

Governor Monitoring 2025/26

All governor monitoring should link to the school Aspire Priorities:

Priority 1 –Higher number of pupils achieving Greater Depth in Mathematics

By July 2026, there will be an increase in the number of pupils achieving ‘greater depth’ in Mathematics. Pupils will gain and build on knowledge and skills via a rich, broad and sequenced Mathematics curriculum. Pupils will be able to fluently recognise and make links in their learning and more able pupils will be challenged to apply their learning more widely.

Priority 2 –Introduction of Artificial Intelligence

To prepare pupils for life in modern Britain, the use of AI will be introduced within the curriculum. Through effective CPD, staff will know how use AI to enhance learning opportunities for pupils and reduce staff workload. Safeguarding will remain a priority when increasing the amount of teaching and learning based on the use of technology.

Priority 3 –A consistent approach to ensuring high quality handwriting

Pupils will learn and apply a consistent and accurate handwriting approach. Variability in letter formation and sizing will be reduced, resulting in more precise presentation of all written work. Excellent teaching will support pupils through the transition from print to cursive script. Pupils with additional needs will be supported with necessary adaptations.

Priority 4 –Pupils articulation of their opinions and preferences

Opportunities for pupils to develop their oracy skills to articulate their personal likes and dislikes will be provided throughout the school. Pupils will expand their knowledge of authors, musicians and styles of music to develop their own personal preferences, making links to wider experiences and knowledge. All pupils will continue to show high levels of respect for themselves and others, knowing that everyone is welcome at RPS.

Priority 5 –Effective adaption, support and challenge to meet all pupil needs

Pupils with SEN will receive tailored support and interventions to ensure they are always able to meet their full potential. Those with academic SEN will learn via a bespoke curriculum matched to meet their individual needs. Disadvantaged pupils will achieve the best possible outcomes due to an inclusive and ambitious education. More able pupils, and those who are gifted and talented, will be challenged to apply learnt knowledge and skills in a range of contexts, including those outside of the classroom.

Governor Responsibilities

Kirsty Ross	Sam Scott	Tim Kemp	Kyle Dinsdale	Michelle Thompson	Gillian Turnbull	Dianne Mowbray-Pape	Andrew Kanyangu	Michelle Barr
Co-opted	Co-opted	Parent	Parent	LA	Parent	Co-opted	Co-opted	Parent
Chair of Governors								Vice Chair of Governors
Team A Vice Team B Chair	Team A	Team A	Team A	Team A	Team B	Team B	Team B	Team B
THE ARTS Music, Art & DT	PSHCE & RSE	HUMANITIES Geography & History	PHYSICAL EDUCATION including Sport	MFL French	MATHS	SCIENCES Science and Computing	RELIGIOUS EDUCATION	ENGLISH (Reading, Writing, SPAG, Phonics)
Attendance & Behaviour	Gifted and Talented	SEND (including SEMH)	Enrichment (Pupil Experiences)	Safeguarding	Health and Safety	E-Safety	Pupil Premium	EYFS

