

# Governor's Monitoring Priorities 2025-26

*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. Leaders at all levels, including Governors, regularly review and quality assure each subject and are familiar with them to ensure it is implemented sufficiently well.
2. Curriculum Leaders design and review their curriculum to ensure it is ambitious, diverse and well planned in order to give all learners the knowledge and skills they need to achieve.
3. Ensure robust monitoring systems of delivery of the curriculum are in place and all findings are acted upon.
4. Promote the teaching of literacy 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).

**Success Criteria:****Year 11 (FFT20 targets)**

Progress 8 score: +0.7

Attainment 8 score: 4.9

60% Grade 5 or above in English & maths

82% Grade 4 or above in English and maths

**Year 10 (FFT20 targets)**

71% Grade 5 or above in English and maths

87% Grade 4 or above in English and maths

Attainment 8 score: 5.3

**Key stage three**

<b>S- or higher</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>
Year 8	90%	84%	88%	90%
Year 9	88%	86%	86%	88%

**Assigned Governors:**

Lead staff: [chapmanl@goldington.beds.sch.uk](mailto:chapmanl@goldington.beds.sch.uk)

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## *Priority 2* **Teaching**

### **Objective:**

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

### **Actions:**

1. All teachers to engage with whole school Teaching and Learning priorities and strategies as an expectation in order to ensure all students learn effectively.
2. 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.
3. All staff to promote positive learning behaviours and classroom culture, following the behaviour management system.
4. Ensure robust monitoring systems of teaching are in place that celebrate best practice and act upon any areas for development.
5. All teachers and support staff to have a CPD target as part of their performance management.
6. Promote the development of teaching by attracting high quality trainees and supporting early career teachers effectively.

### **Success Criteria:**

#### **Year 11 (FFT20 targets)**

Progress 8 score: +0.7

Attainment 8 score: 4.9

60% Grade 5 or above in English & maths

82% Grade 4 or above in English and maths

#### **Year 10 (FFT20 targets)**

71% Grade 5 or above in English and maths

87% Grade 4 or above in English and maths

Attainment 8 score: 5.3

#### **Key stage three**

<b>S- or higher</b>	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Science</b>
Year 8	90%	84%	88%	90%
Year 9	88%	86%	86%	88%

### **Assigned Governors:**

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*Priority 3*

**Achievement (including Wider Strategies)**

**Objective:**

To engage with parents and external providers to support the academic and emotional progress of the pupils, so that all pupils make progress in line with or above school expectations including the more able and those groups of pupils who may find learning the hardest .

**Actions:**

1. Full use to be made of coordinated approach to out-of-hours teaching/support (before school, lunch, after school and evening/weekend sessions)
2. Teachers to ensure all students are given regular feedback that is aimed at moving learning forwards
3. Ensure that all students with an EHCP are adequately supported in and outside of lessons
4. Ensure that all students but especially those within specific groups (PP, SEND, LAC/PLAC, More Able and those who face other barriers) are identified and supported (including sufficient access arrangements) and that their progress monitored effectively
5. All students, but especially those within identified groups have access to and take part in Life skills and a wide ranging extra-curricular programme
6. All students 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).
7. Regular monitoring of both the quality and quantity of homework (SLT/curriculum leaders)
8. Ensure assessment and testing is firmly linked to curriculum milestones, is well planned, moderated and not excessive or onerous
9. Continue to recruit, retain and develop a strong group of middle leaders who are responsible for driving improvement and raising standards within their subject areas.
10. Foster strong working relationships with key primary schools in order to ensure effective transition and curriculum progression
11. Appropriate careers learning links to be delivered and subject specific links with employers are developed and maintained (Gatsby benchmarks 4, 5 & 6)

**Success Criteria:**

- All pupils are offered a suitable, coherent and wide ranging programme of personal development, well-being and academic interventions
- 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 expectations (based on prior attainment)
- All pupils are exceptionally well prepared for life beyond school through a quality careers programme

**Assigned Governors:**

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