil progress data from end of the previous academic year (third progress data drop from target tracker) for all year groups, plus other key results such as Year 1 phonics, year 4 times tables etc.

- **Spring term meeting 1** – review pupil progress based on first progress data drop from target tracker (end Autumn term) – meeting timing will be after HT/DHT Progress meetings with Staff
- **Summer term meeting 1** - review pupil progress based on second progress data drop from target tracker (end Spring term) – meeting timing will be after HT/DHT Progress meetings with Staff

Pupil progress will also be discussed with staff during relevant Governor visits with a focus on how any issues with pupil progress are being addressed.

An **external view of the schools' progress and performance** will also be obtained from the BBCET Director of Primary standards who visits once every half term, reporting back to the Headteacher & the governors. Reports will be reviewed at LGC meetings. Feedback & reports from Headteacher Peer group visits will also be reviewed & considered by governors when these occur.

Monitoring progress against School Development Plan (SDP) Targets

The school SEF & SDP and year group targets will be agreed by governors at the start of the academic year (attachments 5&6&7). This will happen at the first LGC meeting of the year and the documents will then be shared with all governors. Governors should ensure that the SDP targets focus on the areas of development highlighted in the school SEF and that they are in line with the school's vision and strategy.

The SDP is updated half-termly by the Headteacher & progress towards the targets will be reviewed at each LGC meeting.

Progress towards SDP targets will also be monitored through a structured programme of governor visits. The Governor visits schedule makes it clear when governors will visit and which SDP targets they will be looking at. Governors should ask to see evidence of progress towards the target & should assess whether it is likely to be met by the end of the year (this might involve looking at data from target tracker or evidence in pupil books for example, or perhaps attending a school council meeting/speaking with pupils). They should record their findings in the SDP progress section on the governor visit report form.

For broader, less academic targets (e.g catholic life), governors should use the Headteacher's reports and also school literature such as newsletters & the website to monitor progress towards targets and keep track of recent events. Governors should aim to attend school events when possible.

Governor visits – content & visit plan

Governors are expected to carry out visits according to the governor visit plan (attachment 4).

The visit might be an annual review of the Governors key area of responsibility (e.g a safeguarding review, a visit to discuss teaching & learning/progress in Maths or a visit with the SENCo to look at the SEND area). Alternatively, the visit might be quite specific e.g. to look at a progress towards a particular SDP target, to attend a school meeting or event, to agree the school budget.

The visiting governor should contact the Headteacher/relevant member of staff a couple of weeks prior to the meeting to confirm that time & date. They should also agree an agenda with the member of staff they are visiting prior to the visit if appropriate (this may not be needed if they are visiting to attend a school event). A powerpoint with some training about school visits is attached (attachment 9).

It is important that Governors both support & challenge staff/school leaders during visits. The attached 'challenging questions document' (attachment 11) provided at LEA Governor training provides some helpful ideas for challenge (ideally questions should be shared with the headteacher/member of staff prior to the meeting so that he/she has the opportunity to provide considered answers). Online governors advice websites or the Director of Primary Standards visit reports can also provide good external benchmarking which might start a useful discussion. Governors should ensure that the tone of visits is supportive and that they take the opportunity to thank staff and leaders for their efforts and learn what further governor support might be of help. Note that it is not a governor's role to make judgements on staff performance or to tell them what to do - this is the Headteacher's responsibility. For further guidelines about visits see the guidelines in attachment 9.

Following a visit, the governor should complete a governor visit form (see template attachment 8). This should be passed to the Headteacher for review and final agreement and should then be presented and discussed at the next LGC.

How governors will ensure that policies & procedures are kept up to date

The Headmaster is responsible for monitoring school policies to ensure compliance.

External verification that the policy list is complete can be carried out by governors checking against the list of statutory policies on the DfE website – the link is as follows <https://www.gov.uk/government/publications/statutory-policies-for-schools>.

There is also a check list provided by BBCET which indicates the policies which must be held at trust level and at school level.

Governors should also keep up to date on changes in recommendations & policy requirements by

- Regularly checking policies published on the school website versus the statutory requirements list
- Read Governor briefings from Gilly Box, Trust Head of Governance
- Attendance at Trust Chair/Vice Chair briefings and training sessions
- E-courier information system on Northumberland LA website (governors can join e-mail list for this)

Although there is a Compliance and Policies governor who will take the lead on this area, all Governors should keep up to date with developments in their particular area of responsibility. For example, the safeguarding governor would be responsible for keeping up to date with changes in legislation/safeguarding procedures.

How governors will monitor & support the strong Catholic ethos at St Roberts

Governors should monitor & support the strong catholic ethos at St Roberts through

- Annual governor visits to look at Religious education in school
- Headteacher reports
- Attendance at school masses etc when possible
- Newsletter
- Reviewing the first holy communion provision

An external view of how the school meets it's requirements with regard to catholic life will also be obtained from the Diocese RE inspection (every 3 years)

Governors should also use the following sources of information to keep them up to date with current diocese recommendations:

- Trust Governor training sessions – these are now online briefings.
- Sharing good practice with other local catholic schools
- Diocesan handbook for new foundation governors – chair has a copy

Governor training & development

Governors will undertake appropriate induction training when they join the LGC (see induction plan). They must also must read key documentation (KCSIE) and ensure they are up to date with changes to safeguarding guidance every year. Governors should keep up to date with other key changes & develop their skills & expertise through attending some of the training sessions provided by the trust. On-line training courses can also be accessed through the NGA website. All training carried

out should be recorded on the Governor training record spreadsheet and any certificates should be saved in this folder.