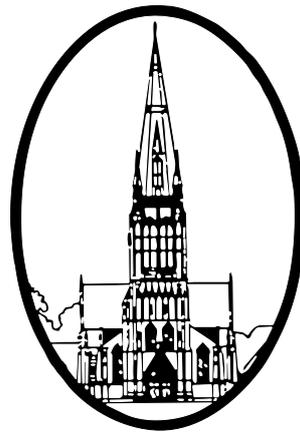


St. Mary's C. of E. Primary School

'Through God's love, we strive to be the best we can be.'



Governors Monitoring Visits

Revised: June 2017

Review date: June 2019

Mission Statement and Values

“Through God’s love, we strive to be the best we can be.”

St Mary’s is an inspiring and creative school which fosters a love of learning as well as developing skills for life. We strive to enhance every child’s moral, spiritual, intellectual, social and physical well-being and celebrate every child’s gifts.

As a faith school we hold **love** at the centre of all we do. This and the following values reflect the ethos of our school.

Respect – ourselves, each other and our environment

Courage – to stand up for what is right, overcome our fears and embrace new challenges

Truth – in the choices we make and our dealings with family, friends, school and community

Hope – that inspires us to look forward in confidence to a better life for all

Introduction

The role of school governors is to contribute to the work of the governing body in ensuring high standards of achievement for all children in the school by:

- Setting the schools vision, ethos and strategic direction;
- Holding the Headteacher to account for the educational performance of the school and its pupils: and
- Overseeing the financial performance of the school and making sure its money is well spent.

Therefore as part of the governing board team, a governor is expected to do the following;

- Contribute to the strategic discussions at governing body meetings
- Hold the senior leaders to account by monitoring the schools performance
- Ensure the school staff have the resources and support they require to do their jobs well.
- When required, serve on panels of governors for exclusions, disciplinary or grievances and appraisals.

To be able to do this effectively Governors need to know their school by being part of the school monitoring procedures. See Appendix E. They will need to visit the school, talk to relevant members of staff, attend training, attend governing board and committee meetings

and be prepared by reading all documents in advance. They must always act in the best interest of all the pupils and the school and behave in a professional manner as set down in the governor's code of conduct (Appendix A).

This policy set out the types of visits a governor may make, the protocol for making those visits and the expectations after the visit.

Types of visits

- Governors' day – a day where all Governors are invited into school to experience the various parts of the school day e.g. assembly, the start and end of the day, lunchtime, lessons
- Focus day – a Governor will arrange a visit directly with a member of staff to focus on an area that they have a responsibility for. This may include visits to classrooms, discussions with children or looking at pupils work.
- Meeting with a staff member (Co-ordinator/lead) – A Governor or staff member may organise a meeting to share areas of strength and development in the area that they are responsible for.
- School events, activities and trips – governors are invited to attend all school events and support on school trips and activities.

General Protocol

Remember that visits are not about impersonating an Ofsted inspector: they are about gathering information and gaining an understanding about the school to be able to carry out your duty as a governor. On your visit you should be observant, reflective and supportive.

Arranging the visit

- a) All visits must be made by appointment only with the exception of school events.
- b) Governors should contact the Headteacher or their link member of staff to organise their visit.
- c) The purpose of the visit must be clear.
 - If the visit entails going into a class or classes, dates and times must be negotiated with the appropriate teacher/s. This must be agreed with the Headteacher or a senior leader first.
 - Arrange a time for a brief informal discussion with the teacher at an agreed time prior to the visit so that s/he can inform the Governor about his/her plans for the lesson and any focus work.
 - Agree role of the governor if they are not just observing, e.g. during independent work the governor can support on blue table.

On the day of the visit

- a) Governors must sign in the governors visitors book and wear an ID badge from the office, during their visit.
- b) Governors must be given a timetable for the duration of visit (if appropriate)
For observations:
- c) Teacher will introduce the Governor to the class prior to the lesson
- d) Sit in a place which will not distract the pupils during the introduction and the plenary
- e) Do not talk to the teacher/pupils during the introduction and plenary
- f) Ask children questions or provide support as agreed with the teacher during group work

Directly after the visit

- a) Governor to complete pro-forma and hand into the office to be given to the Headteacher and Chair of Governors
- b) Have a brief discussion with the teacher / member of staff about the visit
- c) Agree any feedback to be given to the Governing Body and complete Appendix B before you leave school and hand to the school office to file. If you have met with a lead you must prepare a short report to share with the governing body. See Appendix C. This must be shared with the Chair and Headteacher prior to the next Governing Board meeting and then sent to the Clerk to share with the Full Governing Board.
- d) Governors must sign out.

Expectations of how often

To carry out your role effectively, we would suggest that you make 1 visit per term or 3 per year.

Suggested questions you may want to ask leaders

- Curriculum - What does the curriculum look like in the specific area / subject. Is it effective? Does it meet the needs of all pupils?
- Action planning - What are the strengths in this area? What are the areas of development? Are there any barriers to moving forward in this area? E.g. budget, resources, training
- Impact - What have you achieved in your area? What has been the impact?
- Assessment and moderation - How does the school assess in this subject? How does the school ensure their judgements are accurate?

- Attainment – What does the end of EYFS, KSI, KS2 attainment look like for the last year? (particularly in R, W and M) Are there any gaps in groups? What is being done to ensure those gaps are closing and are not an issue in the future?
- Progress – % of pupils on track to meeting end of year expectations across the school / individual classes? Are there any gaps in groups? E.g. boys / girls, Pupil Premium and non pupil premium etc
- What does teaching and learning look like in your subject?
- How well are PPG children doing? SEND children? Ethnic groups? Gender?
- **Also ask about the current foci See School Development Plan and Single Plan.**

Governing Body Training

The Governance Handbook, produced by the Department for Education (DfE), says on page 34:

As part of induction and continuous development, effective boards encourage everyone involved in governance, especially those new to the role, to make the most of the resources, guidance and training available to develop their knowledge and skills.

Currently governors training is conducted through the London Diocesan Board for School or the Hackney Learning Trust. Information about training is sent to the governing body termly. Governors that would like to attend the training are to contact the Administrative Manager at the school to arrange booking of the training.

On completion of the training, Governors are requested to complete the proforma for training, see appendix E and to be submitted to the Administrative Manager who will keep a record of the training attended by the Schools Governing Body.

Appendix A

Code of Conduct for St Mary's School Governing Board

The governing board has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the Headteacher
- Monitoring progress towards targets
- Performance managing the Headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the Headteacher.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.

- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing board.
- We will actively support and challenge the Headteacher.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing board and agreed with the Headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training.
- We accept that in the interests of open government, our full names, date of appointment, terms of office, roles on the governing body, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the Headteacher, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing board meeting.

- We will not reveal the details of any governing board vote.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time. We accept that the Register of Business Interests will be published on the school's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

Adopted by the governing board of St Mary's C of E Primary School on 17th March 2016.

Appendix B

Proforma for School Visits	
Name of Governor:	
Date:	Class:
Focus:	
What did you learn or find out?	
What did you enjoy?	
What would you like to know more about?	
What would you like to feedback to Governors?	

Appendix C

Proforma for - Report for committees and/or FGB	
Name of Governor:	
Date:	Focus area:
Meeting with (staff name):	
Celebrations, strengths and areas for development: Points to consider in your comments – Teaching and learning, curriculum, achievements, especially among target groups, e.g. pupil premium, enhancement and enrichment, school improvement plan, strategy and vision, ethos and values.	
Evidence of good practice and/or impact of action:	
Questions:	

When meeting with the following leaders you may want to discuss the following:

EYFS leaders

All of the above plus:

- Baseline assessments
- Environment
- Areas of learning

Safeguarding and Child Protection

- Prevent / CIN / CP / Whistleblowing / Single central record / Recruitment
- Policies
- Procedures

Appendix D

The Governors role in the schools monitoring cycle

Policy for effective action planning, monitoring and evaluation

Aim

To ensure there is clear evidence of self review and evaluation at all levels, where individuals are accountable for the impact that they have on school improvement. By providing an easy to read guide for governors, senior leaders and staff on the process of school improvement, monitoring and evaluation, activities and accountability are clear.

From plan to impact!

The process

Process of school improvement	Notes	When and who
School mission statement	Sometimes called a vision, but not to be confused with governor's long term vision.	Whole school community To be reviewed every 3 years
Governors long term vision	This is a strategic vision, describing where we are now and where we want to be in the future. Targets for the next 3 / 5 years.	Governors and SLT To be reviewed annually
Current school improvement priorities (School Development Plan or SDP)	These are the priorities for the current academic year taken from the long term plan and put into more detail	HT and SLT To be written annually and shared at FG Board Meeting
Action planning Policies, procedures and strategy Direct impact on quality of teaching and learning	Leaders (coordinators) look at SDP and long term vision and plan detail actions and outcomes (in the form of Key Performance Indicators - KPI's).	Leads Shared with link governors who will then feedback to full GB To be updated termly
Implementation	This could take many forms including the following: Support Disseminating information Inset / meetings (requests to be sent to DHT) Training and support for staff Surveys / voice of stakeholders Policy writing Reviewing / updating the curriculum / resources	Leads As stated
Monitoring	Book looks Learning walk Observations Feedback (pupils / parents /	Leads (non core subject leads may be supported by a member of the SLT or HT for book looks or observations) Book looks - half termly Observation - termly – focus area

	<p>staff)</p> <p>Performance Information</p> <p>External validation</p> <p>Governor monitoring visit reports</p> <p>Keep in mind school focus eg pupil premium / boys</p>	<p>Learning walk – half termly – focus area</p> <p>Feedback – annually</p> <p>External validation – as required</p> <p>Governor visit reports – 1 x annually (minimum)</p>
Evaluate	Evaluate impact using all evidence against KPI's.	Leads Termly
Report	<p>Complete evaluation on action plan and impact evaluation sheet. Share finding with link governor and HT.</p> <p>Link governor to report to full GB. HT will report progress towards SDP.</p>	Leads Termly
Revise / write new action plan	Identify next steps in reaching targets in SDP.	Leads Termly
Celebrate achievements	Evaluate the SDP based on all of the above. Share with staff and governors.	Headteacher / SLT Annually
Self Evaluation Document	The SED is written with evidence (all of the above) to celebrate achievements and identify areas of development for the school.	Headteacher / SLT / Governors Annually or as there are significant changes

Book looks

Things to look for

Curriculum coverage	Progression across the school	Clear learning intentions	Appropriate success criteria (SC)
Differentiation seen in SC / work produced	Good presentation (including date and underlining / one line for crossing out)	Quantity of work over time (no gaps)	Quantity of work in lesson (expectation)
Next step marking	Pink and green highlighting	Children responding to next step marking	Self or peer assessment
Challenge (children working harder than adults/ should be incorrect answers or improvements to be made/ above where child is working)			

Learning walks

Share focus and date with staff prior to walk	Feedback in the form of 2 stars and a wish emailed to staff and	Whole schools strengths and areas of development	Concerns reported to HT
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	HT and saved in your subject area on school system	identified and recorded. These to be shared with HT, SLT, link Governor and saved for evidence on school system.	
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Performance Information

Analysis of current performance across the school	Analysis of attainment at the end of each academic year
<p>Include</p> <p>Class % on track to reach / have reached age expected</p> <p>School % on track to reach / have reached above age expected</p> <p>Class % of boys / pupil premium grant children on track</p> <p>School % of boys / pupil premium grant children on track</p> <p>Analyse other groups and report on these if there is something significant</p> <p>Identify classes and groups of concern</p>	

Lesson observation procedures for Leads (see procedures for more details)

Share focus and date with staff at least 1 week prior to observation	Use Ofsted criteria to guide you in what to look for in a good lesson	Identify strengths and areas for development	Where teaching is less than good there are two options to consider. Where all other evidence suggests teaching is usually good another observation could be done, discarding this observation or where there are other concerns, a support plan will be put in place
Write up feedback on proforma	Feedback to teacher	File and record and give one copy to teacher	Teaching profile is shared with School Improvement Partner and governors termly.

Pupil / staff / parents interviews

Identify focus and key questions	Organise date, time and place	Record views	Share with HT, link governor and save as evidence
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Governor monitoring visits (see protocol)

Appendix E

Proforma for Training	
Name of Governor:	
Date:	Training Provider:
Focus:	
What did you learn? What skills did you develop?	
What impact will this have on your role?	
How will you continue to develop these skills?	
What good practice can you share with other governors?	

NB: Confidential Notes – if there are any issues relating to the delivery/calibre/content of the training or questions raised that require immediate attention; please contact the Headteacher and/or Chair of Governors directly.