

Governor's Monitoring Priorities 2024-25 Linked to School Improvement Plan

<i>Priority 1</i> High Quality Teaching and Learning
Objective: All teaching across the school to be good or better, with a particular focus on secure recall of knowledge, independent learning and positive attitudes to learning.
Actions: <ol style="list-style-type: none">1. All teachers to engage with whole school Teaching and Learning priorities and strategies as an expectation<ul style="list-style-type: none">• T&L leadership team and T&L focus group to develop and deliver strategies that achieve whole school priorities• Teaching and Learning priorities and strategies to be a regular agenda item in departmental and year team meetings2. Ensure that teaching practice is of a high standard<ul style="list-style-type: none">• All teachers to be observed in the autumn term• All teachers to work collaboratively• Teachers who are new to GA to be observed at least twice in a year• Under-performing teachers to be given a T&L mentor as required (AHT T&L)• ECT framework is successfully delivered3. All teachers to promote positive learning behaviours and classroom culture.4. Teachers to ensure regular feedback is given to students that is aimed at moving learning forwards.5. All teachers and support staff to have a CPD target as part of their performance management<ul style="list-style-type: none">• Internal CPD to focus on teachers' and support staffs' pedagogy with a focus on whole school priorities and strategies• External CPD to focus on teachers' and support staffs' pedagogy, subject knowledge and curriculum knowledge• Non-subject specialists and cover supervisors to undertake specific knowledge CPD, both internal and external as appropriate

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

- Progress 8 score: +0.6
- Attainment 8 score: 5.2
- 64% Grade 5 or above in English & maths
- 85% Grade 4 or above in English and maths

Year 10 (FFT20 targets)

- 60% Grade 5 or above in English and maths
- 82% Grade 4 or above in English and maths
- Attainment 8 score: 4.6

Key stage three

S- or higher	Reading	Writing	Maths	Science
Year 8	84%	85%	85%	84%
Year 9	87%	86%	86%	85%

Assigned Governors: Mrs Sara Redmond and Mr Robin Francis

Lead staff: chapmanl@goldington.beds.sch.uk

andrewsv@goldington.beds.sch.uk

<p style="text-align: center;"><i>Priority 2</i></p> <p style="text-align: center;">Broad and balanced curriculum</p>
<p>Objective: Goldington Academy offers a curriculum which is balanced and broadly based and fulfils the requirements set out in the National Curriculum framework (December 2014)</p>
<p>Actions:</p> <ol style="list-style-type: none"> 1. Leaders at all levels, including Governors, regularly review and quality assure each subject to ensure it is implemented sufficiently well 2. SLT to be familiar with the content of those subjects which they line manage and use SLT link meetings to regularly discuss curriculum and it's development 3. Curriculum Leaders to ensure curriculums are fit for purpose, diverse and effectively delivered 4. Teaching materials to be in line with T&L strategies/SEN non-negotiables. 5. Careers learning links to be embedded in the curriculum and links created with employers (Gatsby Benchmarks 4,5 & 6) 6. Prioritise the teaching of literacy in all curriculum areas 7. Curriculum leaders should seek opportunities to enhance the digital skills of students (including in the setting of homework) 8. All curriculum leaders to work with external organisations/'critical friends' to develop good practice and moderate curriculum (curriculum leaders) 9. Work with external organisations to broaden the extra-curricular opportunities for all students (e.g. The Harpur Trust, Lockheed Martin, UoB, The Place etc.)
<p>Success Criteria:</p> <ul style="list-style-type: none"> • All pupils offered a curriculum across their whole time in secondary education that is rich, ambitious and well sequenced. • Pupils have the opportunity to study a wide range of subjects at both KS3 and KS4.
<p>Assigned Governors: Mr Dharminder Mehmi and Mr Stuart Bolton Lead staff: chapmanl@goldington.beds.sch.uk thomass@goldington.beds.sch.uk</p>

Priority 3

Wider Strategies (including targeted academic support)

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 expectations including the more able, SEN or those eligible for the pupil premium funding

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)
 - School led tuition
 - Aspire (via UoB)
 - Timetabled interventions
 - Revision/support/catch up sessions
 - Holiday and weekend sessions
2. All pupils across the school to receive academic mentoring (Academic Mentor Lead, Form Tutors)
3. Ensure that all pupils with an EHCP are adequately supported in and outside of lessons
4. Support and monitor the attendance and performance of key groups of pupils
5. Support the mental, social and emotional development of all pupils
6. Extra-curricular opportunities both within school and with external organisations to be promoted as an important extension of the curriculum provision
7. Actively encourage and monitor the participation of disadvantaged pupils and SEN pupils in enrichment opportunities, with a focus on developing cultural capital
8. Guide students to explore and develop career ideas and have high aspirations
9. Encourage and monitor parental engagement with the school, identifying families who regularly do not engage, and putting in strategies to improve home/school interaction

Success Criteria:

- Pupils to be offered a range of academic interventions
- Targeted groups of pupils will make progress in line with expectations (based on prior attainment)
- Quality careers advice and guidance is provided for all students

Assigned Governors: Mrs Kate Reynier and Mrs Azma Ahmad-Pearce

Lead staff: chapmanl@goldington.beds.sch.uk andrewsa@goldington.beds.sch.uk