St Mary's C of E Primary School (VA)

Governor Handbook

2016-17

Hope, Creativity, Perserverance

The essentials of effective governance

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding the head teacher to account for the educational performance of the school and its pupils, and the performance management of staff
3. Overseeing the financial performance of the school and making sure its money is well spent

The core features of effective governance also apply at any scale and in any context and are common to good governance practice in the charity and corporate sectors.

They include the importance of the board having:

- The right people with the necessary skills, time and commitment, and sufficient diversity of perspectives to ensure internal challenge, all actively contributing in line with clearly defined roles and responsibilities under an effective chair and an explicit code of conduct, and with active succession planning
- Clear governance structures with tightly defined remits, particularly in relation to functions delegated to committees or other bodies
- Clear separation between the strategic and operational in terms of the role of the board and its school leaders
- A positive relationship between the board and its school leaders enabling robust constructive challenge on the basis of a good understanding of objective data particularly on pupil progress, staff performance and finances
- The support and advice of an independent and professional clerk
- Robust processes for financial and business planning and oversight and effective controls for compliance, propriety and value for money
- Processes for regular self-evaluation, review and improvement including; skills audits, training and development plans, and independent external reviews as necessary.

.

FULL GOVERNING BODY

LEADERSHIP AND MANAGEMENT GROUP

OFSTED AREAS:

Effectiveness of leadership and management

Personal development, behaviour and welfare

SIAMS AREAS:

How effective are the leadership and management of the school as a church school?

How does the school through its distinctive Christian character meet the needs of all learners?

What is the impact of collective worship on the whole school community?

Sub committee Governors

Chair- Jeff Davis

Head teacher- Hilary Tyreman

Safeguarding – Derath Durkin, Judith Byrne

Finance, premises, pay and personnel – Mike Cotton, Sian Yates, Judith Byrne

HT performance management – Judith Byrne, Mike Cotton

Vulnerable groups Provision/Attendance – Sian Yates, Matt Martens

SIAMS AREAS – Foundation governors, Sian Yates, Derath Durkin, Mike Cotton Matt Martens.

LEARNING GROUP

OFSTED AREAS:

Quality of teaching, learning and assessment

Outcomes for children and other learners

SIAMS AREAS:

How does the school through its distinctive Christian character meet the needs of all learners?

How effective is Religious education?

Sub committee Governors

Chair -Jeff Davis

Head teacher - Hilary Tyreman

Safeguarding – Judith Byrne

Learning – Barbara Mcguire (Maths) , Noel Michell (English), Frank Wilton (EYFS), AN OTHER (Parent TBC)

SIAMS AREAS - Foundation governors Noel Michell, Judith Byrne, AN OTHER (FOUNDATION TBC)

Admissions Jeff Davis Judith Byrne, Mike Cotton
1st committee Judith Byrne, Mike Cotton, Sian Yates
2nd committee Jeff Davis Derath Durkin, Frank Wilton

St Mary's C of E Primary School Governors
Leadership and Management Group
Roles and Responsibilities

The Leadership group will meet at least once a term approximately two weeks before the Full Governing Body

Each meeting will be minuted and result in a report to share with the Full Governing Body. A copy will be held in Governor monitoring file in school..

Governors will respect the confidentiality of issues of the school and work in line with the school's policy.

Roles of the Leadership and Management group

- Monitor the outcomes of lesson observations and the impact of improvement targets
  How: Check Head teachers' lesson observation forms to ensure these are complete and inadequate lessons followed up.
- Review all monitoring and be aware of any underperformance and how this is being effectively tackled
- Hold the head teacher and staff to account for the consistent implementation of agreed school policies and the School Improvement Plan
  How: Know the key polices well – Teaching and Learning , Marking and Feedback, Assessment, SENDI Curriculum, Behaviour for Learning, Attendance, RE, Collective worship, SMSC policies.
- Monitor effective strategies for Behaviour for Learning including Attendance
  Check attendance of pupils and staff at least once a term
- Ensure the curriculum is broad and balanced
  Check curriculum overviews on website and with staff
- Identify all opportunities for progress of identified vulnerable pupils is being maximised
  How: Meetings with SENDCo monitoring strategic plans for supporting vulnerable groups, how these are monitored for impact
- Ensure pupils are prepared for the next step in their learning – transition between Pre-School setting and reception class, Primary/Secondary
- Review the effectiveness of the governing body

SIAMS areas

- How effective are the leadership and management of the school as a church school?
  How does the school through its distinctive Christian character meet the needs of all learners?
  What is the impact of collective worship on the whole school community?

When reporting always remember to share what you have looked at, what you saw and what you found out. Use the form template in this hand book to record your visit. A copy must be handed to the Head teacher. Findings from your visit need to be reported at the next sub committee meeting.

St Mary's C of E Primary School Governors
Learning Subcommittee
Roles and Responsibilities

The Learning group will meet at least once a term, approximately two weeks before a Full Governors meeting, in line with the school's monitoring timetable to ensure ongoing consistency of support and challenge to the school.

Each meeting will be minuted and result in a report to share with the Full Governing Body. A copy will be held in Governor monitoring file in school.

Governors will respect the confidentiality of issues of the school and work in line with the school's policy.

Roles of the Learning group 2016-17

- Access the head teacher's monitoring file and work towards the majority of lessons being outstanding
- Look at progress of different groups of children e.g. Boys/Girl, SEN, Pupil Premium, EAL, Gifted and Talented
  (We all need to know the data, not just one governor)
- Impact and outcome of Pupil Premium grant on children's learning
- How is the curriculum driven? Is it topic based? How is this reflected in the classroom?
- What evidence is there to support and improve the quality of teaching?
- How is progressed evidenced? How is it reviewed?
- Be involved in parent, pupils and staff questionnaires, identify strengths and areas for development
- Feed all information back into the School Improvement Plan
  SIAMS area
- What evidence is there that the Christian character of the school meets the needs of all learners?
- Governors and staff should meet together so that are involved in agreeing priorities for the school and establishing and further developing the schools' ethos and vision.

When reporting always remember to share what you have looked at, what you saw and what you found out. Use the form template in this hand book to record your visit. A copy must be handed to the Head teacher. Findings from your visit need to be reported at the next sub committee meeting.

St Mary's C of E School

Governor Visits Policy

Date agreed:

Signed: Hilary Tyreman, Head teacher

Signed: Jeff Davis, Chair of Governors

Date for review: September 2017

Rationale

Governors are not expected to be routinely involved in the day to day management of the school or, for example, to undertake lesson observations. However they hold important strategic responsibilities for the development and improvement of the school.
Ofsted subsidiary guidance February 2013.

The governing body has a duty to oversee the direction and policies of the school, to monitor its standards and be held to account for its conduct and performance.

St. Mary's C of E School recognises that visits (including Learning Walks) from members of the governing body can help improve their knowledge and understanding of the school, enabling the Governing body to fulfil their statutory duties.

While not a statutory requirement the governing body of St Mary's C of E School has written this policy to assist both the governors and the school in fulfilling their duties effectively.

Governing body statutory duties:

The Governing body is responsible for

- The performance of the school and the achievement of its pupils
- Sustaining and developing the Christian character of the school
- Raising standards of all pupils ' achievement and enjoyment of learning
- Monitoring standards of achievement of vulnerable groups
- Accounting for the attainment and achievement of all pupils in all subject and aspects of the curriculum
- Monitoring inclusion and equal opportunities
- Securing delivery of the National curriculum and RE
- Agreeing and monitoring the impact of schools policies and practise, ethos, values and attitudes, aims and objectives of the school

This policy takes into account that Governors do not have direct rights of access to the school; therefore visits should be undertaken as part of a strategic programme to:
- Improve governor knowledge of the ethos of the school, its staff, children, needs, priorities, strengths and weaknesses
- Monitor and assess the priorities as set out in the School Improvement Plan
- Assist the governing body in fulfilling its statutory duties
- Help in strengthening the school community
- Help new governors as part of their induction programme

Visits to the school must be arranged in consultation with the head teacher and staff so that all can be prepared for the visit and are aware of the objectives for the visit
It is important that Governors remember the purpose of the visit is not to assess the quality of the teaching and learning or to pursue issues related to the day to day management of the school other than as agreed by the headteacher and leadership team.

Visits should generally relate to the priorities determined by the School Improvement Plan. The governing body should plan visits to cover a wide range of school work and each visit should be agreed and have a clear purpose. Governors should arrange their visits with the headteacher who has the responsibility of the day-to-day management of the school

Governors play a vital role in the school and St Mary's recognises through their visits they can monitor the effectiveness of our provision and the well-being of the school population. Visits aim to establish a relationship that will develop mutual understanding of our common purpose and shared vision for the pupils of St Mary's C of E (VA) School.

All visits need to contribute in some way to the school's self evaluation process.
A visit is **not**:
- A form of inspection to make judgements about professional expertise of the teacher
- Checking on progress of own children
- Pursuing personal agenda
- Monopolising school/teacher time

Class visits/learning walks
St Mary's C of E School recognises the benefits of Governor Visits to the classroom to enable governors to become familiar with the school, observe aspects of the curriculum which will lead to a greater understanding of the school population. Governors will then be able to lead governance of the school from an informed perspective. Governors will intrude as little as possible on teachers' time. If required the school will provide governors with relevant information before the visit.

Visits help governors develop their role as a 'critical friend' to the head teacher and leadership team of the school. Any issues arising from the visit will be discussed with the Head Teacher in the first instance. Such visits will always follow an agreed procedure:

- These visits are NOT professional observations, as Governors will not be evaluating the work of teachers or assess the quality of teaching provision
- They will not form any part of the Performance Management process

Governors can also be invited to attend staff and leadership team meetings when invited to do so by the head teacher. It is the responsibility of the head teacher to ensure that all governor visits comply with this policy.

Classroom visits - Potential benefits to Governors:

- To recognise and celebrate success
- To get to know the staff and children
- To understand the environment in which the teachers work
- To show themselves as part of the school
- To improve knowledge of the school, its staff, needs, priorities, strengths and weaknesses
- To monitor policies in action
- To monitor and assess the priorities outlined in the School Improvement Plan and observe policies in action
- To assist the governing body in fulfilling its statutory duties and demonstrate their role as a 'critical friend'
- To get an understanding of the issues facing the school to help inform decision making
- To understand the environment in which teachers teach
- To find out what resources are needed and prioritise them

Classroom visits – potential benefits to teachers (members of staff are always free to say that it is not convenient for a Governors to come in at any particular time):

- To ensure governors understand the reality of the classroom
- To teachers to get to know governors enabling them to better understand governor roles and responsibilities
- To have an opportunity to reflect on practise through discussion
- To highlight the reason for particular resources

Preparing for a visit

The following lists examples of good practise.

Before the visit

- Check the agreed policy for governors' visits
- Clarify the purpose of the visit. Is it linked to the School Improvement Plan? What are the relevant school Policies? How does this determine the activities I am interested in?
- Contact the head teacher to arrange a date
- Discuss the agreed agenda with the headteacher well in advance
- Time permitting, discuss the proposed agenda with the staff involved. How do they want governors to integrate into the lesson?
- Be clear beforehand exactly what you are observing.
- Try to prepare questions for staff in advance
- Is there any supporting information is available – OFSTED report, improvement plan, performance data?
- Ensure you are familiar with safeguarding procedures
- Ensure you are familiar with Heath and Safety procedures e.g. what to do in event of a fire?

During the Visit

- Remember you are making the visit on behalf of the governing body, it is **not** appropriate to make judgements or promises on behalf of the governing body
- Be punctual
- Keep to the agreed timetable but be flexible
- Decide with the teacher how you will be introduced and what your role in the classroom will be
- Get involved with the children if the teacher has agreed that this would be appropriate
- Remember it is a visit **not** an inspection.
- Observe discreetly. Remember that excessive note taking can be disconcerting for staff and may make your visit look like an inspection
- Please do not distract the teacher during the lesson from his/her work but be prepared to talk and show interest
- Be courteous, friendly not critical
- Interact, don't interrupt
- Remember the purpose of your visit.
- Listen to staff and pupils.

After the visit:

- Complete the Governor visit log outlining the purpose of the visit which will detail one aspect learned and two questions asked un the role of 'critical friend'
- Share visits notes with the staff/staff team concerned in the visit and leave a copy for the head teacher
- Report back to the subcommittee or Governing body meeting as appropriate as soon as possible after the visit.

Informal Visits

Visits may also take place in an informal capacity. It is vital that everyone is clear about the capacity in which they are visiting and not to confuse the role.

- The chair making a regular visit to see the head-teacher
- To lend a helping hand with a school event
- To get information from the office relating to a committee meeting
- To help in a class
- To speak to a teacher in relation to your own child
- Attend a school function or educational visit
- Visit in relation to your position as the local priest or councillor.

Procedures in event of concern

- Where concerns exist it is vital that they are discussed immediately with the head teacher. If you are not satisfied then with the response and remain concerned then the next step would be to approach the chair of governors
- As a governor you are part of a team aiming to maintain and improve the good reputation of St Mary's C of E School. As you can understand it is would be extremely damaging if concerns are expressed to the community. Please remember confidentiality at all times.

- Although not specifically part of a visitor policy it is worth mentioning what to do if a parent approaches you with a concern. In the first instance please address any concerns raised with the head teacher and the Chair of Governors as well if you think fit. It is requested you do not take sides or attempt to deal with the matter yourself. Your role in this is to be a vital link in successful communication.

Roles and responsibilities

Through visits to the school Governors developed their understanding of the school's work and become the 'face' of the governing body. By attending school events such as performances, assemblies, Sports days, Open days the Governors will build relationships with parents and find out their views about their child's performance and progress and what the school offers to parents.

The Governors will additionally support the implementation of the School Improvement Plan. The Governors and Leading Learning team have determined this role to ensure that they have an improved knowledge the school, staff, needs, priorities strength and weaknesses and monitor policies/school improvement in action.

The head teacher and Leading Learning team have developed action plans for improvement for focused areas on the School Improvement Plan. Governors have copies of the School Improvement Plan. This allows governors to work collaboratively with the school to drive improvements and develop initiatives. Outcomes of monitoring will inform staff meetings and training opportunities

The head teacher and Leading Learning team will set out a schedule for governor visits in the Autumn term focusing on areas in the school Improvement plan. Governors will monitor aspects of this in a focused Governors week each term. Following the planned visits governors outcomes from visits will be shared and fed back into the School Improvement Plan shaping further visits and the focus for these.

The head teacher will ensure that governors have relevant information to inform the focus of their visit e.g. relevant data, areas of the school development plan and will provide a visit proforma for governors.

Governors will follow the agreed policy on visits as detailed in this policy.

The chair of governors will ensure that the agenda of governors meetings allows time for reports and discussion on the visits

Annual Review of this policy

The Leadership and Management group of the Governing body will review this policy at the start of each academic year,

Key questions to consider are:

1) Have the governors' visits made a difference to the governing body in its effectiveness in challenging and supporting the school so that weakness are tackled decisively and statutory responsibilities are met?

2) What does the governing body need to do to make the policy and practice even better?

Appendix

A Current OFSTED framework and judgments on Leadership and Management
B Monitoring - General proforma for governor visits
C General list of things to observe when visiting
D General questions about literacy and mathematics to ask

Appendix A

OFSTED September 2016 judgements about the work of the governing body are as follows:

Governance

1. Inspectors will seek evidence of the impact of those responsible for governance. This includes maintained school governors, proprietors, academy trustees or members of the school's local board. In a multi-academy trust, this is likely to include members of the local governing board or advisory board at school level as well as the multi-academy trust trustees.

2. Where a children's centre is managed directly by the school's governing body, inspectors will consider the impact of any judgements about the children's centre or the services and activities offered through or by the centre, in judging leadership and management.

3. Inspectors will consider whether governors:

   ■ work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition

   ■ provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school

   ■ provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school

   ■ understand how the school makes decisions about teachers' salary progression and performance

   ■ performance manage the headteacher rigorously

   ■ understand the impact of teaching, learning and assessment on the progress of pupils currently in the school

   ■ ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils

   ■ ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium

   ■ are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.

4. Inspectors will report on the achievement of disabled pupils and those who have special educational needs. This includes reporting on the pupils in any specialist

resource provision managed by the governing body and the extent to which the education the school provides meets the needs of these pupils.

5. Inspectors will recommend an external review if governance is weak. Under 'What the school should do to improve further', inspectors should use the following words in the report:

    'An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.'

The school should decide how this review will take place and commission it. Reviews should be developmental. They do not represent a further inspection, although inspectors will follow up on the review during any subsequent inspection. Full details of what might be the form and nature of such reviews can be found at: www.gov.uk/reviews-of-school-governance

6. **Use of the pupil premium**

    Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

    ■ the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years[1]

    ■ how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact

    ■ any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence

7. Inspectors will recommend an external review of the school's use of the pupil premium if they identify weakness[2] regarding the provision and outcomes for disadvantaged pupils. The form of words to be used in the inspection report is:

    'An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.'

This means that the school should seek support from an independent external system leader with a track record of accelerating disadvantaged pupils' achievement. Full details of what might be the form and nature of such reviews can be found at: www.gov.uk/pupil-premium-reviews, which includes a link to the revised guide to pupil premium reviews, where there are also examples of the optional template to support schools in reporting their pupil premium strategy on their website. Inspectors will follow up on the review during any subsequent inspection

Grade descriptors for the effectiveness of leadership and management

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)
- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Good (2)
- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key

- aspects of the school's work.
- ◼ Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- ◼ Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
- ◼ Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- ◼ The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.
- ◼ Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- ◼ Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- ◼ Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- ◼ Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Requires improvement (3)
- ◼ Leadership and management are not yet good.
- ◼ Safeguarding is effective.

Inadequate (4)
Leadership and management are likely to be inadequate if one or more of the following applies.
- ◼ Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.
- ◼ Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, disabled or have special educational needs.
- ◼ Leaders are not aware of, or are not taking effective action to stem, the decline in the progress of disadvantaged pupils.
- ◼ The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils.
- ◼ The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- ◼ Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.
- ◼ Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.
- ◼ Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern or insufficient action is taken to remedy weaknesses following a serious incident.
- ◼ Leaders and governors are not protecting pupils from radicalisation and extremist views when

pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.

Appendix B Monitoring

Monitoring is one of the most important roles a governor fulfills and at the same time one of the most difficult.

Monitoring is a word that can make it seem more than it is - monitoring for a governor just means knowing your school. It encompasses all that you might do that leads you to know the strengths of the school and priority areas for development and to be able to engage knowledgeably in discussion about your school. There are a wide range of ways to gather information that help you to come to your decisions. These include:

- Visiting the school and watching
- Talking to parents
- Talking to children
- Talking to teachers
- Reading the last OFSTED and SIAMS reports
- Looking at SATS data
- Looking at RAISE online
- Looking at samples of children work
- Helping or observing in classrooms
- Reading reports of activities written by teachers
- Helping or observing in classrooms
- Checking that actions have bene carried out
- Comparing our school with others

There are many dimensions to monitoring and they can be chosen according to what you feel most comfortable with and or can manage in light of personal and work commitments. Not everyone can easily manage to visit during the school day but do try ot manage it occasionally or at least annually, If you can't visit during the day then you could speak to the subject leader by telephone or exchange emails.

There is an expectation that you will come into the school regularly, observe lessons and make judgments about teaching. **That process is reserved for the school's management, the LA, Diocese and OFSTED.**

There is on expectation that you will be expert in all or any aspects of school life. **You are giving your views and describing what you see.**

Judgments

The monitoring process does NOT require toy to make any judgements. There are monitoring visit report forms that allow you to make observations – to record and describe what you see. You are NOT required to record a judgment of any sort.

Recording visits

We have a process for recording the monitoring that governors carry out. The school office keeps a folder with blank forms for recording visits etc. These can be used to detail a visit, a conversation, a lesson or any activity that increases your knowledge of the school. Complete a form for each one and copy it; one copy for the head teacher's file, one for the teacher's evidence file and one for you.

St Mary's C of E Primary School
Governor Visit Report

Name:	Date of visit:
Focus of visit:	
Classes/Staff visited	

Summary of activity e.g. data, Heath and Safety, English, Maths, observing classes, talking to staff and parents, looking at resources, had lunch etc.
What I have learned as a result of my visit?
Further comments about the focus
Aspects I would like clarified/questions I have
What evidence did you gather that all pupils have equal opportunities in our school? e.g. related to gender, race, ethnicity, Special Educational Needs, Pupil Premium/Free School Meals, SMSC, PE, Safeguarding
Is the curriculum effectively differentiation in lessons/opportunities for accessing the wider curriculum (clubs/trips/sports etc/accessible premises
Ideas for future visits
Any other comments

Signed ………………………	Signed ………………………….
(Headteacher/co-ordinator)	(Governor) Date…………………………….

St Mary's C of E Primary School
Governor Visit Record – Monitoring the School Improvement Plan

Name:	Date of visit :

Purpose of visit:

Focus area on School Improvement plan:

Source of evidence of progress:

Comments and Impact

Evaluation and impact (So what?)

Challenges by governors:	Response:

Please comment on any evidence relating the school's core values of Hope, Creativity and Perseverance that you observed.

Key issues for the governing body

Signed ………………………… (Headteacher/co-ordinator)	Signed ………………………………. (Governor) Date………………………………………

St Mary's C of E Primary School

Governor Visits Monitoring and Evaluation report – Monitoring the School Improvement Plan

Name:	Date of visit:
Focus of Visit Responsibility area:	
Staff member (s) involved:	
School Improvement Plan link:	
Planned activities:	
Outcome of visit:	
Issues for the governing body:	
Teachers/Headteachers comments:	
Follow up action/suggested focus for future visits:	
Signed ………………………… (Headteacher/co-ordinator)	Signed ………………………………. (Governor) Date……………………………………….

*To be completed before visit

St Mary's C of E Primary School
Governor Learning Walks Focus Check list

Focus area	Things to look for	√	Observation notes	Next steps and action needed
Learning environments	Interactive and informative displays for Maths, English, RE, Science and Topic Class Rules clearly on display Rules for Life on display Visual Timetable Online-Safety rules poster on display Working wall with current learning, vocabulary and strategies on display English displays to contain VCOP, questions to encourage reading in reading area, examples of great writing. FAB boxes/resources readily available Clearly labelled resources accessible to children. Growth Mindset display Spelling Rules on display as and when taught All classes – WALT/Success criteria **EYFS/KS1** Adjective characters Phonics display High Frequency words **KS2** 6 R's in classroom on display and evidence of children contributing to this (KS2)			
How much talking and by whom?	How long does the teacher talk for? How long are children talking? Do the pupils get the opportunity to be actively involved in the lesson? Are all children encouraged to participate?			
Is there opportunity for Interaction?	Can pupils work together in pairs? Groups? Etc Does the teacher use a range of strategies for developing and encouraging interaction?			

	ASD/Sensory?			
Is the setting appropriate for the style of the lesson?	Are pupils sitting in groups? Lines? Working in pairs? Can all children see and hear what is going on in the lesson?			
Do the pupils know what they are learning as opposed to what they are doing?	Has the teacher shared the learning objective and how they will know if this has been achieved? Can they all say what they are learning and why?			
Is there differentiation?	Can all pupils access the lesson at their level? How does the teacher differentiate? (questions/tasks/support/outcome)			
Questioning?	Does the teacher use questions that challenge all pupils? What kinds of questions are asked? Are they open ended? Is any time given for reflection? Are the children given an opportunity to question?			
Modelling and demonstrating?	Do the pupils know the final picture and what they are expected to produce? Does the teacher demonstrate how to get there in clear easy steps? Does the teacher/TA scaffold the children's learning to enable all children to succeed?			
Problem solving?	Are the children given opportunities that challenge their thinking? Can they work together to develop solutions? Are problem solving skills developed across the curriculum?			
Support staff?	How are they deployed? Are they effective in supporting learning? Do they have an effective relationship with the teacher/children?			
Assessment	Which adult has the target group and what are they focusing on?			

	Are the children on task? Are the pupils given the opportunity to be involved in their own assessments? Do the children know what they will be need to do next to improve their work?			
Evidence of core values in the classroom	Hope, Creativity, Perseverance? Current value?			

Please complete your form during the visit and. After the visit hand a copy ot the teacher and head teacher.
Thank you

Appendix C

Visits' focus

Although not an exhaustive list visits may focus on:-

- Any area being developed by the school, particular subjects, key stages or classes
- The use made of the buildings or the site
- The condition and maintenance of the premises
- Health and Safety
- Special Educational Needs
- Pupil Premium
- Inclusive Dyslexic Friendly Schools
- English and Maths
- Impact of the religious character (in church schools)
- Lunch and break times
- The use and condition of resources e.g. furniture or ICT equipment
- Deployment of staff, e.g. caretaker, office staff, teaching assistants
- The impact on the school of any changes e.g. reduced classes in a key stage

Possible things to observe when visiting a classroom
- Relative numbers of questions and responses
- Relationship between staff and pupils
- Relationships between pupils
- Variety of teaching styles
- Availability and role of support staff
- Behaviour and attitude of pupils — are they attentive, motivated, listening, questioning, responding?
- Enjoyment and enthusiasm of both staff and pupils
- How the pupils are grouped
- How different abilities are catered for
- Children's work
- Displays
- Ethos — the atmosphere and values that are evident (are high expectations, encouragement, praise, equality of opportunity apparent?)

- Use of space and working conditions
- Quality and quantity of equipment and resources

Appendix D. Example Questions for governors to ask
English and mathematics

The full governing body retains the responsibility for raising standards of English and Maths. A nominated governor who takes a special interest in English or Maths can help to ensure that these issues remain on the governing body's agenda. The following questions will help you in your role as English/Maths governor, as you find out about the teaching of English/Maths across the school. Use these as a guide in a meeting or on school visits — it is not intended you work systematically through the list.
Discuss with the head teacher how best to use these questions to help you gradually build up a picture of the school's strengths and areas for development. Your job, in partnership with the head teacher, is to provide a link between the school and the governing body, its committees and the staff of your school.
These questions could be adapted for use with other subjects

Achievements and attitudes
What are the broad trends in the school's achievement in English/Maths?
- Compared to similar schools?
- In relation to the national rates of increase?
- In relation to the national picture in terms of gender?

Where have we improved? Do we know why?
Are there differences between the achievement of different year groups, and if so, why?
How do our results in English/Maths compare with those in other subjects?
What aspects of the subject do pupils find easy and which hard?

Are there significant differences in reading and writing between:
- Girls and boys?
- Pupils with special educational needs/those with no SEN?
- More able pupils
- Pupils with English as an additional language and the others
- Pupil Premium children
- The majority and any other minority groups, such as travelers. SMEH?

In meetings with the English/Maths leader can you tell how much progress pupils are making? For example, you could look at:
- Key Stage 1 and 2 test results and progress
- The work of a range of pupils — average, below average and above average
- Other evidence. Special Needs

How have resources been adapted to support children in their daily English/Maths lessons?

Management of the subject

How is the role of the English/Maths coordinator developing?

Does the school improvement plan match the identified needs?

What is the allocation of funding to English/Maths for this financial year?

How has it or will it be spent?

Is there a need for additional resources for any aspect of the work?

What further training do teachers and support staff need?

How much additional adult support does each class have?

Does the school offer a range of reading books catering for all abilities, cultural backgrounds and tastes, especially boys? Are pupils using the library? What links does the school have with the local library?

How does the school use all its resources (books, materials and displays, as well as electronic media) to promote reading and writing/maths?

Communication

How are parents kept informed of progress?

What steps are being taken to encourage parents to support their children in reading and writing at home?

How are governors kept informed about standards and the progress of pupils?

How do governors celebrate the school's success when things go well?