



# Governor School Visits & Monitoring Policy

Non-Statutory Policy (Annual Review)

Date next due for review by committee	Reviewed by committee	Any Changes YES/NO	Approved by Committee
	Straight to FGB	No	3 November 2021 (FGB)
September 2022			

## STATEMENT OF INTENT

Syresham St James Church of England Primary School and Nursery seeks to create an environment that reflects our Christian ethos, providing safe, happy, loving and challenging working conditions for all members of the school. This environment is exemplified by our school values to promote respect, generosity, courage, love, fairness and forgiveness.



# Governor School Visits and Monitoring Policy

## Background

Every Governing Body has a statutory responsibility to establish and monitor its school's policies and evaluate the effectiveness of the school and its curriculum.

Governors are also held to account for their own school's performance.

The Office for Standards in Education (OfSTED) assumes that Governors know the strengths and weaknesses of the school, and will test that assumption during a school inspection.

The Warriner Multi Academy Trust believe that the best and most effective ways in which a Governor can get to know about their school is to visit during the school day and see it at work, talking to staff and pupils and finding out what happens in the school and the classrooms. It will also enable Governors to triangulate the information they are given in governing body meeting regarding progress being made against strategic objectives in the School Development Plan

If school and classroom visits are done well they will add immeasurably to Governors' understanding of their school, its staff and its pupils.

## Objectives

To ensure that all Governing Bodies within Syresham School meet their responsibilities to know their schools through regular planned visits to the school. (Each Governor should complete 1-3 visits per academic year)

To ensure that all Governing Bodies within Syresham school meet their responsibilities with regards to monitoring of the School Development Plan and policy implementation.

To ensure that Governor visits are explicitly linked to the priorities identified in the school development plan or the terms of reference and have been agreed with the Governing Body.

To ensure that Governors as a representative of the Governing body work with head teachers and teachers in implementing this policy to help promote the best possible outcomes for our children.

To ensure governor visits are carried out within an agreed framework, understood by Governors, Head Teachers and Teachers.



To ensure that that all Governor visits are strategic in nature and not operational and that Governors understand that they are not to make judgements about the quality or effectiveness of the teaching.

## **Roles and Responsibilities**

- The Governing body must agree a governor visit monitoring schedule at the start of the academic year explicitly linked to the priorities identified in the development plan and the LGB Terms of Reference (Chair and HT to meet to agree priorities from the SDP/ToR before the first FGB of the academic year for consideration and allocation of names in the FGB) This should be reviewed and updated throughout the year. (SEE APPENDIX 2)
- Governors must ensure they are proactive in arranging their visits, and that they communicate with the head teacher, teacher and clerk in accordance with this policy.
- Teachers must ensure they understand the reasons and benefits of Governor visits by reading this policy and work effectively with the Governors for the benefit of the school.
- All Governors and SLT must make sure they have reviewed and considered the report ready to discuss at the next FGB.
- The Governing Body must receive and review all governor monitoring visits completed and update their monitoring schedule/SDP accordingly
- The Trustee on the School Improvement Committee must review this policy on an annual basis having sought feedback from the Local Governing Bodies.



**APPENDIX 1 – Arranging and carrying out a school visit**

**APPENDIX 2 – The Warriner LGB M&E visits guidance**

**APPENDIX 3 – Template - Governor Annual Monitoring Schedule against the School Development Plan**

**APPENDIX 4 – Template - Governor Annual Monitoring Schedule against the LGBs Compliance responsibilities**

**APPENDIX 5 – Governor record of school visit form**

**APPENDIX 6 – Question bank - guidance on different types of school visits**



<b>APPENDIX 1 – ARRANGING AND CARRYING OUT A SCHOOL MONITORING VISIT</b>		
	<b>DO</b>	<b>DON'T</b>
<b>BEFORE</b>	<ul style="list-style-type: none"><li>• Stick to the agreed focus for the visit in the Governing Monitoring Schedule or in an FGB.</li><li>• Arrange the visit with the head teacher (or directly with the teacher if requested to do so by the head teacher) at least 1 week before the visit.</li><li>• Complete sections 1-6 of the Record of Visit form and agree with HT.</li><li>• The date, times, focus and structure of the visit must be communicated by the head teacher to the teacher.</li></ul>	<ul style="list-style-type: none"><li>• Turn up unannounced</li><li>• Approach staff directly without the approval of the Head Teacher</li></ul>
<b>DURING</b>	<ul style="list-style-type: none"><li>• Present yourself in a way which matches the professionalism expected of school staff.</li><li>• Report to reception and follow procedures for visitors (even if you are familiar with the school)</li><li>• Be courteous and professional throughout the visit, including thanking members of staff before leaving.</li><li>• Ask questions or record observations that help evidence progress towards achieving the SDP objective you are monitoring.</li></ul>	<ul style="list-style-type: none"><li>• Do not walk around the school unaccompanied or put yourself in a situation where you are likely to be unaccompanied with pupils.</li><li>• Do not make judgements about the effectiveness of the teaching they observe and avoid giving that impression to teachers.</li><li>• Do not pursue personal agenda.</li><li>• Do not check on the progress of individual children including your own.</li></ul>
<b>AFTER</b>	<ul style="list-style-type: none"><li>• Share any concerns or feedback verbally to the Head Teacher immediately after the visit.</li><li>• Complete sections 7-8 of the Governor Visit Form within 7 days of the visit. Agree draft with Head Teacher before sending it to the Clerk to the Governors to be shared at the next Governing Body meeting.</li><li>• The Headteacher will provide feedback to appropriate staff as soon as possible after each visit</li><li>• All parties will agree any appropriate follow-up action in the FGB</li></ul>	<ul style="list-style-type: none"><li>• Do not refer to individual teachers or students in your report</li><li>• Gossip about your visit – what you have seen should be treated with the same level of confidentiality as any other governing body business.</li></ul>



## APPENDIX 2 The Warriner - LGB M&E Visits Guidance

### Introduction:

In order to reduce workload for Governors the Governing Body aim, as far as possible, to meet their monitoring responsibilities by attending the existing school Monitoring and Evaluation (M&E) programmes which will be linked to priorities in the School Development Plan. Any further visits necessary will have been identified and agreed by the Governing Body when the monitoring schedule is approved in the first FGB of the academic year.

### Aim of LGB visits:

- To allow the Governors to monitor their agreed objective in the SDP.
- To be reassured that SLT are effective in their scrutiny of the curriculum and their monitoring the quality of T&L
- To monitor the implementation of key policies
- To gain an understanding of assessment and tracking

### Types of M&E visits:

- Book checks
- Learning walks
- Subject specific deep dives

### The structure of the visit:

At the start of each visit the SLT lead will discuss the purpose of the M&E activity and how it links to the wider school priorities. This will be an opportunity to answer any questions about the specific priority you are there to monitor and conduct and expectation. It is important to remember that you are not making judgments about specific teachers, instead you are reviewing the scrutiny being undertaken by senior and middle leadership and how this is supporting the progress towards achieving strategic priorities in the SDP.

Preparation for visit, conduct during visit and actions to take after the visit are consistent with all other types of visit as outlined in this policy.







APPENDIX 5 – GOVERNOR RECORD OF SCHOOL VISIT FORM

1. Name of Governor	
2. Role	
3. Date	
4. Purpose and focus of school visit <i>(specific SDP or ToR objective)</i>	
5. Visit to include the following activities;	<input type="checkbox"/> WMAT Peer Review <input type="checkbox"/> SLT M&E; book review <input type="checkbox"/> Learning walks <input type="checkbox"/> Subject specific deep dives <input type="checkbox"/> Meeting; Policy/objective implementation and impact <input type="checkbox"/> Pupil progress/attainment <input type="checkbox"/> Curriculum intent and impact <input type="checkbox"/> Classroom visit <input type="checkbox"/> Compliance audit <input type="checkbox"/> Collect stakeholder voice pupil/staff <input type="checkbox"/> Other – please specify
6. Questions to be raised. <i>(to be completed before the meeting and share with member of staff)</i>	1.  2.  3.  4.



<p>7. Comments / observations made.</p> <p><i>(Think about evidence seen/heard to suggest progress towards the objective you are monitoring)</i></p>	
<p>8. Key areas for feedback/ discussion at Governors meeting and recommendations for SLT to consider</p>	



**APPENDIX 6 – Question Banks;** suggested questions for different types of monitoring visits. These are not intended to be prescriptive but supportive.

### ***Monitoring of progress by Pupil Premium students and the impact of PP funding***

- Does the SDP have a PP action plan?
- Have you talked to the PP champion?
- When looking at books, have PP been included in the sample? Could you see differences in the expectations of the work and presentation for the two groups?
- When completing lessons dips, were PP students included in the sample? Where they able to talk to you about their work, their previous learning and their next steps? Where there are obvious differences in their responses as opposed to non PP?
- Were there any gaps between the progress of PP and non PP?
- Was the PP attendance in line with non PP?
  
- What is the School's PP policy and how effective is it in supporting the target groups?
- How confident are you that the pupil premium grant is spent appropriately on the intended target groups?
- Is the pupil premium funding kept separate from general school resources so it can be specifically and identifiably used as intended?
- How is the allocation of the pupil premium decided?
- What is the pupil premium used for?
- How is the progress of different gps of pupils monitored so the school can identify any underperforming groups?
- How does the attainment of pupil premium pupils as a group compare with others? What is their progress? How does this compare nationally?
- What would you say are the main challenges in the use of the pupil premium, and how is the school working to overcome them?
- Are all staff aware of which pupils are eligible for pupil premium funding and the strategies they should be using to support these pupils?
- Have all staff received the training they need to support the disadvantaged children effectively?
- Is the school using its best teaching and support staff with PP eligible pupils?
- What is the school's ambition for the attainment and progress of PP-eligible pupils and is that in line with the national average?

### ***Monitoring of the Curriculum***

#### ***What are you trying to achieve through your curriculum? (Intent)***

- Is it deliberately thought through and planned, in terms of the three I's?
- Is it ambitious and how are all pupils supported to access it?
- Does it consider the sequence of content necessary for pupils to make progress?
- Does it have clear purpose for assessment
- Does it provide pupils with the transferable knowledge they need for subsequent learning?
- Does it consider factors relevant to a school's context, and pupils' backgrounds?
- Does it have clear methods for reviewing and evaluating its content, checking what pupils know and can do?
- Does it have clear leadership and ownership?
- How does the curriculum reflect national policy such as British Values or PSHE?
- How does the curriculum cater for disadvantaged or minority groups?



- How do we differentiate our curriculum for different ability groups?
- How do you ensure that SEND and PP children are not offered a reduced curriculum?
- How does reading and the teaching of vocabulary sit within the wider curriculum?

***How is your curriculum being delivered? (Implementation)***

- How well are children learning the content outlined in the curriculum? How do you know?
- What are the types of both formative and summative assessment used? What impact do they have on the curriculum?
- How are all groups supported to access the learning?
- How effectively does the environment support learning?
- Can you see high quality language being modelled and taught explicitly?
- How well are key subject knowledge and skills consolidated before moving onto the next topic?
- How do teachers know pupils remember what they've been taught?

***What difference is your curriculum making? (Impact)***

- How do you know your curriculum is having an effect across all pupils, including those who are disadvantaged/low prior attainment?
- How well are key subject knowledge and skills consolidated before moving onto the next topic?
- What impact can you see in work carried out in the wider curriculum?
- Are children being prepared appropriately for the next stage in their learning/life?
- Can children talk confidently about what they are learning and why? Can they see the progression/relevance of what they are doing?

***Monitoring the Quality of Teaching and Learning;***

- What monitoring and evaluation activities does the HT carry out? When and how often?
- How well does data match what you see in lessons?
- What do you do about improving the impact of teaching where it's not having the necessary effect on learning?
- How do you use book checks to tell you about the teaching in the school? And to identify where teaching and learning need to be improved?
- How well is the marking policy being followed?
- What responsibility do subject leaders have to improve teaching in their area? How good are they at identifying issues in teaching?
- Do teachers assess pupils accurately?
- What do pupils say about teaching?
- What aspect of teaching is strongest? What needs most development?
- How are teachers getting pupils to behave well so they can focus on teaching?
- How do you make sure that strong teachers share best practice?
- What do you do about any teacher who isn't performing well? What support do they get?
- What impact is performance management having on improving teaching and learning?
- How do teachers ensure work is set at the right level for the most able pupils?
- How do teachers make sure that pupils with SEN succeed in the classroom?
- Have there been any changes to teaching approach? Why? Benefits? Impact on budget? How will you know if it's been successful?



### ***Monitoring the effectiveness of the Health and Safety Policy***

- What's the allocated budget for health and safety spending in the school?
- Does the school have a health and safety operations plan setting out short, medium, and long-term spending?
- What development areas were identified in the H&S audit? How have these been addressed?
- Has the school leader responsible for health and safety had recent and appropriate training?
- Is the school leader monitoring the latest recommendations on health and safety from the Department for Education and the local authority (where appropriate)? Are these recommendations being implemented?
- How do we ensure statutory compliance in health and safety matters? (for example, legionella testing, fixed electrical appliances, fire safety, asbestos management)
- Are accident reporting systems effective, and are staff aware of the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)?
- How do we ensure compliance with the OCC swimming policy adopted by the WMAT?

### ***Monitoring of effective implementation of Safeguarding policy and procedures in school*** ***Questions the Safeguarding lead governor might ask the DSL***

- Do pupils feel protected and safe? How do you know?
- Are there effective safeguarding, pupil behaviour and staff behaviour policies that are well understood by everyone?
- Are staff and other adults clear about procedure where they're concerned about the safety of a child, including if children go missing from school?
- What training do staff receive on protecting children?
- How do you make sure written records are made in a timely way, stored securely and shared appropriately?
- How are safeguarding risks known by adults shared with external agencies where appropriate?
- Do all staff have access to a copy of and understand the written procedures for managing allegations of harm to a child?
- What are the safer recruitment procedures in place?
- Is the physical environment safe?
- How are discrimination and peer on peer abuse tackled in school?
- What online safety measures are in place?
- How is the prevent duty implemented?
- Are staff trained to recognise indicators of serious violent crime?
- What are our new local safeguarding arrangements and how have these been implemented? (Ref to phasing out of LSCBs)
- Can you do everything you need to do in your role? What can't you do? What help do you need.
- How many incidents related to child protection have there been in the last year?



***Monitoring the effective implementation of the SEND policy***  
***Questions the SEND lead Governor might ask the SENCO***

- How many pupils are there on the different levels of SEND support intervention i.e. Education, Health, Care, Plan (EHCP) or statement and whether your school uses my plan and my plan+. When and by whom are these assessments made. What are the different types of SEND needs and their prevalence within the school?
- What is the gender and ethnic profile of pupils with SEND?
- What support do these pupils typically receive?
- Who provides this support e.g. class/subject teacher, SENCo?
- who sets individual targets and monitors the progress for the pupils
- How many pupils have been added to/removed from the SEND support level of intervention?
- How is the issue of confidentiality addressed?
- What funding has been made available to the school to meet the needs of pupils with SEND and how has this been deployed?
- How are additional interventions selected and monitored for impact?
  
- Are there resources you do not have which you need to carry out the role effectively?
- Is there training you need to help you fulfil your role?
- When were staff skills and confidence in relation to SEND audited? What was the outcome and actions taken?
- What is the attainment and progress of pupils with SEND and how does this compare with national outcomes? Is the gap closing between pupils with SEND and those without?
- What is the parental involvement in their pupils support and has this increased overtime?
- What impact has involving pupils and parent voice had on improving provision for pupils with SEND?
- Does the data on bullying and exclusion indicate a raised proportionality for pupils with SEND?
- What is the attendance of pupils with SEND and is there any gap between this cohort and those pupils without SEND?
- What does the SENCo and SLT understand by a whole school approach to improving the provision for and progress of pupils with SEND? What are they doing to implement this? How will this link with whole school improvement planning?
- How is the SENCo using monitoring and evaluation effectively to evidence the impact of provision on the achievement of pupils with SEND?
- How is the SENCo and other staff supporting pupils with SEN with their transition to post-16 education and preparing for adult life?
- How does the SENCo fit into strategic management of the school?
- How is the SENCo working with colleagues to manage and allocate funding?



### ***Monitoring Pupil Progress***

- What sources of data do we use?
- How is progress amongst pupil groups?
- What does good progress look like in the school?
- Are some groups making better progress than others?
- What is the progress made by pupils compare to all pupils nationally and pupils with similar prior attainment?
- Are there any barriers to pupil progress? If so what are we doing about it?
- Can we explain trends/patterns in pupil progress? For example, can we explain why progress is better in Maths than in reading?
- How do staff use pupil progress data?
- How do staff record pupil progress.
- How often do staff report to parents on pupil progress and in what format?