

Holy Trinity CE Primary School

Governor Visit Report

Name of Governor	Sue Sleight, Aileen Boaler, Tim Fettes
Date of Visit	Wednesday 1 st March 2017
Agreed Focus for Visit (linked to SEF, SDIP & Key priorities)	'When an Inspector Calls' (Ofsted) training
Name of Staff	Clive Haines and Jamie Hassan

Key Areas: Monitoring FindingsWhat is our role of governor and what impact are we having on the school?

- 1) Make sure we all understand the different Ofsted judgements and what are roles are.
- 2) Make sure everyone understands our role in Leadership & Management. "Hands off – eyes on". Do we understand our strategic role?
- 3) We must know the strengths and weaknesses within our school. Including knowing the groups within our school, teaching, outcomes and attendance/exclusions. **Use internal data to explain the strengths and weaknesses and not the published data as Ofsted will already have read this.**
- 4) Visits – we must show we are proactive – can't just show up to Governing body meetings. Must be able to show you are there to 'support' the leaders in accountability.
- 5) Governors need to be able to show that they are able to use the published information to help do their job – ie. pupil premium, sports premium, Inspector Dashboard, FFT, RaiseOnline etc
- 6) Hold leaders to account via performance management, ensure robust appraisals are in place.
- 7) Ask searching questions – must have evidence of this in minutes – very important to ensure that questions are recorded.
- 8) Discussion <-> Observations <-> Documents. Show that you have nothing to hide and that you are on the ball. **There is more emphasis on the children now than there has been in the past. Ofsted will want to talk to pupils and see whether they know what their targets are and how they get feedback on their work.**

How to prepare?

- 1) Governors all have different skills and different knowledge – we can't all know everything. Work out who would be the best people to talk to the inspectors. Put together a team to cover all areas.
- 2) Plan – Prioritise – Practise
- 3) It is not a memory test. Don't be afraid to take a file in with you and refer to your notes/minutes etc. if needed. Suggestions for 'Purple Folder' documents: Induction Pack, Data Packs, Training Lists, Ofsted Q's, Visit Reports, SEF, SDIP, Minutes, Policies, Headteacher Reports.
- 4) Data - make sure you know the latest data – make sure the governing board meetings are planned around the data coming out and are not badly timed.
- 5) Language – use the correct terminology when talking to Ofsted – show inspectors you understand the meaning of the terms.

Can everyone understand and use correctly:

ARE, Closing the Gap, Starting points, Progress, Disadvantaged, SEN, ROL, EAL, BME, SATS, GLD, PP, "In line with national expectations", "typical for their age", mobility children, significantly below or above average, attainment, EAL, BME, EYFS, KS1, KS2

Equality of Opportunity

- 1) How do we provide equal opportunity? Understand the different groups of pupils within the school. How well are the PP children performing? The SEN children performing? Are boys performing better than girls? Quality of teaching for all. Etc

- 2) How are we spending our money to help ensure everyone has the opportunity to do well? What is the **impact** of the spend?
- 3) Look for patterns and trends in the data. Is there a pattern across the school? Use in school data to show this. Ensure that the tracking system used is doing the job it should be or is expected to do.
- 4) Is the school coasting (understand what coasting means)? Ofsted sees this as a risk.
- 5) Understand floor standards. National expectations: 65% in Reading, Writing and Maths
- 6) Ofsted will be looking to see where we should be and where we should be going, attainment vs progress - have all groups made expected progress or better?
- 7) Ofsted are looking at our Disadvantaged pupils – looking to see what we are doing with the funding to see if they are making similar progress to their peers.
- 8) Never say 'it's a bad cohort'. What have we done to make it better?
- 9) Create equal opportunity – what's our data telling us? - Identify the area to develop; develop an action plan; monitor the plan.
- 10) Focus on the more able and the disadvantaged children

Identify areas to develop, eg.

- British Values (do we know what they are? - Yes on website)
- Stakeholders (how do we contribute? – knowing the data, HT performance management, visit, comments on policies etc)
- Voice in Learning (self assessment, surveys, pupil feedback, opportunity to correct their work)
- Attendance?
- Assessments
- New Curriculum

Any plans must be fully costed and have dates inbuilt for monitoring and be transparent.

Safeguarding/Radicalisation

- Staff files need to be consistent
- DBS checks must be up to date and filed
- Central record
- Governors – must have DBS and so must the clerk
- Must have certificates for safeguarding and safer recruitment
- Prevent training?

Be prepared to be responsive! We might not have something they want to see but will give us time to get it.

Absence

if persistent absence, the school must be checking why. Governors set the target for attendance – never set the target below the national! Be aspirational!

Hold the Headteacher to account

- Governor strategic visits to specific staff, progress targets for EYFS, KS1, KS2. Visits to check targets are set throughout the school.
- Cover various committees eg staff could report to governors committee meetings.
- Performance management of every staff member,
- Know what parents think

How do we know there is a rigorous appraisal system in the school?

- Anonymised targets for staff
- Ofsted not too concerned if you've seen names, they understand governor confidentiality

Website

Ensure up to date and compliant – must have safeguarding, pupil premium, sports premium, governors attendance etc.

Meeting minutes

Must be neat, up to date and highlighted/colour coded to show questions that Challenge and Support

Be proud of your school!

- Ensure we are saying the same things as the other members of the leadership team – sing from the same hymn book and show triangulation.

Actions used to identify findings

Training session ran by Jamie Hassan and Clive Haines. Slides will be shared.

What outcomes have been identified as a result of my visit

- No major areas of concern which is positive – the training was excellent as a refresher and reminded us of how much we do actually know. We believe that as a governing board we do understand our strategic role and that we are both supporting and challenging the leadership team. We need to check that we have evidence to show this to an inspection team.
- We should also check the website and ensure up-to-date.
- Performance Management Consider governor visits to members of staff to talk about their performance management? This needs to be timed to link with our data/performance cycle.
- Pupil premium/sports premium – do we have minutes showing discussions of the impact of how this money is spent?

Aspects I would like clarified/Questions I have

- British Values. I know these are on our website and updates within the Headteachers reports. Do we have them up around school anywhere?
- Check meeting dates against published data, these have recently been put in place, monitor if they are working.

Next Steps/follow up from monitoring

- To discuss above with Chair of Governors and governing board; to plan our Inspection team and ensure we can cover all key areas; and ensure all governors are confident discussing their roles/recent visits.
- To prepare a file of key documents which could be taken into an Ofsted inspection.

Additional Comments

To be shared with the school staff and school governing board.

Signed: _____ Signed: _____
(Governor) (Headteacher/Staff member)