

Governors and School Leaders Monitoring Programme 2016-2017

One of the key roles and responsibilities for the Governing Board is to monitor the progress and performance of the school. Undertaking visits demonstrates the Governors' role in the strategic management of the school by helping to hold the school to account and evaluate its progress.

Each Governor is encouraged to make at least one visit a year during school time and governors will often monitor an area of the School Development and Improvement Plan (SDIP) in accordance with the agreed timetable.

WHO	Autumn	Spring	Summer
School Committee	Data analysis: Training to interpret data and review School Performance What is the data telling us about outcomes for pupils? What key areas does the school need to address?	Data analysis: Interpret RaiseOnline and look at Specific Groups Are pupils on track to meet ARE? What interventions are in place to support catch up and bridging the gaps? Are we coasting?	Data analysis: Progress and Attainment How have year 2 and year 6 pupils performed? How are our groups performing (e.g. SEN, PPF)? What does EYFS look like compare to previous 2 years?
School Committee	Maths Standards: Has maths improved across the school (EYFS, KS1 and KS2)? What evidence is there?	EYFS: How did EYFS perform in 2016? What are the predictions for 2017 and are they on track? How do you know? Has the school completed a baseline assessment and do pupils have a 'broadly average' start to school?	Writing Standards: Do the vast majority of pupils work to a high standard in their writing? What good practice is seen? Are there any weaknesses with classes or specific groups?
Finance & Resource Committee	Data and Finance: How do we compare to similar school and local school through benchmarking process?	Finance: Do PPF, LAC and SEND children get value for money? What has been the impact of investment with specific groups of pupils? Has this improved on last year?	Data and Finance: Is the breakfast club sustainable (making a profit, loss or breaking even)? How does finance impact on learning?
FGB	Safeguarding: How does the single central record compare to legal policy requirements? Is it up to date? What are our next steps in the school safeguarding toolkit?	Health and Safety: Has the building works improved safety and safeguarding procedures throughout the school? Are procedures in place? Is the school staff monitoring H & S?	Safeguarding: How many children are deemed vulnerable, at risk or on the child protection register? How do you know this and what does the school do to support those pupils & families?
Pay Panel	-	Non-teaching staff Pay review to measure against performance management and impact on outcomes for pupils. Are staff on track to earn according to performance? Is triangulation taking place?	Teaching staff Pay review to measure against performance management and impact on SDIP and outcomes. Are staff earning according to performance? How do you know this?
Chair & named other	School Leadership and Management: Do the teachers and TAs have performance management targets linked to SDIP?	Performance Management Headteacher interim performance management appraisal and review Is the Headteacher driving the school forward according to SDIP targets to improve outcomes for pupils?	Performance Management Headteacher performance management appraisal and review
FGB	SMSC How does the school ensure at least good SMSC development throughout the school is having an impact on the pupils? What evidence is there?	Christian Distinctiveness How do we know this is a CE primary school? What key features/behaviours etc make our school distinctly Christian?	Religious Education Is there a good level of RE teaching and learning across the school? Where is this evidenced? What do pupils say about RE? SIAMS (Review by ODS) Has the school addressed the improvements suggested in the SIAMS report?