



Governor Monitoring

Name of Governor(s): Kathryn Dodgson met with Stacey Morris

Date: 4.5.18

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
<p>POAP</p>	<p>1. Improve the quality of leadership and management by:</p> <ul style="list-style-type: none"> • 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. • broadening the curriculum so that it gives pupils the opportunity to foster their understanding and appreciation for a diverse range of cultures. 	<ul style="list-style-type: none"> ➤ Meeting with HT ➤ Meeting with DHT ➤ Meeting with Phase Leaders ➤ Meeting with Subject Leaders. 	<ul style="list-style-type: none"> ➤ I met with Miss Morris who taken over the monitoring of SMSC in Jan2018 and has already self assessed our school as Bronze on the SMSC Mark. ➤ I viewed Floor Books, examples from the school Website, The Self Assessment Document, the Big Classroom website, Corridor Displays in order to understand that Boundary School is offering the children a broad curriculum. ➤ BPS is strong in Social, Moral and Spiritual development, however more work needs to be done to clarify what is meant by a 'diverse range of cultures', which would support the Arts Mark and SMSC Application.

<p>Common Inspection Framework</p>	<ul style="list-style-type: none"> ➤ 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. ➤ 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 attend school events to observe relationship <p>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.</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> ➤ Attend school events to observe relationship ➤ Look at quality of teaching and learning overviews in school ➤ Check monitoring plans and outcomes ➤ Check the performance management process ➤ Look at CPD plans/Staff meetings and impact ➤ Look at the walls/books/curriculum plans to check the curriculum coverage ➤ Monitor the website ➤ Speak to staff/pupils and look at environment to see how British values are developed 	<ul style="list-style-type: none"> ➤ The School Curriculum Overviews demonstrate that SMSC is entwined throughout all curriculum areas, and in each year group. Through the Curriculum, SMSC is highlighted through – behaviour tracking, celebration assemblies, Resilience/Headstart training Y5, visits and visitors, Whole School RE Days. ➤ Whole School Staff Resilience Survey conducted by NB. ➤ Our ambition to achieve the SMSC mark and Artmark hand in hand will embed all areas and ensure that disadvantages pupils gain a broad and balanced understanding of the world around them. ➤ SM and I discussed the Ofsted Guidelines and believe that the SMSC provision at BPS is in the outstanding grading – creating pupils who are thoughtful, caring, active citizens (Characteristics), ➤ Whole school events e.g. Crown and Tiara Day, Election Day, visit from Paul Maynard, Lord Lieutenant, and exposure to current affairs through Newsrounds, demonstrate that we promoting the fundamental British Values. ➤ Staff meetings/INSET offer a wide range of topics which support the broader understanding of the child, in order to teach them how to be well rounded citizens – Trauma, DRICE, Team Teach, Resilience, Critical Thinking ➤ BPS offers a broad range of clubs – this is improving due to Essential life Skills Funding and cultural/arts related activities are being planned through an
---	---	---	--

			<p>Arts Council.</p> <p>➤ Forest School Big Lottery Bid was successful, and by Summer 2, each year group will have experienced a taster session, building co-operation, resilience, team work, problem solving strategies.</p>
Overall comments	<p>I believe that SM has a great understanding and firm grip on where we are as a school in relation to SMSC, and she is aware of areas that we need to improve in (Cultural Diversity). This will be addressed through the school's development of the Arts mark and cultural diversity. Our aim is to plan Cultural Visits for each year group.</p> <p>The Self-Evaluation has benchmarked us at Bronze for the SMSC mark, which is all in hand.</p> <p>Stacey and I agreed to meet once the application has been submitted, approximately Oct 2018, and I agreed to support her when the assessor comes in to visit.</p>		
Actions/Next Steps	<ul style="list-style-type: none"> - Formally join programme to Link Schools. - Action Plan collaboratively with HM, KD, SM for Arts mark and SMSC - Collate evidence and know where it all is for submitting for SMSC Mark. - The Year at Boundary display is being updated Summer 2018. - SLT – think about what will happen with Forest School. 		

Please submit this written report to Suzanne Ashton and Gill Fennell