

Governor Monitoring Activities

Academic Year 2016-2017

A key part of the role of a governor and the governing board is to carry out monitoring activities. We receive a lot of information from the Head Teacher and his staff in the form of reports and briefings. In order to substantiate all of this information, we also carry out visits to the school to see for ourselves the progress the children are making or that the school and pupils are safe and that policies and regulations are being followed.

Over this school year, there have been a number of visits that the governors have completed, at the end of which we produce a report that is shared with the rest of the governors.

There are 3 standard items on any governor visit which we are required to make a comment on. These are:

- a. Safeguarding
- b. Health and Safety
- c. Behaviour of the pupils

A brief overview of these visits is provided below.

Purpose of visit/objectives		outcomes	safeguarding	Health & safety	Behaviour of pupils
English	Phonics observations with English leader	We reviewed the reading programmes (ECAR, talking partners, Precision teaching and accelerated reading). I was shown data that captured how children have progressed across reading bands and where intervention programmes have been used to help the children progress. I had the chance to review pupil books and was impressed by how some children's ability had moved forward. The school's marking policy was evident in the purple polishing pen and then seeing the children's attempts to try again.	No issues	No issues	All three classes were exceptionally well behaved and our presence caused no distraction.

		<p>I was able to sit in on all three classes, where the sound of the day was 'ar'. Those that were more able, were encouraged to seek other words that contained the same sound.</p> <p>I was able to talk to some of the children. The children had the ability to refer to real experiences in being able to the contextualisation. It struck me that the visit to the farm has a much wider influence than just a nice day at the farm.</p>			
	To review writing progress especially boys and disadvantaged pupils compared to non-disadvantaged pupils.	<p>Today's visit was wholly a desktop exercise using books from year 1 and year 2.</p> <p>I asked Ms Hazleden how the teachers used additional layers of marking to support the disadvantaged pupils and it was explained to me that this is used in class to give the child more immediate feedback and a chance to reflect and correct their work whilst it was still fresh. I was show where this was evident in the pupil's books. I saw how disadvantaged pupils had developed and was able to review the output from the same activity for the 4 boys across different year groups enabling me to do a real comparison of progress for the disadvantaged pupils and non-disadvantaged pupils.</p> <p>I was pleased to see the same levels of correction and purple polishing pens were used in respect of a child's writing and grammar in both the English and other curriculum books.</p> <p>I was very impressed by what I saw and feel we have a very focussed and passionate subject lead in English.</p>	No issues	No issues	No issues
	Summer term English. Classroom visits to year 1.	<p>I was particularly interested to see on one higher achievers table, 4 boys and 1 girl, where most of the boys were disadvantaged.</p> <p>I felt this oral and vocal approach before the children created a piece of writing was extremely well done and showed that when the children sat down to do their writing challenge they were straight off and running without sitting and wondering what to write. It meant that there were lots of words on the</p>	No issues	No issues	Throughout all 3 classes, I saw attentive children participating and enjoying what they were doing. They were looking round using the resources

		<p>page for the teacher to review and that sentence structure and spelling was also there in abundance. I was also impressed by the involvement of the bi-lingual teaching assistant. She used the phonic aid to help the child identify and use the appropriate letters and digraphs.</p>			<p>in the room to identify words and spellings to help them in their own writing challenge.</p>
	<p>Feedback and marking</p>	<p>There is a set curriculum in schools and the programme of study which must be taught can be broad. The study allows choice but must include progression, be engaging, fun, exciting and of course include 'the hook' that makes children want to learn. In English, the individual pupil record is highly detailed and I saw records laying out requirements that children must reach before being judged to be meeting age related expectations. English is based on high quality texts. The text chosen is checked against a crib sheet to confirm that it is of high quality. Year 2 teachers need to be on top of their subject knowledge and have regular meetings to look at what they're doing, to reflect and look towards the long-term results. This can only be done in a supportive environment. Team and school support are essential, and the year 2 leader says that both are abundant at Manor.</p> <p>Marking in the moment enables the children to consolidate or move forwards. The reading record records books read, dates, likes, vocab recall and are cross referenced with the English books. Gifted readers, and one to one readers are closely followed.</p>	<p>No issues</p>	<p>No issues</p>	<p>No issues</p>

EYFS	Home school partnership and year R priority learning walk	<p>Parents were invited to the introduction of an app allowing regular home/school progress communication. The event was not well attended.</p> <p>The emphasis for year R is speaking and listening and how to ask a question. The children played and communicated in their group with interventions from staff to encourage the learning processes. The outside activities were impressive. A mud kitchen (using sterilised mud) which was equipped with cake tins, frying pans etc, and a café seating area. A construction area, equipped with bricks, sand, cardboard boxes and crates. The lodge was equipped with a blackboard and chalks. The activities provided ample stimulation for speaking and listening. One boy chose to draw the letter 's' from his previous phonic lesson, which he showed with great pride.</p> <p>The children were totally engrossed in their learning. The hard work and commitment of all staff was obvious. I did not see one child out of sync. The school continues to invite parents into school at every opportunity.</p>	No issues	No issues	All of the children were on task (some of the children were only attending full time for the second day), and were fully engrossed in their learning.
	Nursery How successfully new vision/procedure are being implemented	<p>New accommodation is well suited to numbers and age range. Parents dropping their children off seemed positive and happy to leave them. Children settled and engaged quickly. In comparison to my visit last term (before nursery taken over by school) staff are much more engaged with the children and constantly talking to them.</p> <p>Clear plans are in place to address necessary staff training and ensure appropriate leadership. The headteacher is passionate about ensuring outstanding early years education.</p>	Staff have clearly worked hard to ensure a safe environment in spite of building works not completed.	No issues	Behaviour was extremely good. A huge success especially considering new age range. Children are clearly ready to learn.
Mathematics	Feedback and marking	<p>I saw an example of the assessment framework in maths and the stringent records used to record each step for the children. The children are now working in mixed ability groups, and there</p>	No issues	No issues	No issues

		<p>is a meeting each morning to decide the maths task for each child. The mixed ability groups generate maths talk and they help each other. The 'blue dot' has just been introduced into maths marking. It signifies independent application. Skills are taught to solve problems and not do a page of sums. Pure arithmetic is taught first thing every morning.</p> <p>The class teacher and teaching assistant use butterfly marking whereby they are constantly moving around marking and helping children. The marking must enable the child to move forward. Reflective marking is left to the evenings.</p> <p>There is much pressure on the year 2 staff which is balanced by year 2 working and planning together and the support of the SLT. The challenging of pupils which is now taking place in year R and the new regime in the nursery will feed through the school and lead to higher levels when the children start at the beginning of year 2.</p>			
	Year R maths moderation with the maths leader	<p>We examined the objective led planning sheets and 2 build a profile/learning discovery books for 2 children from each year R class, one of whom was projected to reach exceeding, and the other projected to reach expected. The 2 build a profile record allows a picture to be built up of the challenges set for each child and the progress that they are making. It also gives an oversight of the challenges given to children with similar abilities and expectations, in different classes.</p> <p>There are clear differences in the challenges presented to the children in order to and expected. Challenges lead on from what has been achieved or from what extra support is needed, and chart the child's progress over a period of time. It also allows the SLT to have a clear understanding of what is going on in class on a given subject, and shows staff strengths and where support is required.</p>	No issues	No issues	No issues

<p>Subject leadership- Geography</p>	<p>Geography curriculum</p>	<p>The geography leader had attended a Hampshire based conference and also city cluster meetings to look at different approaches to implementing the subject. The school has invested in a written scheme of work called 'The connected geography programme'. The children's learning is enquiry based and so far they have covered 'why do we love to be beside the sea so much?' and 'Why don't penguins need to fly?' I was able to see evidence of both these enquiries in a sample of children's topic journals for years 1 and 2. It could be seen how this also connected with the children's writing, forming sentences and comprehension.</p> <p>The subject leader has time built in half termly to work on medium term plans for covering the curriculum.</p> <p>As there are no clear national guidelines in regard to assessment judgements, the school is working with another local school on this. Plans and resources are in place for improving and better embedding geography within the school's curriculum. Work is ongoing to establish judgment statements for assessment.</p>	<p>No issues</p>	<p>No issues</p>	<p>No issues</p>
<p>Personal development and well-being SMSC</p>	<p>Assembly The theme of 'risk'</p>	<p>This was a themed assembly with 'risk' being the subject. This model of assembly is now well established in the school and children entered in an orderly way and sat in mixed groups. Their were interesting views expressed by the children, but after seeing the full cartoon, the children questioned were able to express that there was a difference in recognising when something was safe to do and when it was unclear, and in such a situation, err, on the side of caution and seek help from an adult. A very enjoyable experience. Behaviour was exemplary.</p>	<p>Reference content of assembly</p>	<p>No issues</p>	<p>Throughout the session, there was respect for the children who were speaking, and those that were asked to speak all stood and were confident enough to make a sentence and answer the question posed by the headteacher.</p>
	<p>Visiting theatre group show</p>	<p>Everyone was enjoying it and the children were very quickly taken into the story and the fun.</p>	<p>No issues</p>	<p>No issues</p>	<p>The children all entered the hall in</p>

					good order to see the show. There was no misbehaving and they all settled quickly.
	Year R Harvest assembly	I had the opportunity to join year R's very first assembly which was part of the school's harvest festival. I was stunned by the number of parents (and grandparents, great grandparents) who came along counting at least 60. The children recited a story with actions. Showed their artwork accompanying the story and also sang. I felt very proud to be part of the school. I spoke to some parents who were very pleased with the school and said their child had settled in very well, loved coming to school and was always talking about it at home.	No issues	No issues	The children were exceptionally well behaved.
Assessment	Review of assessment data- 2 visits	<p>Two visits were made to review Autumn 2016 data, looking at procedures for data capture, how it is validated/moderated, what the data shows-especially gap analysis, how progress is monitored for individual children, how actions are planned and taken to address findings and help individuals/groups of children improve.</p> <p>It was good to see that the systems and procedures used by the school for the capture and analysis of data (that I saw and reported last year) are well embedded in and improvements are continuing to be made.</p> <p>It was clear from looking at assessment information and from questioning , that the school places great emphasis on knowing the individual child and their needs (including personal, social, emotional and confidence levels) to ensure they each get the support needed to help them progress, whatever their starting point.</p> <p>I saw a new tabulated document listing all disadvantaged children and the numerous intervention activities that are planned for them. For all year groups, there is good evidence</p>	No issues	No issues	No issues

		that the school has planned actions and interventions in place to help the children who are struggling.			
Attendance	Meeting with attendance officer	We have started with a slight dip on last year's comparable period, but the school is at least above the target. Lates have remained in line with last year's position, maintaining the significant improvement in this area. The interesting fact is that the sessions lost through illness have increased by 50%. Also of interest is the increase in children taking unauthorised holidays at the start of the year. These have obviously had an impact on the attendance figure and if they had not taken place, the school would have been above last year's position. The attendance officer has already begun to approach parents of the nursery about attendance, which means that we can start to instil the procedures and culture before the children start in year R. At this time, we have 190 children with 100% record for this term.	In relation to attendance content	No issues	No issues
	Review of attendance	It is good to see the school above the 96% target and we are still showing an improvement on the same time last year. I was shown evidence of how the attendance officer engages with parents and how the triggers are used to issue phone calls and follow up letter. The school was also recently visited by another infant school to see how we manage the situation. I am confident that the school has a very good system for monitoring and managing attendance. We should be pleased with the continuing improvements in the areas highlighted.	No issues	No issues	No issues
safeguarding	Safeguarding meeting with the headteacher	I came in to; <ul style="list-style-type: none"> • Discuss areas of updated child protection/safeguarding policy • Ensure rigour of school's procedures, monitoring and record keeping • Ensure appropriate staff training • Check SCR fully updated 	Linked to content of outcomes	No issues	No issues

		The school has in place strong procedures and record keeping which is clearly shared with all staff. Procedures/personnel are in place to monitor appropriately. The policy has been updated in line with recent changes.			
	Safeguarding conference with senior lunchtime supervisor and finance officer	<p>I came in to;</p> <ul style="list-style-type: none"> Meet with senior lunchtime supervisor to discuss training, knowledge of policies and procedures and how procedures are followed. Check SCR fully updated <p>Lunchtime staff attended an INSET on safeguarding (September 2016). All lunchtime staff were given the policy and asked to read. The senior lunchtime supervisor was clear re; procedures, documentation, key staff etc</p>	Linked to content of outcomes	No issues	No issues
Health and Safety	Follow up to previous review of the school's day to day operational procedures/documentation and subsequent actions identified.	<p>The entire emergency lighting system was tested by SSE in July 2016 and records are now being maintained by caretakers. Southern fire protection undertook an annual equipment check in September 2016. Monthly visual checks continue to be taken, the fire alarm system is tested weekly and a fire drill is scheduled for the following week.</p> <p>All employees undertook fire safety training on an inset day at the start of the current term and a training record prepared by the headteacher. The fire and emergency evacuation policy and procedures documentation has been revised and approved by the headteacher.</p> <p>The caretakers are planning to meet with PCC's fire officer once all works associated with the nursery development have been completed to carry out a further fire safety health check. COSHH data sheets have been updated and reflect the present range of products used on the premises.</p> <p>A lone working policy has been developed and put in place by the headteacher, although it had not been tested by the caretakers or cleaning staff and it was not clear whether it had been tested by any other staff. It would be beneficial for</p>	No issues	See content of outcomes	No issues

		scenario testing to take place to identify any problems or shortcomings with the policy			
	Medicines Policy review and audit	I was pleased by what I saw. There is certainly a robust system in place, but there are also areas where practice and policy could be tightened up. I was reassured that the system in place was well understood and operated. The points raised are really just to improve an already established system.	Linked to the content of outcomes	No issues	No issues

