

# Monitoring the Curriculum – roles, responsibilities, and impact.

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# National Expectations for Curriculum

Schools must provide a curriculum that is:

- ▶ Broad and balanced
- ▶ Ambitious for all pupils
- ▶ Inclusive (SEND and disadvantaged pupils)
- ▶ Compliant with statutory requirements following the expectations of the Department for Education and Ofsted.

**As governors, you are accountable for ensuring these expectations are met, even though leaders design and deliver the curriculum.**

**Governors monitor – leaders manage.**



What does governor curriculum monitoring currently look like in your school?



# Ofsted's Curriculum Framework

The Education Inspection Framework from Ofsted focuses on:

- ▶ **Intent** – What pupils should learn and why
- ▶ **Implementation** – How the curriculum is delivered
- ▶ **Impact** – What pupils know, remember and can do

**As governors, you do not need to be subject experts but you do need assurance that leaders have clarity across these three areas.**

**Questions you could ask?**

**Intent – How does our curriculum meet the needs of our pupils?**

**Implementation – How do leaders quality assure delivery of the curriculum?**

**Impact – How do we know the curriculum is making a difference?**



# What is the governor's role?

## What do you think is the governor's role?

Governors are responsible for:

- ▶ Ensuring statutory compliance
- ▶ Holding leaders to account
- ▶ Monitoring impact over time
- ▶ Ensuring equity for vulnerable groups

## What are governors NOT responsible for?

- ▶ Observe lessons to judge teaching
- ▶ Review individual teachers
- ▶ Design curriculum plans
- ▶ **Make operational decisions**

1 School governance mandate: conceptual framework



# Key Principle to remember

- ▶ **Governors monitor. Leaders manage.**
- ▶ **Crossing boundaries weakens governance and confuses accountability.**



# Effective Curriculum Monitoring

## Strong monitoring involves:

- ▶ Clear strategic questioning
- ▶ Triangulating evidence – looking at multiple sources to form a strategic view
- ▶ Focusing on impact
- ▶ Maintaining boundaries – encouraging curiosity, not suspicion

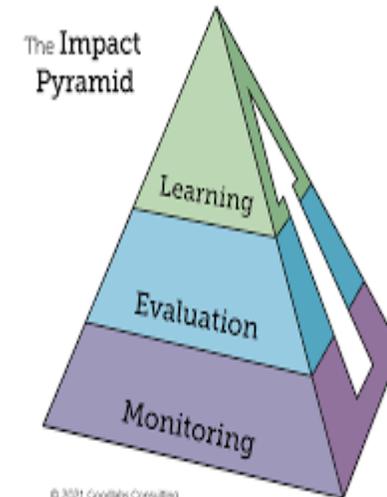


# Monitoring impact – What does impact really mean?

## Impact includes:

- ▶ Progress over time
- ▶ Retention of key knowledge
- ▶ Closing attainment gaps
- ▶ Attendance and engagement
- ▶ Behaviour and exclusions
- ▶ Preparation for next stage

**Keep thinking about trends over time, it is more than test scores.**



# Sources of evidence

## Where do you obtain your evidence from currently?

**Effective governing bodies triangulate evidence from:**

- ▶ Headteacher reports
- ▶ Subject leader updates
- ▶ Assessment summaries
- ▶ Attendance and behaviour data
- ▶ Pupil voice summaries
- ▶ External reviews

**Remember: No single piece of evidence tells the whole story – look for trends over time.**



# Scenario

- ▶ **School A has strong SATS results in Year 6 but has reduced foundation subjects to increase English and Maths time.**
- ▶ What questions would you ask?
- ▶ What risks might there be?
- ▶ What evidence would reassure you?
- ▶ **Remember: Strong results do not automatically mean that you have a strong curriculum.**



# What to avoid

**Have you experienced any of these?**

- ▶ Focusing only on data
- ▶ Becoming operational
- ▶ Over-relying on one evidence source
- ▶ Ignoring pupil groups
- ▶ Confusing monitoring with inspection



# What does strong governance look like?

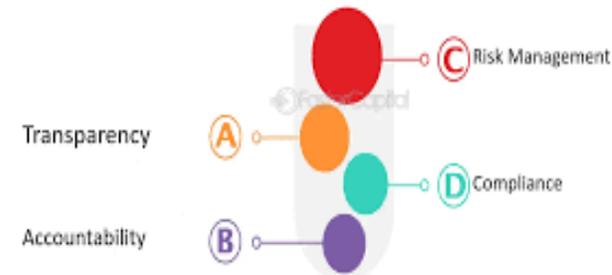
## When governors monitor the curriculum effectively:

- Leaders are clear about expectations, they welcome challenge
- Curriculum remains broad and ambitious and discussions focus on impact
- Reports are clear and strategic
- Curriculum discussions focus on impact
- Disadvantaged pupils are prioritised
- Improvement is sustainable
- Inspection conversations are confident
- There is mutual trust.
- Clear strategic boundaries are maintained

**Strong governance strengthens leadership – it does not undermine it.**

**Governors monitor. Leaders manage. Pupils benefit.**

## The Importance of Strong Governance



# Reflection

**As a governor with curriculum responsibility:**

- ▶ What do you currently do well?
- ▶ What needs strengthening?
- ▶ What is one action you will take as a result of this session?



Any questions?



# My contact details if I can be of any help to you in the future

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