

BRAMBLE INFANT SCHOOL & NURSERY - MONITORING PLAN 2017 – 18 (By Activity):

	ACTIVITY (Monitoring Link Nos)	MONITORING FOCUS	WHEN	BY WHOM	OUTPUT / WHERE RECORDED	HOW IS IMPACT NOTED?
A	Learning walk (12, 15, 22, 29)	a) Learning values and British values implementation according to plan b) Behaviour management embedded c) The curriculum meets agreed criteria (reflects organisations objectives)	Termly – to be organised by Governors concerned (swapping times if necessary)	<u>Autumn Term</u> : Scott & Ruth <u>Spring Term</u> : Richenda & Kara <u>Summer Term</u> : Emma & Carla	i) Initial Feedback = to HT with written report then copied to all Governors & clerk ii) Follow up = discussion at next FGB in Governor Monitoring Feedback & on Action Plan	HT notes changes as consequence in HT report item on Action Plan
B	Staff Interviews (1, 2, 3, 9, 10, 11, 13, 21)	a) How they are using data – their understanding & practice (teachers) b) Their understanding of the ethos & vision c) Their understanding of the Prevent strategy and their responsibilities i.e. FGM) d) Whether HR processes have been implemented	a) Annual (February proposed)	Ruth & Scott	i) Initial Feedback = to HT / Leadership team with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	HT notes changes as consequence in HT report item on Action Plan
C	Pupil Interviews (1, 29)	<ul style="list-style-type: none"> Do they have any idea about our vision? What do they understand about the Learning Values? What do they understand of the Core Values of British Society that have been in the plan? How have they experienced the school and what has helped them learn (what have they done / what has the school done) / anything that has not helped. How confident & resilient they are – what (if anything) has helped them in this area. 	End of year - July	Bev, Emma & Richenda	i) Initial Feedback = written feedback to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	HT notes changes as consequence in HT report item on Action Plan
D	Staff Survey (2, 4, 7, 9, 10, 13)	a) Understanding of vision, ethos & objectives b) Understanding of their role in the above	September 2017 then follow up December 2017 – then annually (tbc when)	HT - 18 th September	HT bring feedback at following FGB (October / November and January / Feb). Actions agreed by FGB	HT notes changes as consequence in HT report item on Action Plan
E	Attendance at SLT meetings (3, 4, 5, 15,)	a) Data management meetings – effectiveness and implementation of system of monitoring progress	a) Yearly – agreed with HT Wednesdays - 4:30pm	Ruth & Share	i) Initial Feedback = to HT / Leadership team with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above
F	Attendance at Pupil Progress meetings (3, 6, 7)	a) Ensure all children’s progress is effectively monitored and info used for planning b) Focus on how supporting & monitoring SEND & PP children and what progress they are making – monitoring how use of PP money is supporting progress	Termly – can do one year group per term or stay for whole day 18 th December 2017 22 nd March 2018	Kara & Scott	i) Initial Feedback = to HT / Leadership team with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above

G	Watching teaching observation & feedback / coaching (3, 15, 29)	a) Infant School (each year group) - Engaging all children especially vulnerable groups - Making good use of classroom support - Behaviour management b) Nursery Observe work with key staff groups	a) Once for each year group over year (plan with HT – dates as 'Showcase' on calendar) b) Plan with Nursery manager	a) Share, Emma, Ruth b) Kara	a) As above b) As above but with Nursery Manager	a) HT notes changes as consequence in HT report item on Action Plan b) Changes reported by Nursery Manager in report on Business Plan Q
H	Core subject reports (3, 5, 6, 7, 29)	Looking for report : a) Progress monitoring (all and specific groups) b) Curriculum breadth c) Leadership – Core Leaders (see below)	a) Jan FGB -Writing this year b) Covered in FGB below c) Jan – Writing (Fiona) May: Maths (Emma) June/July: Reading (Bev)	FGB	Consequent agreed actions in minutes & Action plan	As above
I	H&S Meetings (11)	a) Monitor the development, implementation & ongoing improvement of a H&S Procedures manual (with H&S Lead/s) b) Meeting with HT & H&S leads to: - review risk assessments - review effectiveness of use of EVOLVE	a) Termly (1 st half term) b) Termly (2 nd half term)	Carla (H&S Governor)	i) Initial Feedback = to HT / Leadership team with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above
J	H&S audit (11)	Participate in H&S audit to ensure robustness	Annual (tbc) – with Joby	Carla (H&S Governor)	As above	As above
K	Attending safeguarding meeting (9, 10)	a) Attending the fortnightly safeguarding meeting	a) Once a term	Scott (Safeguarding Governor)	i) Initial Feedback = to HT / Leadership team with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above
L	Safeguarding Audit (9, 10)	Audit of safeguarding processes and procedures	Annual – January prior to LA	Scott (Safeguarding Governor)	i) Initial Feedback = to HT with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above
M	Agenda Item at FGB (4, 12, 13, 19, 22, 23, 24)	a) <u>Termly Core Subject Reports</u> - Core Subject leader brings report on data, progress and strategy with their subject (looking for data led planning & evaluation) – focus on all groups and Pupil Premium b) Annual plan of proactive plans for engaging parents and any other key stakeholders (identify learning from last year and where governors will participate) c) Report from Deputy on forward planning curriculum (broad, balanced , reflects ethos & objectives) including how	a) Jan – Writing (Fiona) May: Maths (Emma) July: Reading (Bev) b) September c) Normally March – but Sept 2017 this year d) July FGB	FGB & Clerk	Consequent agreed actions in minutes & Action plan	As above

		Core Values of British Society and Learning Values will be embedded through the 'thought for the half term' programme of activities. Normally will start with learning from last year d) Annual report on Impact of Pupil Premium and Primary Sport funding and how this will inform next year's planning – at same meeting as proposals for following year use				
N	HT Report topics (14, 15, 25)	a) Safeguarding / Prevent reporting b) Progress with SIP/SEF (Including Behaviour Management) c) Key priorities for joining up the organisation with updates on progress (item 25) d) Attendance – include info to enable monitoring & challenge from governors e) Progress with Actions from Governor Monitoring	All FGB meetings as appropriate	FGB	Consequent agreed actions in minutes & Action plan	As above
O	Attending termly data meetings (including sampling termly plans)– all year groups & subjects (6, 7)	a) Review of data looking for: - Use of data / monitoring progress / planning progress - Progress of key groups (incl PP) - All year groups & subjects (EYFS separate focus)	Last week of every half term (Wednesday 3:30pm)	Ruth & Share	i) Initial Feedback = to HT with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above
P	Document Audit [a - on website (1, 19, 21)] [b – Clerks records against plan]	a) Statutory requirement check-list plus Vision statement published (including to parents) b) Monitoring plan up to date and implemented (evidence in Annual plan and minutes – Clerk records)	a)September – prior to FGB b) FGB agenda item to check / feedback on Governor monitoring	a) Richenda (needs check-list) b) Clerk	i) Initial Feedback = to HT with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above
Q	Agenda Item at FGB (16, 17, 18, 21, 27, 28)	a) Financial Monitoring & budget reports (including progress with Recovery Plan) include b) Nursery Manager Occupancy reports c) Nursery Manager reports on progress with business plan d) Review of SLAs takes account of impact on strategic objectives e) Budget proposals and other resource decisions show impact on strategic objectives f) Annual Benchmarking Programme	a) Quarterly b) Monthly c) Termly d) Annually (Feb) e) Always check – ongoing f) Jan or March bring proposal for financial years?	FGB – Resource Governor (Emma) to see financial reports first	Consequent agreed actions in minutes & Action plan	As above
R	Governor Meeting with Middle Managers (not with Head Teacher) (3, 4, 13, 14)	a) Monitor effectiveness of their CPD (SEF)	a) Twice a year – November & February	Chair & Vice Chair	Governor Report to FGB after feedback to HT	As above
S	Attend safeguarding training (11)	a) Attending staff training b) Governors doing necessary Safeguarding training online	a) Annually b) Clerk to check	a) Safeguarding Gov b) Clerk	a) feedback to FGB b) Report annually in July FGB	
T	Governor involvement in developing SIP & SEF (13)	Governors given opportunities to be involved in ways agreed with HT	Annual	All Governors as appropriate		SIP implementation monitored via HT reports
U	Policies	All policies have appropriate review timetables which are embedded into Governor meetings / responsibilities	Ongoing	HT & Chair	Programme of policy reviews available	

V	FMSIS Review / Audit undertaken (16, 17, 18)	Resource Governor is involved (and other where appropriate) in the development of the FMSIS evidence and final document is agreed at L&M	a) Annual item in March FGB	Resource Governor then FGB	Noted in Minutes	
W	Financial Reporting Procedures (16, 17, 18)	a) Resource Governor reviews financial reports before they come to Governor meetings and checks they meet requirements		Emma (Resource Governor)	Resource Governor confirms at FGB (minuted)	
X	Inclusion Governor meetings with SEND lead (6, 8)	Termly to follow on from termly data meeting attendance & follow up specifically on effectiveness of strategies with SEND & PP		Kara (Inclusion Governor)	i) Initial Feedback = to SENCO & HT with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above
Y	Pay Committee (20)	Check that: a) All staff have had performance management b) Sample 3 anonymous but varied staff records of process	Annually	Pay Committee = Emma (Chair), Kara & Ruth	Minutes of meeting & reported back to FGB – any actions identified noted in Action Plan	As above
Z	Spot check on Personnel files (21)	Recruitment, change management, disciplinary etc	Annually	Carla & Emma	i) Initial Feedback = to HT with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above
AA	Ongoing things all Governors should look at: (1, 3, 13, 21)	- Embedding vision and values - SIP priorities in action - HR processes - Effective management	Ongoing		Issues for improvement noted in FGB minutes as actions	
AB	Observe an Assembly (15, 22, 24)	Looking for embedding of British Values and Learning Values	Once a term. Mondays or Wednesdays – can do Fridays 9:05am	Richenda, Ruth, Scott, Kara & Emma	i) Initial Feedback = to HT with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above
AC	Meetings with EYFS lead (26, 26)	To look at action plans and data	Termly	Kara (EYFS Governor)	i) Initial Feedback = to EYFS Lead & HT with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above
AD	Attendance at the nurture group (15, 29, 30))	See its effectiveness in supporting children	tbc	Scott (Safeguarding Governor)	i) Initial Feedback = to HT with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above

24th September 2017

AE	Attendance at School Council (29)	See item 29		Emma & Richenda	i) Initial Feedback = to HT / Deputy with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above
AF	Meeting with Attendance Officer (30)	See item 30 – to review processes and their effectiveness	Termly or twice a year	Scott (Safeguarding governor)	i) Initial Feedback = to HT with written report then copied to all Governors & clerk ii) Follow up = actions identified at next FGB in Governor Monitoring Feedback	As above

**BRAMBLE INFANT & NURSERY GOVERNOR MONITORING AREAS
2017 – 2018**

Area to be Monitored	Focus of monitoring activity	What does this mean / include? (Including links to relevant documents)	How will it be Monitored?	Who is Monitoring?
1. Vision & Purpose	The organisation has clear ambitions and a vision that is communicated to staff, pupils and parents.	Vision statement clear and publicised. Action plan shows how it is embedded	<ul style="list-style-type: none"> • Vision Statement • Staff Survey • Pupil interviews 	
2. Vision & Purpose Enshrined	All staff understand their role in delivering the vision and achieving the ambitions of the organisation – and understand its implications for the way they work and the outcomes for all children.		Staff survey (September with December follow up).	
3. Strategic planning	All staff and governors understand the strengths and areas of improvement for the organisation. There is an action plan in place to strengthen the areas of weakness (in line with the vision) which is owned by everyone and regularly monitored		a) Action plan is in place with Governor monitoring activities b) Termly agenda item on FGB – update on progress with SEF actions	
4. Leadership & Management	Positive, effective leadership is present at all levels in the organisation. Middle and senior managers are developed and equipped to play their full role in the ongoing improvement of the organisation.		a) L&M Committee to review SIP progress each term (SEF) b) L&M rep to meet with middle managers twice a year review effectiveness & impact of CPD (SEF)	a) L&M Committee b) L&M
5. Teaching & Learning	All teaching is good or better. Teaching is being continuously being improved through effective monitoring, feedback and CPD. Effective use is being made of classroom support.	- Focus on Pupil Premium children (PP) – SIP target 1 - TAs used effectively – SIP 1 - Core Leaders reports focus on SIP improvement areas	a) Observing teaching and the process of improving teaching & focus within it on effective use of classroom support b) Core leaders to present annual report on data, progress and strategy in their subject c) Observe coaching of EYFS teachers	a) Tbc b) FGB – 1 core leader per term c) tbc
6. Progress Monitoring	The system for monitoring progress meets national requirements and the ethos of the organisation. Trends are clearly identified, understood and used by governors to challenge effectiveness of teaching & learning	- SIP Targets 1 & 2 (PP children/ Greater Depth / SEN children / key groups) - Links with EYFS	a) Attendance at SLT data management meeting. b) Reports from subject leaders on impact of termly plans & data led future planning c) Progress and achievement of key groups monitored for effectiveness of strategies d) EYFS termly plans make good use of data in planning and monitoring & are effective	a) tbc b) then FGB (July) c) Inclusion Gov d) Early Years Governor & annually FGB
7. Progress data	All teachers are using progress data and triangulation effectively to inform development of strategies & interventions that drive the best possible outcomes for all children.	SIP link – targets 1 & 2	a) Attendance at termly data meeting (end of term) b) Annual interviews with teachers about how they are using data (Feb)	
8. SEND Responsibilities	Effective strategies and processes for supporting children with SEND and for ensuring they make good progress and flourish are in place, monitored and learned from.	SIP Target 1	Attendance at progress meetings (one per term) – can do whole day or one year group per term	tbc
9. Safeguarding	All staff understand their responsibilities and effective strategies & processes for the safeguarding of children are in place, monitored and learned from		a) Attend safeguarding training b) Once a term come to fortnightly safeguarding meetings c) Conduct end of year safeguarding audit (make sure new safeguarding gov has this in their induction) d) Staff interviews – include responsibilities (inc FGM and Prevent)	

10. Prevent Duty	Requirements of the Prevent duty are met and all staff know their role and play their part		a) As above b) Include prevent / safeguarding reporting as part of HT report	
11. Health & Safety Responsibilities	All staff understand their responsibilities and required processes and procedures are in place, effective and monitored		a) Monitor the development, implementation & ongoing improvement of a H&S Procedures manual b) Participate in annual H&S audit c) Termly meeting with staff H&S lead to review risk assessments & audit actions d) Monitor effective use of EVOLVE (as part of termly mtg)	
12. The Curriculum	The curriculum is broad and balanced and decisions about its content support the objectives and ethos of the organisation	Need criteria for learning walk (include how ethos / objectives are reflected in the curriculum)	a) Termly learning walk (include how b) FGB in future in March / April account for how objectives / ethos are embedded for whole org (this year will have to be in September account for how process for deciding curriculum did this)	a) Termly
13. Organisational Strategy	Strategic objectives are clear, embedded and there is an effective action plan to achieve them. They are embedded with all staff.	SIP in place and embedded	Governor involvement in developing and monitoring the SEF and SIP (activities recorded)	
14. School Improvement	The school improvement process reflects the needs and objectives of the organisation, is sufficiently inclusive and drives improvement	SIP embedded in Governor Monitoring planning Review of SIP involves Governors, leadership team and staff so there is clear ownership and understanding	As above	
15. Behaviour Management	Policies and practices are in place, implemented and effective in ensuring behaviour is managed to support learning & progress for all children	SIP target 4	a) Learning walk focusing on behaviour across school (criteria) b) Behaviour Policies in place & monitored c) HT report includes update on actions and progress on improvement in this area	
16. Financial Accountability	Financial systems, delegations and approvals are in place and adhered to. Processes and procedures are appropriate, enforced and effective in ensuring the ongoing financial health of the organisation.		a) FMSIS processes b) Resource Gov aware of procedures & processes and checks they are written down & done etc (i.e. when audits / monitoring reports due etc) c) Resource gov has regular meetings to review budgets before key reports etc	
17. Financial Planning	Financial planning is effective in ensuring the financial sustainability of the organisation and its strategic objectives and priorities.	All reports & proposals about resource decisions always account for impact on strategic objectives & priorities including the annual budget and staffing reviews	a) Nursery Business Plan financial monitoring is provided monthly b) Bramble Recovery Plan is monitored quarterly c) Review of SLAs takes account of strategic objectives & reviews impact on them	All are monitored by the Resource Governor and the L&M Committee
18. Financial Management	Finances are effectively managed. Costs are benchmarked and managed to get best value.		a) Resource Governor regular meetings with business lead b) L&M quarterly finance reporting & monitoring c) L&M have benchmarking programme as part of annual plan	
19. Pupil Premium & Primary Sport Funding	Ring-fenced funding is effectively targeted and used to positively impact the outcomes for targeted pupil groups. The outcomes are measured and reviewed for learning.	SIP Target 1	a) Receiving annual report with data on impact of PP and how this will affect next year's planning b) As above with Primary Sport Funding	a) Inclusion Governor then FGB b) FGB
20. Performance Management	Staff performance management is in place and effective for all staff and informs pay decisions appropriately – including the Head Teacher	Sonia producing template <u>Criteria:</u> All staff should receive PM and samples should show effective process and appropriate decisions	a) Pay Committee template shows whether all staff have received PM & 3 anonymous staff records of the process are reviewed b) HT Performance Management outcomes recorded at FGB (as well as on proforma)	a) Pay Committee b) HT PM Committee and FGB
21. Human resource management	All HR processes and policies are implemented effectively in people management, change management & recruitment.	Impartial minutes must be taken of all key HR processes - the minutes must be made available for the spot check (there should be external and	a) A question about this to be included in the annual staff interviews b) A spot check of personnel files to be undertaken once a year (recruitment, disciplinary etc)	a) tbc b) tbc c) L&M

		impartial minute taking)	c) When changes happen that should include HR process the L&M Committee will check this	
22. British Values (Core Values for British Society)	These values are encouraged and promoted with all children: democracy / the rule of law / individual liberty / mutual respect for and tolerance of difference including those in faith and belief		a) In the September FGB a annual plan for the 'Thought for ½ term' & its linked activities will be produced (Also see Learning Values) b) Governors will monitor its implementation through the Learning walks / Pupil interviews & a once a term observation of an assembly c) July FGB will include an evaluation of the 'Thought for Half term' plan	a) FGB b) Governors undertaking - Learning walk - pupil interviews - assembly observation c) FGB
23. Stakeholder engagement	Parents, carers and other key community stakeholders are informed, listened to and engaged on issues that affect their participation in the drive for all children to have the best possible start to their education.	Parent engagement is expected to be both proactive / planned and reactive.	a) Once a year the HT will produce an overview of the planned approach to parental engagement to FGB b) Governors will participate in the plan and review prior to next plan c) HT will invite Governor observation of reactive parental engagement once a year when appropriate	a) FGB (month tbc) b) All Governors then FGB c) Safeguarding or Inclusion Governor - tbc
24. Learning Values	All staff, children, parents & governors are clear of the learning values of the organisation and know how to support them in their interactions		As per British Values. How we will embed / support Learning Values to be included in same plan & process	
25. Whole Organisation	The nursery and school think and behave as a whole organisation so that children and parents experience the full benefits of high quality, joined up, 0 – 7 provision.		a) Each September HT FGB report will outline what areas will be the focus of join up (by term) b) Governors question and monitor in relation to HT reports /updates and participation where appropriate	FGB
26. Early Years	The EYFS Framework is implemented and the quality of teamwork and practice regularly monitored		Termly meetings with EYFS leader to discuss action plans and data	EY Governor
27. Nursery Business Management	The qualities and objectives laid out in the Nursery Business Plan are implemented effectively. Progress is regularly reviewed and any adjustments to approach needed are made in a timely manner.		L&M monitor through the reports from Nursery Manager	
28. Recovery Plan	There is an effective financial recovery plan in place which is regularly monitored and reviewed to ensure its objectives are achieved within the time scale agreed without negative impact on the quality of provision or the outcomes for children.		Part of Financial Monitoring	
29. Personal Development & Welfare	Ensure children's personal and social development is actively encouraged through activities that support their confidence and resilience.		a) Attend pupil council meetings b) Attend school events which demonstrate pupils development & welfare c) Annual governor event to hear from children about their experience of the school and learning	
30. Attendance Management	Ensuring the school's approach to monitoring and encouraging attendance is robust and effective	SIP Target 4	a) Head Teacher reports include information to enable monitoring & challenge from FGB b) Termly meeting with Attendance Governor to look at the effectiveness of the processes etc	a) FGB b) Attendance governor & feedback to FGB & HT any improvements suggested