

ICENI ACADEMY
Part of Connected Learning



GOVERNOR MONITORING
POLICY

Inspire, Celebrate, Challenge, Achieve

Work together to achieve an excellent learning community through inspiration, creativity and challenge.

Be a school where every person knows they are valued, accepted and celebrated as unique individuals.

Be a safe community where children and adults support each other to be best that they can be.

One of the key roles and responsibilities for the Governing Body is to monitor the progress and performance of the school. Undertaking visits demonstrates the Governors' role in the strategic management of the school by helping to hold the school to account and evaluate its progress. The Governors visiting programme is an integral part of the school's yearly monitoring calendar. The Full Governing Body have agreed that there will be regular governor visits all of which would focus on an aspect of the School Development Plan or one of the Governors statutory duties. Each term the school arranges a whole monitoring day which encompasses all aspects of the school's activities.

Visits enable Governors to:-

- See the school at work and observe the range of attitudes, behaviour and achievements
- Get to know the staff and demonstrate their commitment to the school
- Give active support to the staff and the activities of the school
- Be aware of the effect of change and different approaches to teaching and learning
- Evaluate resources and discuss with staff further requirements
- Gain first hand information to assist with policy making and decision taking
- Work in partnership with the staff

Monitoring Day Agenda

- Governors will identify any areas of particular interest to the Headteacher
- Strategic Leadership group will have identified any areas they particularly want Governors to monitor
- The Headteacher will construct a timetable for the day based on feedback, including time for Governor discussions/ evaluations, review of the Governor Action Plan and strategic planning for the future.
- The monitoring day will include teaching & learning non-negotiables, areas identified in Governing Body minutes, whole school projects which impact on learning, the spending of any funding received from external sources and the impact of the funding on the school priorities.

On the day of the visit the Governor will remember to:-

- Arrive on time and clarify the timetable with the Headteacher or subject coordinator
- Act as an observer and only participate in a class at the invitation of the teacher
- Respect the professionalism of the teacher, supporting but not interfering
- Where a Governor is interviewing a subject leader they will be expected to: ask to look at the action plan and ask for clarification of actions and progress, participate in environmental walks, participate in pupil perception groups with the subject leader, relate the action plan to the single plan and act as a critical friend with the subject leader.
- Where the Governor is visiting a class they will be expected to monitor the environment and provision against the non-negotiables on the back of the Governor visit form. Appendix A
- Be calm and enjoy the visit

After the visit the Governor will:-

- Remember to thank the teachers and children
- Meet with the Headteacher to give a verbal report, and to raise any issues that arose
- Complete the Governor Visit Proforma, reporting on the focus. The completed form should be given to the Headteacher or Office Manager and then, after any possible alterations, the form will be circulated to the governing body and staff.
- Governors must report without giving opinions and where possible individuals should not be able to be identified.

It is important to remember that visits are a snapshot in time, and judgements should not be made arbitrarily. **The visit is not about:-**

- Inspection
- Making judgements about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible pre-conceived ideas

Governors are an important part of the school team and are welcomed into the school by staff. It is important that Governors remember to respect the professionals and the children, support the Headteacher and the staff, and acknowledge that they represent the Local Governing Body.

Grade descriptors for the effectiveness of leadership and management

Note: Grade descriptors are not a checklist. Inspectors adopt a 'best fit' approach that relies on the professional judgement of the inspection team.

Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires 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.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. Highquality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Governance is evaluated as part of leadership and management

Governance is inspected by Ofsted as part of the judgement on the effectiveness of leadership and management. There is not a separate judgement for governance.

Paragraph 28 of the Common Inspection Framework (CIF) says that when making a judgement of leadership and management, inspectors will evaluate the extent to which leaders, managers and governors:

- Demonstrate an ambitious vision, have high expectations for what all children and learners can achieve, and ensure high standards of provision and care for children and learners
- Improve staff practice, teaching, learning and assessment through rigorous performance management and appropriate professional development
- Evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement
- Provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community
- Successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment
- Actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners
- Actively promote British values
- Make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism

As a Governing Body regular and effective monitoring will form an evidence base to support the school in achieving

Priority School Target To achieve a “Good with outstanding features” Ofsted grade in next inspection

ICENI ACADEMY

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ACADEMIC YEAR 2015 / 2016

GOVERNOR VISITS' MONITORING AND EVALUATION RECORD FORM

Date of Visit	
Time and Length of Visit	
Name of Governor	
Responsibility Area	
Staff Member(s) involved	
Purpose of Visit	
School Priority Plan Post Ofsted	
<p>Priority 1 – Improve teaching so that learning over time 100% is good/ outstanding by December 2016 Priority 2 – 90% of all vulnerable groups are on track to achieve secure or secure+ by end of July 2016 Priority 3 – Transition to assessment without levels completed. Priority 4 – Strengthen leadership systems within the school Priority 5 – Improve behaviour across the school both for learning and in the playground. Priority 6 – To improve the school buildings surrounding land, fixtures and fittings. Priority 7 – Equality and Diversity Targets 2016</p>	
Planned Activities	
Evidence found against Ofsted priority points	
Issues for the Governing Body	
SignedGovernorHeadteacher	

A COPY OF THIS FORM IS TO BE PLACED IN THE GOVERNOR VISITS' FILE, HELD IN THE SCHOOL OFFICE, A SCANNED COPY WILL BE SENT TO ALL GOVERNORS

Summary of non-negotiables for Governors

Classrooms

E-Safety rules
Fire Evacuation Protocol
Marking policy
Class Timetable
Class rules
School ethos (inspire, celebrate, challenge, achieve)
Maths and Literacy working wall
Evidence of modelling of good presentation.
Evidence of cross curricular writing
Relevant vocabulary and spellings
School rules and FISH!
Science display
Evidence of reading
Next steps / targets
Clock
Number line
LKS2 Spelling prompts
SEN folder / Assessment folder / Planning folder or planning on wall.
Resources labelled

Learning

- Children to know what they are learning in that session - talk for learning
- Children need to know what they need to do to improve
- Success Criteria- children have an outcome and know what steps they have to take to achieve that outcome
- Differentiation- including the most able
- Targeted questioning used for assessment and extension
- Awareness of pace (amount of teacher talk)

Marking

- Pink highlighter indicates good learning and where the child has done well.
- Double ticks also indicate good learning and where the child has done well.
- Green highlighter indicates a next step that will improve learning.
- A wand indicates a task to reinforce or extend learning.
- A highlighted wand indicates that the child has responded to the marking and completed the task.
- Maths and English for each child will be marked with next step targets or "Even better if" statements at least twice a week. Science will be marked weekly. Marking for foundation subjects will also be expected where it is appropriate.
- The Big Write in literacy will be next step marked and levelled fortnightly.