



SUNDON PARK JUNIOR SCHOOL Governor Visit Policy

Introduction

This policy is written in light of the following advice from the Department for Education, issued in April 2012.

While not a statutory requirement, the Department recommends that the governing body draws up a policy on governor visits to the school. This policy should take the following into account:

- *Governors do not have any rights of access to the school.*
- *Visits should be undertaken as part of a strategic programme to:*
 - *Improve governor knowledge of the school, its staff, needs, priorities, strengths and weaknesses*
 - *monitor and assess the priorities as outlined in the development plan*
 - *assist the governing body in fulfilling its statutory duties.*
- *Before visiting the school the governor(s) should:*
 - *inform the school of the visit and seek approval of the arrangements*
 - *ensure that they are familiar with health and safety procedures including what to do in the event of a fire.*
- *After visiting the school the governor(s) should:*
 - *complete a visit report outlining the objectives and results of the visit*
 - *report back to the committee or governing body as appropriate*
 - *provide constructive feedback as appropriate.*

It is important that governors remember the purpose of governor visits is not to assess the quality of teaching provision or to pursue issues that relate to the day-to-day management of the school other than as agreed with the Headteacher or SLT.

Why visit?

Many Governing Bodies link Governors to subjects, classes or year groups as a way of monitoring the curriculum. This will involve individual Governors visiting the school and classrooms and taking the opportunity to discuss issues with the Headteacher and relevant subject co-ordinator. A number of Governors have specific responsibilities e.g. Special Needs, Literacy, Numeracy, Health and Safety, Equality and Looked After Children. This reinforces the need to visit not just the school but the classroom on a reasonably regular basis.

It also allows Governors, however, to focus on particular areas, e.g.:

- the management of the school's resources
- the condition of the building and its use
- the development of teaching and support staff
- a specific subject area
- a particular year group or class

By visiting school and becoming better informed Governors will be:

- more aware of the needs of the school
- more able to approach staff to meet those needs
- well placed to bring to the Local Authority or Diocese any matters of concern
- in a good position to support the school in its community

What are the benefits to Governors and staff?

| Governors | Staff |
|--|--|
| To establish and develop effective relationships with the staff | To get to know and build positive relationships with Governors |
| To have a greater understanding of pupils' needs | |
| To recognise and celebrate success | To feel valued |
| To monitor the implementation of the School Improvement Plan | To appreciate and value the role and responsibilities of all Governors |
| To increase their first-hand knowledge of the school which will inform strategic decisions | |
| To understand the environment in which staff work and teachers teach | To ensure Governors understand the reality of the classroom and the school |
| To see policies and schemes of work in practice | |
| To find out what resources are used, what resources are needed and prioritise them | To highlight the need for further resources |
| To show support and encouragement to staff and pupils | |
| To demonstrate that the Governing Body is contributing to the school's self-evaluation process | |
| To develop links with a class, year group or subject area | |
| To develop individual Governor's roles in terms of their specific responsibilities e.g. Special Educational Needs, Literacy etc. | To share an understanding of the specific area. |

What are Governors' visits not about?

The main point to emphasise is that Governors' visits to classrooms are not a form of inspection in terms of making judgements about the professional expertise of members of staff, especially with regard to the quality of teaching.

A school visit is also not about:

- Checking on the progress of your own or known children
- Monopolising staff time
- Arriving with inflexible or pre-conceived ideas
- Pursuing personal agendas or issues.

How often should I visit?

This will depend upon the School Improvement Plan and any key agenda items such as fulfilling obligations for SFES. It will be in agreement between the Governors and the SLT and will reflect other school events taking place at any time.

Who schedules the visits?

Visits should always be agreed with the Headteacher and will follow discussion at the Governor's Business Meeting at the start of the academic year and the first full Governing Body Meeting of the academic year.

Visit preparation

An important part of the visit preparation is to establish the protocols that are to be observed or more simply 'the ground rules'. It is essential that a disproportionate amount of time should not be spent on planning and arranging visits. If you plan in advance what should always and never happen before, during and after a visit, the ground rules will be firmly established and should avoid any problems and hopefully make the visit more beneficial and enjoyable. The Governor's Visit Form attached to this policy at Appendix A should be partially completed at this stage and reference should be made throughout the process to the 'Preparation Checklist' which is attached at Appendix B.

What should and shouldn't happen?

| | Always | Never |
|--|--|---|
| Before (at least one week prior to visit) | <ul style="list-style-type: none"> ▪ Review the action points in the School Improvement Plan ▪ Agree the purpose of the visit with Headteacher ▪ Arrange details of the visit ▪ Try to visit at different times of the day ▪ Headteacher draws up a schedule for visit - When? Where? With whom? Duration? Time for feedback? ▪ Discuss with the Headteacher or Senior Leadership Team what is to be visited in school or the context of the lesson to be visited and possible involvement ▪ Agree level of confidentiality | <ul style="list-style-type: none"> ▪ Turn up unannounced for a focused, formal visit ▪ Expect to go into a classroom without prior arrangement and a recommended minimum notice of one week ▪ Visit during a SATs without the visit being authorised by the Headteacher. |
| During | <ul style="list-style-type: none"> ▪ Be prepared, organised and punctual ▪ Report to the school office and sign in ▪ Fulfil the agreed purpose of the visit ▪ Observe school/class guidelines ▪ Jot down discussion points | <ul style="list-style-type: none"> ▪ Monopolise Staff ▪ Interrupt the teaching or talk to the teacher while he/she is teaching ▪ Behave like an Inspector! ▪ Walk in with a clipboard and take copious notes |
| After | <ul style="list-style-type: none"> ▪ Thank the member(s) of staff and pupils ▪ Discuss observations as soon as possible after the visit ▪ Feedback appropriately to the Headteacher ▪ Discuss Health and Safety issues if relevant ▪ Complete the Visit Form and give a copy to the Headteacher ▪ Prepare your own portfolio to include the records of your visit | <ul style="list-style-type: none"> ▪ Leave without a word of thanks and giving some feedback ▪ Discuss observations with other members of staff, parents or individual Governors (except the Chair) unless given permission |

What should I do if visiting lessons?

A week before a classroom visit there are some questions you should clarify with the Headteacher or teacher:

- When I come into the classroom, where would you like me to sit?
- What should I do if a pupil asks for help?
- Would you like me to be involved in the lesson?
- Do you mind me asking pertinent questions if I'm not sure about detail when helping e.g. If I'm not sure about the spelling policy, the methods used for calculations, how to help pupils read unknown words?
- What should I do if I see a pupil behaving inappropriately?
- What should I do if the teacher has problems controlling the class?

The focus of the visit

Remember a visit can be either to see the school generally in operation or a specific classroom visit. Visits can focus on the following:

The School

- The condition and maintenance of the premises
- The use made of buildings and premises
- Security on site
- Break and lunch times
- The monitoring of Health and Safety
- The use and condition of resources e.g. furniture and subject equipment
- The impact of class sizes
- The deployment of support staff
- Office procedures e.g. budget monitoring
- To see a class or teacher led assembly

The Classroom

- Observation of particular curriculum areas i.e. English/Literacy, Mathematics/Numeracy, Science, Information and Communications Technology (ICT), Design Technology (DT), History, Geography, Religious Education, Art and Design, Music, Physical Education or Thinking Skills
- The implementation of the curriculum
- Gain an understanding of the process of assessment and tracking pupil cohorts and their attainment
- Assessing a group of pupils working together on a task
- The impact of learning on educational visits

The list is by no means exclusive or exhaustive.

After the visit

We all need feedback after we have been visited or observed. This can be a sensitive area but it is essential that warm thanks are given and a comment on the focus agreed.

Remember as a Governor you are making the visit on behalf of the Governing Body and not in a personal capacity. It isn't appropriate to make either judgements or promises on behalf of the Governing Body.

Staff should also realise that Governors are not able to address everyday matters that would normally be sorted out as a matter of good line management.

Any expression of concern should be shared with the Headteacher as soon as possible. Comments should be limited to the focus of the visit unless health and safety is being compromised. This should always be reported immediately.

Oral and written feedback should be given to:

- The member(s) of staff involved
- The Headteacher
- The appropriate Committee or Governing Body

Oral feedback should be given to the member(s) of staff at the end of the visit.

Governors should agree with the Headteacher the level of detail that should be fed back to the member of staff.

Written feedback using the Governor's Visit Form (see Appendix 1) should be completed with the member of staff present and copies given to the Headteacher and member(s) of staff.

The reports will be discussed with the Chair of Governors, filed and made available to the appropriate Committee or Governing Body.

Monitoring and evaluation of the Governing Body's policy

The appropriate Committee will review this policy annually and report back to the Governing Body in the Summer term. The review will consider:

- Are we doing what we set out to do?
- Are our visits achieving the potential benefits identified in the policy?
- Have I learned more about the school?
- Are we better-informed and enabled to make sensible decisions?
- Have we developed a further method of direct communication with staff?
- Do the staff feel affirmed and valued?
- Have I helped the Governing Body fulfil its duties?
- Have there been any unexpected benefits?
- How can we make the policy and practice even better?

The Governing Body reviews this policy as necessary or when recommended to do so by LBC

Agreed by Governors on May 2015

Signed by Chair of Governors:



Next review date: As required

Governor Visit Form

| | | |
|-------------------------------------|-----------------------------|--------------------|
| Name: | Responsibility of Governor: | Date: Duration: |
| Area of School/Staff/Class visited: | | |
| Purpose of visit: (Objectives) | | |
| Governor's comments: | | |

| | |
|--|-------------------|
| Staff comments: | |
| Headteacher comments: | |
| Staff thanked? | Children thanked? |
| Signed: Governor: Staff member(s): Headteacher: Date: | |

Pre and Post Visit Checklist for Governors

| School | Governor |
|--|---|
| Do we know why the Governor is visiting? | Have I made a formal appointment with the Headteacher? |
| Do we know what the Governor is expecting to see? | Do I know the specific purpose of the visit? |
| Is the focus of the visit also a focus in our school improvement plan? | Have I arranged my time so that I can be sure to be punctual? |
| Have we drawn up a timetable for the visit? | Have I thought about what I will actually do during the visit/lesson? |
| Do individual members of staff know they are going to be visited? | Have I thought about how I will approach the teaching in the classroom? |
| Have other key members of staff been informed? | How will I give feedback to the staff, Headteacher and Governing Body? |
| Is the appropriate documentation ready and available? | Have I remembered that what I see or hear or might find out is confidential and not for sharing with other Governors or parents in general? |
| | How can I build on this for the next visit? |

Sample Questions for Governors

These questions are for guidance only. The expectation is not that they are all asked at any one time but a selection might be appropriate at different time throughout the year.

School Performance

How does attainment at this school compare to national averages and the government's floor standards?

Which groups of pupils are the highest and lowest performing, and why?

How does this relate to the quality of teaching across the school?

What, if any, impact does the context of our school have on pupils' attainment?

How is the school performing in English and maths?

How do children in our school progress compared with expectations? Was there a difference between predictions and outcomes? Why?

How does the school's performance compare to those for other similar schools?

Which groups of pupils in terms of gender and ethnicity are the highest and lowest performing?

How are FSM (Free School Meal), SEN and EAL students progressing compared with other students in this school, and compared with FSM students in other schools?

How is the school going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, boys and girls, those of a particular ethnicity, and any who are currently underachieving?

How are low, middle and high ability children progressing and attaining?

What is the strategy for improving the areas of weakest performance?

Does the governing body have credible plans for addressing underperformance or less than expected progress? How will the governing body know that things are improving?

What pupil support strategies / intervention strategies are used with pupils to help them reach their targets? How much do these cost? What has been the impact of them historically and are the school and pupils getting best value for the money invested?

Do we know how these results have been changing over the past three years: are we improving or not?

How does attendance in each year group compare with national averages, and what are the trends over time?

What are the strengths and weaknesses of this school?

How do we know that the information we have about our school is robust and accurate?

What is the school predicting this year for their end of key stage outcomes? How confident is the school in achieving this? Why? Are there any barriers? How are the barriers being tackled?

Pupil Premium

Can we identify how much money is allocated to the school for the Pupil Premium?

Is it identified in the school's budget planning?

In determining the strategy for spending the pupil premium have we considered the Ofsted/Education Endowment Foundation information about what methods are effective in raising attainment for disadvantaged pupils?

Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?

Do the actions noted for improving outcomes for Pupil Premium pupils:

- give details of how the resources are to be allocated,
- give an overview of the actions to be taken,
- give a summary of the expected outcomes
- identify ways of monitoring the effectiveness of these actions as they are on-going and note who will be responsible for ensuring that this information is passed to governors
- explain what will be evaluated at the end of the action and what measures of success will be applied?

Will we know and be able to intervene quickly to request remedial action if outcomes are not improving in the way that we want them to?

For Senior Leaders

Are staff aware of which pupils are Pupil Premium children and the possible support and expected intervention?

What processes have you put in place to evaluate whether the intervention strategies are working?

Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? How will you report this information to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

Do the school's systems enable you to give a clear picture to governors about the progress and attainment of pupils who are eligible for the Pupil Premium in all year groups across the school, not just those at the end of key stages?

Are there gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, and if so, are eligible pupils making accelerated progress – to allow the gaps to close?

Are you tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

Have you looked at the websites of other similar schools to see what interventions they are using?

How do you promote awareness of FSM eligibility to encourage all eligible pupils to claim?

For the Governing Body

Can we identify how much money is allocated to the school for the Pupil Premium?

- Is it identified in the school's budget planning?
- Can we identify the Pupil Premium funding separately to any other funding for disadvantaged pupils?

In determining the strategy for spending the pupil premium have we considered the Ofsted/Education Endowment Foundation information about what methods are effective in raising attainment for disadvantaged pupils?

Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?

Will we know and be able to intervene quickly to request remedial action if outcomes are not improving in the way that we want them to?

Finance and Appraisal

If you could change the staffing structure, would you and why? What changes would you make? Are there any areas (including business management) we need more/less staff in? Is the support staff to teaching staff ratio right? Do we have the right line-management structure in place?

Have we got an effective pay structure in place?

Have we reviewed and updated our pay policy to take account of the School Teachers' Pay and Conditions Document 2013? Is it clear how performance and pay are related? Are we able to use the pay structure to reward our best staff?

How effectively are all the staff managed and appraised?

Do all line managers meet regularly 1:1 with their staff?

How do you go about setting objectives?

Do all classroom based staff (teaching and non-teaching) have performance objectives which relate to the school development priorities?

What objectives have been set for staff?

How many staff achieved their objectives for the past year?

What additional support is being offered to staff struggling to meet objectives and is that working well?

Are any teachers subject to capability proceedings?

Is there correlation between appraisal outcomes, pay and the quality of teaching and learning?

How many outstanding/good/satisfactory/inadequate lessons have you observed this term – what action is being taken where lessons are less than good?

How effective is Continuous Professional Development in improving teaching and learning? How do you know?

Do you have a programme of staff development for succession planning to ensure the school has a good supply of middle and senior leaders?

What is the staff retention like in reference to similar schools?

What is staff absence/sickness like in reference to similar schools?

Are you carrying out 'exit' interviews for staff who leave – are there any common themes?

Have we got human resources expertise which is high quality and how do we know?

Have we got the skills and knowledge in the staff team to manage personnel matters well, and how is this demonstrated?

Questions for the Governing Body

How effectively is the head teacher's appraisal carried out?

Are her/his objectives set in line with school priorities?

Does the GB/relevant committee receive good quality information about the performance appraisal outcomes of staff?

Finance and Staffing Committee

Do we understand how the delegated budget received from the local authority or the General Annual Grant from the Education Funding Agency has been calculated?

Are we clear what items of expenditure this budget is meant to cover?

Do we have the necessary skills on the governing body to effectively monitor the finance and procurement processes effectively?

Are there clear terms of reference for any committee(s) dealing with finance?

Are there a clear financial procedures, including procedures for procurement, in place?

Are there appropriate mechanisms in place to ensure that the agreed procedures are being followed?

Have we taken/received advice from the local authority/our auditors on our financial systems?

Do we have sound procedures in place for fraud detection?

Are we allocating funding in line with development/improvement priorities?

Are we making efficient use of all our financial resources?

Are there areas in which we could obtain better value for money from our budget?

Are we under or over spending in any areas of the budget? Why is this?

Do we have a deficit and do we have a clear plan for eliminating it?

Do we have any reserves and do we have a clear plan in relation to spending them?

Questions for school leaders

Does the school have the necessary skills in the staff team to manage finance and procurement well?

Do you think that the governing body has the necessary skills to effectively monitor the finance and procurement processes effectively?

Have you benchmarked our spending on (e.g. learning resources and energy) against similar schools?

Have you considered joint procurement with other schools?

Do you have a hospitality policy? Have all governors and members of staff been made aware of it?

Sample Questions for Pupils

Ensure age appropriate language is used and the questions are tailored to suit the theme of the visit. Pupils should be reminded not to talk about individual members of staff or other children.

What do you enjoy doing in....?

What do you like about ...?

What don't you like about it?

What do you understand about/by...

What sort of person do you think an artist/author/scientist / mathematician is...?

Who helps you to find out about.....?

How do you think you could improve your skills?

How do you learn in.....? e.g. group work, talk partners etc.

What is there in the classroom to help you?

What are the important things you learn in ...?

What do you like doing most in school? When is your learning fun?

What part of the school day do you enjoy most?

What are you most proud of?

How do the teachers and staff in the school make everyone feel included, confident and able to do their best?

Do you think the school has safe, stimulating and attractive buildings and grounds?

How do the teachers and staff help you feel welcome and involved in the school?

Are there any resources that the school could provide that you think would help you learn ...?

What do you do if you have any concerns or worries?

Teaching and Staffing

How do we ensure our pupils receive a broad and balanced education?

How do we know that the curriculum meets the specialised needs of all our pupils?

If there were no rules, how would you change the curriculum? If so, what's stopping you?

How do you ensure that the curriculum across the school promotes the ethos of the school, the pupils' spiritual, moral, social and cultural development?

What do internal assessments by staff tell us and parents? I.e. is it just pupils' progress through the curriculum? Or does it tell us about the skills, values, and personal qualities they've developed? Could the curriculum be made more exciting/stand out more?

Have you asked the pupils what they want from the curriculum? And what did they say?

What do other local schools offer in their curriculum which is different from ours?

How does the school use partnerships with other schools/businesses/the local community to enhance the curriculum?

Have you developed links with the infant/junior/middle/secondary school(s) and FE /tertiary institutions?

How are staff encouraged to be more innovative about the teaching of the curriculum?

Is there sufficient lesson differentiation to provide for students of all abilities?

How are you encouraging different key stage staff to collaborate and inter-department collaboration?

What information do you hold about the destinations of our pupils when they leave this school? What use do you make of this information?

How do you ensure all teaching staff are clear about the National Curriculum requirements – especially given the impending changes?

What proportion of the week do pupils spend on the National Curriculum? Is this too much? Too little? Or about right? How have you developed the offer for the remaining time?

What skills do we want our children to leave with? To what extent are they being developed? How can this be improved?

Behaviour

Is this a happy school with a positive learning culture?

What is the overall picture of behaviour in this school – how does it compare with other schools?

How is good behaviour rewarded? And how often?

How are pupils, parents and staff made aware of the school behaviour policy

What measures are in place to ensure good behaviour, discipline and respect is communicated to pupils?

Are staff clear about the school's behaviour policy and the extent of their disciplinary authority/powers?

What steps do we take to inform parents about how they are expected to behave while on school premises?

What impact does the behaviour policy have on classroom practice – how do you know?

How do you monitor whether the behaviour policy is being applied consistently across the school?

How do you assess/monitor pupils' attitudes to learning?

What information do you have about:

- the levels of attendance, incidents of bullying (including cyber-bullying and homophobic bullying),
- levels of poor behaviour?

What are you doing to address any issues?

What measures are in place to deal with persistent poor behaviour? E.g. systems to identify and address the needs of pupils who continuously display disruptive behaviour.

How do you monitor pupils causing concern?

Do you/the staff know the root causes of poor behaviour?

What external support do the staff have for dealing with any behaviour issues?

Have all staff received appropriate training in relation to dealing with aggressive pupils where restraint may be required?

How many pupils have been excluded (fixed term and permanently) in the last term/year/three years?

How many managed moves have taken place this term/year?

How do you deal with poor behaviour that takes place beyond the school gate?

How do you deal with cyber bullying?

What steps do we take to educate staff about the issues of social media

What steps have you taken to inform/educate parents about the potential pitfalls of social media, for example, cyber-bullying, 'grooming' and 'unfriending'?

How do you deal with poor behaviour that occurs during a school organised or related activity/trip?

Does the school have links with other schools in relation to behaviour initiatives?

How many CAFs (Common Assessment Framework) reports have been filled in on pupils in this school?

Governing board effectiveness

Right skills:

Do we have the right skills on the governing board?

Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview? Effectiveness: Are we as effective as we could be?

How well do we understand our roles and responsibilities, including what it means to be strategic?

Do we have a professional clerk who provides legal advice and oversees the governing board's induction and development needs?

Is the size, composition and committee structure of our governing board conducive to effective working?

How do we make use of good practice from across the country? Role of the chair: Does our chair show strong and effective leadership?

Do we carry out a regular 360° review of the chair's performance and elect the chair each year?

Do we engage in good succession planning so that no governor serves for longer than two terms of office and the chair is replaced at least every six years?

Does the chair carry out an annual review of each governor's contribution to the board's performance?

Vision, ethos and strategy Strategy:

Does the school have a clear vision and strategic priorities?

Does our vision look forward three to five years, and does it include what the children who have left the school will have achieved?

Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review the strategy?

How effectively does our strategic planning cycle drive the governing board's activities and agenda setting?
Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

How well do we listen to, understand and respond to our pupils, parents and staff?

How do we make regular reports on the work of the governing board to our parents and local community?

What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?

Effective accountability - Accountability of the executive:

Do we hold the school leaders to account?

How well do we understand the school's performance data (including in-year progress tracking data) so we can properly hold school leaders to account?

Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?

How well does our policy review schedule work and how do we ensure compliance?

Do we know how effective performance management of all staff is within the school?

Are our financial management systems robust so we can ensure best value for money?
Impact: Are we having an impact on outcomes for pupils?

How much has the school improved over the last three years, and what has the governing board's contribution been to this?

British Values**Questions for the board to ask itself:**

Do we understand what "British values" are as they are defined by the government in the Prevent Strategy?

Do we understand what we need to do to meet the Government's expectations in relation to promoting "British values" as outlining in the DfE advice for maintained schools and academies?

Have we discussed 'British values' at a governing body/governing body committee meeting?

Do we have a strategy for "embedding" British values and does this form part of the ethos of our school?

Questions for the board to ask the headteacher:

What are the provisions in place in our school for the spiritual, moral, social and cultural (SMSC) development of pupils?

How do we encourage pupils to show mutual respect towards their peers, including individuals with a protected characteristic?

How do we encourage pupils to show tolerance and respect for different faiths and beliefs?

Are teaching staff aware of the duty to promote British values?

Does our curriculum already meet the requirement to promote British values?
If no, what steps are we taking to meet the requirements?

How would we demonstrate to Ofsted that we promote British values?

Equality Duty

Is the school aware of the Equality Act 2010, the public sector Equality Duty and the specific duties for schools?

Has at least one member of staff received training about the new duties?

Is there a senior member of staff with a special responsibility for equalities matters?

Do we have a member of the governing body with a watching brief for equalities matters and do they receive regular information over the school year?

Has the school published statements of its responsibilities under the Equality Act in, for example, the school improvement plan, self-evaluation papers, the prospectus and newsletters?

What is the process for ensuring that equality information and equality objectives will be published by 6 April 2016?

What are the arrangements for informing and consulting the governing body?

Who else has been or will be consulted before equality information and objectives are finalised?

How and where will the school's equality information and objectives be published? Will this information be easy to find and understand by parents and the community?

What arrangements are in place to monitor and evaluate progress towards the equality objectives?

Does the governing body receive an annual report on the information the school has published/updated and how the school is progressing towards meeting its equality objectives?

Things to observe when visiting a classroom

Is the content of the lesson interesting to the children?

Does the teacher make good use of all the time available?

Are the resources used, including the interactive whiteboard, well produced and attractive?

Is the teacher respectful to all the children?

Does the teacher encourage the children?

How do the children seem to relate to the teacher?

Are all children engaged in the lesson, including those with special educational needs?

Are the relationships between staff and pupils and pupils and pupils positive and respectful?

Behaviour and attitude of pupils — are they attentive, motivated, listening, questioning, responding?

Is the enjoyment and enthusiasm of both staff and children evident?

How are the displays used to enhance the learning? Are the displays well presented? Does the teacher need additional resources to improve the displays?

Ethos - the atmosphere and values that are evident (are high expectations, encouragement, praise, equality of opportunity apparent?)

How well presented is the space and working conditions? Are additional resources needed to improve the environment?

Is the quality and quantity of equipment and resources appropriate? Are additional resources needed?

Characteristics of Effective Learning

Enable children to:

- Acquire new knowledge
- Acquire new skills
- Develop ideas and increase their understanding
- Are engaged
- Apply themselves and concentrate
- Are productive and pursue their own ideas
- Develop the skills to work independently
- Feel confident to ask questions and to talk about their work and learning
- Listen respectfully to each other
- Reflect and discuss their feelings and experiences
- Are well motivated
- Show initiative
- Can identify problems and know how to solve them
- Develop skills to work collaboratively
- Understand the objectives that teachers set
- Understand the success criteria which can lead to successful learning outcomes
- Know how to use ICT to help them learn
- Understand how well they are doing and how they can improve
- Identify goals for themselves
- Feel confident to make mistakes and take risks in their learning
- Use a range of peer and self-assessment strategies
- Behave well and in line with expectations.

Work Scrutiny Pro Forma

To be completed during a book review at a Governing Body Meeting

| | | |
|--|--|--|
| Pride and Presentation | Handwriting | |
| | Layout | |
| | Spelling | |
| Adherence to the Assessment Policy | Purple and green pen comments? | |
| | Are actions identified for the child? | |
| | Has the child responded to the actions? | |
| | Has the teacher remarked the improvements or actions? | |
| Evidence of differentiation Are children from different attainment levels having work tailored for their needs? | | |
| Is there a match between the subject medium term planning and work produced? | | |
| Is there consistency across the classes? | | |
| How does the evidence seen match the school monitoring sheet? | | |
| What are the next steps for the subject leader? | | |