



Governor Monitoring and Self ~ Evaluation Policy

Introduction

In order to be effective in helping the school to improve, governing bodies need to:

- have a clear understanding of their strategic role;
- have a good knowledge of the school which includes views from pupils, parents and the wider community;
- hold the school to account and ensure that resources are deployed efficiently.

Aims and Objectives

Our aim is that governors and school leaders will:

- 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 diminish 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

Ofsted's School Inspection Handbook provides information on how inspectors evaluate governance as part of the judgement on leadership and management.

- The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils

- Whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important
- How effectively leaders use the PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this
- The effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment, and how effectively governors hold them to account for this
- How well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this
- The quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school
- How effectively leaders and governors monitor the progress of groups of pupils to ensure that none fall behind and underachieve, and how effectively governors hold them to account for this
- How well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils
- How effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this
- The effectiveness of governors in discharging their core statutory functions
- How well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community
- The effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues

Monitoring and Evaluation

To undertake effective monitoring and evaluation, governors need information. They also need to be able to identify what information they require and the sources from which they can get it.

It is important to note that most governor monitoring will involve the receipt of information, statistical and otherwise, together with the recognition that most monitoring in school will be undertaken by the headteacher and professional staff. Certainly the governors' role does not include monitoring the quality of teaching. This is the headteacher's role. School visits are important for many reasons but form only one part of the governors' wider role.

A key function of governors is therefore to monitor the monitoring that already goes on in school. They need to be sure that they are in receipt of the monitoring data to enable them to fulfil their role, together with the ability to interpret it. This will enable governors to ask relevant questions about standards in the school and to show what progress has been made towards agreed targets in line with the School Improvement Plan. Governors need to ensure that they don't just receive information, but that they use that information to inform their decisions and their actions.

School self-evaluation starts with analysis of performance data, predictions, value-added data and identified strengths and areas of improvement in pupil performance. Governing bodies should be aware of the close link between self-evaluation and performance management. Self-review helps to identify needs for improvement in the quality of teaching and learning for all pupils.

The role of the governors

We as governors are part of a whole school self-evaluation strategy. We should focus on the strategic role and not on the day-to-day management issues.

The School Improvement Plan, outcomes from Ofsted inspections and agreed policies provide an appropriate framework for our work as governors.

We need to decide and prioritise our monitoring and evaluation process and have our own action plan included within the SIP (Priority 1 ~ ***To deliver strong leadership and management of the school: For governors to develop effective practice for challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities are met.***) This is reviewed regularly and updated annually.

There should be an agreement between the headteacher and governing body about the evidence that will be gathered in order to demonstrate the school's provision for learners and the progress made. It should also be made clear how this evidence will be gathered, by whom and when.

Visits into school should be recorded on the appropriate form and passed to the headteacher. Any issues of concern should be raised with the headteacher or the Chair of Governors.

Governors are not responsible for the quality of the teaching and are not expected to make professional judgements when they observe lessons or extra curricular activities. But they do need to contribute to the process of evaluation, by considering the evidence gathered by staff and head.

A protocol should be agreed for each visit with the headteacher and staff concerned so that the visits are structured, productive and enjoyable. The focus should be on gathering information to inform decision making by the whole governing body.

It is important as governors that we should be able to recognise and celebrate success as well as ask questions. The balance between support and challenge is crucial.

Refer to WNAT Governor Code of Conduct

Appendix 1

Record of visit to be filled in (obtainable from Headteacher, and to be returned to
Headteacher and Chair of Governors)

Appendix 2

Guidance for visits



Governor Monitoring Record Snettisham Primary School

Name:

Date:

- Focus
1. Overall Effectiveness
 2. Effectiveness of Leadership & Management
 3. Quality of Teaching, Learning and Assessment
 4. Personal Development, Behaviour and Welfare
 5. Outcomes for Pupils

Monitoring Activity (Description: e.g. learning walk, book scrutiny, school assembly, educational trip, meeting with School improvement Advisor etc.)

Outcomes: What information did you gain from the monitoring activity. How can this inform the governing body? Any issues for discussion / action?

Any Health & Safety concerns ?

Snettisham Primary School Policy for Governors on Visits to Schools

Visits to Schools

Visits to school by governors during the time that the school is in operation gives them important insights that they can gain in no other way. If governors are to carry out their role they need to have an understanding of the way schools work and a feel for the dynamics of their particular school. There is no better way of gaining this information than by visiting the school at work. However, although school visits are important for many reasons they form only one part of the governors' wider role.

The main reasons for governors to make visits are:

- to learn about the school
- to enable the governing body to fulfil its accountability role
- to show those employed in the school that they are interested.

Governors are a part of the school community, but they nevertheless need to agree any visits to the classroom with the headteacher.

Protocol for Classroom Visits

The following gives guidance on the protocols surrounding visits to the classroom by governors.

For Governing Bodies

- Ensure that the policy on governors' visits and a system for reporting back have been agreed with staff.
- Recognise that classroom visits are primarily for governors to gain first hand knowledge of the school at work.
- Ensure that each visit has an explicit purpose and focus, which have been agreed by all concerned.
- Ensure that there are agreed timescales for governors' visits, usually giving at least seven days clear notice.
- Recognise the right for teachers to invite governors into school for specific purposes if they so wish.
- The headteacher should provide members of the governing body with the relevant background information, i.e. staff names, responsibilities and timetables.
- Recognise that any visit to the classroom can be stressful and disrupts normal classroom working, and that therefore the number of visits should be limited.
- Respect the normal conventions of governor confidentiality, in particular issues surrounding named staff or pupils.

For Individual Governors

- Negotiate a mutually convenient time with the headteacher and class teacher for the visit and discussion afterwards, recognising that teachers' and governors' time is valuable.
- Ensure that any visit has an explicit purpose and focus, which have been agreed with all concerned.
- Avoid stressful periods such as during or just before an Ofsted inspection or examinations.
- Always wear a name badge.
- Avoid attempting to take on a teaching role, or discussing irrelevant issues with the pupils during the lesson.
- Avoid notetaking or acting in any way like an inspector.
- Avoid making promises to staff on behalf of the governing body.
- Respect the normal conventions of governor confidentiality, in particular issues surrounding named staff or pupils.
- Recognise that sometimes it might be appropriate for you to leave the classroom should a situation arise which might become more problematic, e.g. a behaviour outburst.

For Teachers

- Always feel able to suggest an alternative time if the visit is not convenient.
- Ensure that each visit has an explicit purpose and focus, which have been agreed by all concerned.
- Prepare your class for the visit of a governor.
- Welcome the governor when they arrive in your class.
- Have a seat ready for the governor and tell them where it is.
- Be aware that a visit can be stressful for staff and governors alike.
- Inform the governor if you wish them to be involved in the lesson, and what it would be helpful for them to do.
- Don't leave your governor alone with the class, even if they are willing to do so.
- Raise any concerns over the visit with your line manager or headteacher.
- Avoid discussing unrelated issues during the lesson.