



## Governor Monitoring

Name of Governor(s): Maria Kirkland

Date: 8/1/18

Please use the template below to structure your visit. Please contact Suzanne Ashton or Nicola Bunday with some proposed dates for visits, an outline of what you would like to find out and how you would like to gather evidence. (If you require to speak to children or staff, we need time to organise this.)

Focus	Effectiveness of the Leadership and Management in school	How might I monitor this? Where would I find evidence?	Outcomes
<b>POAP</b>	1. Improve the quality of leadership and management by: <ul style="list-style-type: none"> <li>• developing the capacity for middle leaders to frequently check on the quality of teaching throughout the school and consequently play a greater role in school improvement</li> <li>• broadening the curriculum so that it gives pupils the opportunity to foster their understanding and appreciation for a diverse range of cultures.</li> </ul> 2. Pupils' low-level disruptive behaviour in a small number of classes hinders learning (addressed as part of teaching).	<ul style="list-style-type: none"> <li>➤ Meeting with HT</li> <li>➤ Meeting with DHT</li> <li>➤ Meeting with Phase Leaders</li> <li>➤ Meeting with Subject Leaders</li> </ul>	<ul style="list-style-type: none"> <li>➤ The quality of teaching, learning and assessment was excellent. All pupils were engaged in their learning and the behaviour was outstanding.</li> <li>➤ In the assembly all pupils were engaged and showed high standards of self-discipline.</li> <li>➤ After conducting a walk through the School with the Deputy Head Teacher I felt the learning environment was calm and productive.</li> <li>➤ Co-teaching opportunities allowed pupils to be stretched and challenged with the physical layout of shared learning environments being utilised.</li> <li>➤ Pupil's behaviour was outstanding in all</li> </ul>

			classes witnessed by respect for others, both peers, learning support and teachers and all pupils being ready to learn.
<b>Common Inspection Framework</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.</li> <li>• 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.</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attend school events to observe relationship</li> <li>➤ Check attainment outcomes</li> <li>➤ Look at quality of teaching and learning overviews in school</li> <li>➤ Check monitoring plans and outcomes</li> <li>➤ Check the performance management process</li> <li>➤ Look at CPD plans/Staff meetings and impact</li> <li>➤ Look at Pupil Premium plans, ask for report</li> <li>➤ Look at the walls/books/curriculum plans to check the curriculum coverage</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Deputy Head Teacher conducted an assembly with the whole School and all pupils were engaged and taking part in interactive activities. They listened and followed orders respectfully.</li> <li>➤ All teachers were encouraging pupils to focus on their learning and track their own progress by conducting independent marking of their own work. A traffic light marking system has been put in place which is excellent and encourages all pupils to reflect on their own progress.</li> <li>➤ Teachers have high expectations for their pupils, using effective questioning techniques to challenge all pupils. All teachers are confident at monitoring the performance of all their pupils and share good practice across the team of staff. This was evident in the Maths section of the School where teachers swap classes over the provide pupils with a richer learning experience and use of staff expertise.</li> <li>➤ The standard and aesthetic appeal of the corridor notice boards was</li> </ul>

	<p>good or improving outcomes for pupils.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.</li> <li>• 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.</li> <li>• 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.</li> <li>• Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Monitor the website</li> <li>➤ Speak to staff/pupils and look at environment to see how British values are developed</li> <li>➤ Check the PREVENT audit and speak with staff about how this is carried out</li> <li>➤ Speak with DSL/check Safeguarding reports and monitor use of MYCONCERN</li> </ul>	<p>outstanding. Pupil progress had been capture visually and milestones of development had been expressed and displayed. Pupils had designed their own notice boards and used photographs of themselves during activities to show their individual progress.</p> <ul style="list-style-type: none"> <li>➤ The sports premium is utilised effectively to aid the development of all pupils and expertise in physical activity had been brought into the School. Decisions around the sports premium are also discussed during governor meetings.</li> <li>➤ This school offers a broad and balanced curriculum and teachers focus in on all subjects of the curriculum. Pupils are encouraged to make outstanding progress in all aspects and subject areas. Peer assessment is also encouraged in order to encourage learning and questioning between peers.</li> <li>➤ In the assembly all pupils were encouraged to sing and contribute to the ethos of the school.</li> <li>➤ Safeguarding procedures are outstanding with non-attendance be followed up straight away and actions put in place. Late pupils were encouraged to come into their</li> </ul>
--	---	--	---

			<p>lessons and assembly and get engaged straight away. They were challenged in a positive way and safeguarding put at the fore-front. Teachers are confident at following up non-attendance with parents and actions put in place.</p> <ul style="list-style-type: none"> <li>➤ The ethos of British Values can be seen in all aspects of the school from the classroom environment to notice boards and teaching learning activities.</li> </ul>
<p><b>Overall comments</b></p>	<p>This visit was extremely successful and highlights good practice being displayed across the School. The learning environment of the School was calm and productive. The behaviour of all pupils was outstanding, within the classroom and whilst moving around the School. All pupils were engaged and happy to be at School. There as a clear sense of belonging and positive culture within the school.</p>		

<b>Actions/Next Steps</b>	To conduct another visit in the New Term.
---------------------------	---

Please submit this written report to Suzanne Ashton and Gillian Fennel