



## Governor Monitoring

Name of Governor(s): Gillian Fennel

Date: 28<sup>th</sup> June 2018 and 11<sup>th</sup> July 2018

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>	<ol style="list-style-type: none"> <li>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> </li> <li>2. Pupils' low-level disruptive behaviour in a small number of classes hinders learning (addressed as part of teaching).</li> </ol>	<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>	<p><b>28<sup>th</sup> June 2018</b></p> <p>Meeting with HT and DHT prior to Learning Walk through whole school.</p> <ul style="list-style-type: none"> <li>• All children, without exception, from Nursery to Year 6 were engaged in learning.</li> <li>• Absolutely no disruptive behaviour observed either in classrooms or on the corridors.</li> <li>• Differentiation evident in all classrooms and all adults in all</li> </ul>
<b>Common</b>	<ul style="list-style-type: none"> <li>• Leaders set high expectations of pupils and</li> </ul>	<ul style="list-style-type: none"> <li>➤ Attend school events</li> </ul>	<p>classrooms engaged with children and</p>

<p><b>Inspection Framework</b></p>	<p>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.</p> <ul style="list-style-type: none"> <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 good or improving outcomes for pupils.</li> <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</li> </ul>	<p>to observe relationship</p> <ul style="list-style-type: none"> <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> <li>➤ Monitor the website</li> <li>➤ Speak to staff/pupils and look at</li> </ul>	<p>and directed by the teacher.</p> <ul style="list-style-type: none"> <li>• Curriculum very varied and interesting in all classrooms evident from the lessons being taught and from evidence in books.</li> <li>• All children knew exactly what they should be doing and what was expected of them.</li> <li>• Nursery – transition preparation – individual needs having been identified were being addressed</li> <li>• Reception – transition preparation</li> <li>• Year 1 - transition preparation and writing development</li> <li>• Year 1 – Working with money (Bar modelling)</li> <li>• Year 2 - Rising stars analysis (Circus)</li> <li>• Year 3 - maths</li> <li>• Year 4 – Coding using Sphero</li> <li>• Year 5 – Choral speaking preparation</li> </ul> <p><b>11<sup>th</sup> June 2018</b></p> <p>Discussion about the SATS results which had been received by the school the previous day. The SLT had already done a great deal of scrutiny of the data and already identified some of the areas of strength and those in need of further development.</p> <p>Observation of <b>SLT meeting</b> to review and evaluate SIP 17 – 18 and to prepare the SIP for 2018 – 19</p>
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	<p>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.</p> <ul style="list-style-type: none"> <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>	<p>environment to see how British values are developed</p> <ul style="list-style-type: none"> <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>SIP 17 – 18 Much of the evaluation of the SIP for this year had been done during the Self Evaluation Day on Friday May 25<sup>th</sup> when all staff and a number of Governors had been involved. A few items were considered for continuing into the coming year however on the whole most aspects had been achieved.</p> <p>SIP 18 – 19</p> <p>Some discussion about whether to change the overall presentation of the SIP to write to each of the 6 C's – Global Competencies.</p> <ol style="list-style-type: none"> <li>1. Communication</li> <li>2. Creativity</li> <li>3. Critical Thinking</li> <li>4. Citizenship</li> <li>5. Collaboration</li> <li>6. Character</li> </ol> <p>However, following some considerable discussion, it was agreed to write to the 5 Ofsted headings as before and link the 6 C's into it.</p> <p>The skeleton SIP was then discussed and Key issues for each area identified. This will be shared with Governors on Tuesday 17<sup>th</sup> July 2018.</p> <p><b>Staff Meeting</b></p> <p>Subject leads had been asked to prepare a short report for all staff on the progress of</p>
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			<p>their specified areas during the year and plans for 2018 – 19.</p> <ul style="list-style-type: none"> <li>• Computing</li> <li>• Geography</li> <li>• PSHE / SMSC</li> <li>• Science</li> <li>• History</li> <li>• English</li> <li>• Drama</li> </ul> <p>Maths had been covered at the previous meeting.</p> <p>Following each presentation there was opportunity for staff to question and discuss.</p> <p>It was very clear from all areas the high quality of planning, preparation and delivery of each subject area</p>
<p><b>Overall comments</b></p>	<p>The atmosphere in school is very positive both within the staff groups ( SLT and Whole Staff). A very positive working environment and good relationships both in and out of the classroom. Children respond very well to the very supportive manner of all staff with them. Children are being challenged and enjoy the challenges they are presented with, the curriculum is very varied and interesting.</p>		

<b>Actions/Next Steps</b>	Continue to plan for 2018 – 2019 in order to continue the journey to Outstanding.
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Please submit this written report to Suzanne Ashton and Gillian Fennel.