Governor's Monitoring Priorities 2026 - 27

Priority 1

Curriculum

Objective:
The curriculum is high quality, ambitious, broad and balanced, informed by the best available evidence and gives learners the knowledge they need to achieve.

Actions:

1. Curriculum Leaders to ensure curriculums are ambitious, diverse, and designed to give all learners the knowledge and skills they need to achieve.

2. Leaders at all levels, including Governors, regularly review and quality assure each curriculum area to ensure it is implemented sufficiently well.

3. Teaching materials to be in line with T&L strategies/SEN non-negotiables.

4. Careers learning links, literacy and oracy to be embedded in all curriculum areas.

5. All curriculum leaders to work with external organisations/'critical friends' to develop good practice, evolve the curriculum and broaden extra-curricular opportunities for all students (curriculum leaders).

Whole School KPIs

Year 11 (FFT20 targets)

- Progress 8 score: +0.8
- Attainment 8 score: 5.4
- 68% Grade 5 or above in English & maths
- 88% Grade 4 or above in English and maths

Year 10 (FFT20 targets)

- Progress 8 score: +0.6
- Attainment 8 score: 5.3
- 64% Grade 5 or above in English and maths
- 84% Grade 4 or above in English and maths

Key stage three
To be confirmed

Success Criteria:

- All curriculums are high quality, ambitious, broad and balanced, informed by the best available evidence and give learners the knowledge they need to achieve

- The curriculum is planned and sequenced clearly

- The curriculum is implemented in line with leaders' intentions

- Teachers have an expert knowledge of the curricula

Assigned Governors: Dr J Mackley and Mrs S Redmond
Lead staff: chapmanl@goldington.beds.sch.uk
andrewsv@goldington.beds.sch.uk thomass@goldington.beds.sch.uk

Priority 2

Teaching

Objective:
All teaching across the school to be of a strong standard or above.

Actions:

1. Develop and deliver teaching and learning strategies based on evidence informed practice that achieve the best outcomes for our learners but particularly those who may find learning the hardest.

2. All teachers to engage with whole school Teaching and Learning priorities and strategies as an expectation to ensure all students learn effectively.

3. All staff to promote positive learning behaviours and classroom culture, following the behaviour management system for both sanctions and rewards.

4. Ensure robust monitoring systems of teaching are in place that celebrate best practice and act upon any areas for development.

5. Promote the development of teaching by attracting high-quality trainees and supporting early career teachers effectively.

Whole School KPIs

Year 11 (FFT20 targets)

- Progress 8 score: +0.8
- Attainment 8 score: 5.4
- 68% Grade 5 or above in English & maths
- 88% Grade 4 or above in English and maths

Year 10 (FFT20 targets)

- Progress 8 score: +0.6
- Attainment 8 score: 5.3
- 64% Grade 5 or above in English and maths
- 84% Grade 4 or above in English and maths

Key stage three
To be confirmed

Success Criteria:
All teachers show development within their teaching, with the weakest teachers supported where required.

Assigned Governors: Mrs V Stoeter and Mr R Francis
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Priority 3

Achievement (including Wider Strategies)

Objective:
All KPIs to be in line with FFT/School targets, with suitable support provided so that all pupils including the more able and those groups of pupils who may find learning the hardest make progress in line with or above school expectations.

1. Ensure that all students but particularly those within the most vulnerable groups (EHCP, PP, SEND, LAC/PLAC, More Able and those who face other barriers) are identified, supported, challenged and monitored.

2. Full use to be made of coordinated approach to out-of-hours teaching/support (before school, lunch, after school and evening/weekend sessions).

3. All students, but especially those within the most vulnerable groups have access to and take part in a wide ranging extra-curricular programme to promote attendance and happiness at school and strong academic outcomes.

4. All students but especially those within the most vulnerable groups across the school to receive academic mentoring (Form Tutors) and students who are disadvantaged to receive academic mentoring support from named mentors (Academic Mentor Leads, Pupil Premium Coordinator and Champions).

5. Regular monitoring of both the quality and quantity of homework set by teachers (SLT/curriculum leaders) and completion by students (curriculum leaders/heads of year/form tutors/subject teachers).

6. Ensure all assessments are well planned, fit for purpose, firmly linked to curriculum milestones and that regular moderation takes place with appropriate access arrangements, particularly whilst embedding the new KS3 assessment policy.

7. All students but especially those within the most vulnerable groups are given access to a high-quality careers education programme.

Whole School KPIs

Year 11 (FFT20 targets)
- Progress 8 score: +0.8
- Attainment 8 score: 5.4
- 68% Grade 5 or above in English & maths
- 88% Grade 4 or above in English and maths

Year 10 (FFT20 targets)
- Progress 8 score: +0.6
- Attainment 8 score: 5.3
- 64% Grade 5 or above in English and maths
- 84% Grade 4 or above in English and maths

Key stage three
To be confirmed

Success Criteria:
- All pupils but especially those identified groups of pupils (those who may find learning hardest and the more able) will make progress in line with schools expectations (based on prior attainment)
- All pupils are offered a suitable, coherent and wide-ranging programme of personal development, well-being and academic interventions
- All pupils are exceptionally well prepared for life beyond school through a quality careers programme

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