

## GOVERNORS' MONITORING TIMETABLE FOR AUTUMN TERM 2019

### Challenges

Governance

Vision, ethos + strategic direction

Hold leaders to account for educational performance and performance management of staff

Oversee financial performance including pupil premium

### 2019/20 Strategic School Improvement Plan (SSIP) priorities:

Staff wellbeing and workload

Curriculum

Reading and Vocabulary

Caroline, Darren, Pat, Tim, Liam, Harriett, Liz, Matt, Matthew (Laura, Sue, Lynnette)

	September	October	November	December
<b>ALL GOVERNORS</b>	<ul style="list-style-type: none"> <li>❖ Read Self Evaluation Summary</li> <li>❖ Read and sign for 'Keeping Children Safe in Education Parts 1 and 2'</li> <li>❖ Check SSIP for actions relating to role</li> <li>❖ Update monitoring tracking sheet</li> </ul>	1.10.19 SBM Report - read and question 1.10.19 HT Report - read and question	<ul style="list-style-type: none"> <li>❖ Update monitoring tracking sheet</li> </ul>	3.12.19 SBM Report - read and question 3.12.19 HT Report - read and question <ul style="list-style-type: none"> <li>❖ Use school performance tables to compare locally and nationally</li> </ul>
<b>Quality of education - Liam Matt M Lynnette</b> Curriculum <ul style="list-style-type: none"> <li>- Intent</li> <li>- Implementation</li> <li>- Impact</li> <li>- Assessment</li> </ul> Disadvantaged/PP SEND -Caroline Down More able	<ul style="list-style-type: none"> <li>❖ Intent - Are the aims of the school's curriculum clear?</li> <li>❖ PP - Impact data and narrative on website</li> <li>❖ SEND - discuss action plan with SENDCo</li> </ul>	<ul style="list-style-type: none"> <li>❖ Intent - check that school's overall curriculum is coherently sequenced and structured.</li> <li>❖ Check the 19/20 Curriculum map for whole school is in place</li> <li>❖ PP - Read and evaluate Strategy 2019-22</li> <li>❖ SEND - Learning walk to observe EHCP/E3 pupils</li> </ul>	<ul style="list-style-type: none"> <li>❖ Intent - check that school's overall curriculum is coherently sequenced and structured.</li> <li>❖ Review medium term planning</li> <li>❖ Learning walk to check reading is a visible priority across the school.</li> <li>❖ Monitor PP - participation - sports, clubs, selected roles</li> <li>❖ Monitor SLT class visits</li> </ul>	<ul style="list-style-type: none"> <li>❖ Intent - check that school's overall curriculum is coherently sequenced and structured.</li> <li>❖ Interrogation of Analyse School Performance (ASP) and Inspection Data Summary Report</li> <li>❖ All groups to include               <ul style="list-style-type: none"> <li>- boys/girls</li> <li>- SEND</li> <li>- More able</li> <li>- Disadvantaged</li> <li>- Looked After Children</li> <li>- English Additional Lang</li> </ul> </li> </ul>
<b>Behaviour and Attitudes - Tim</b> Positive Environment Routines and expectations Attendance and punctuality Behaviour policy and practice Exclusions Learning attitudes		<ul style="list-style-type: none"> <li>❖ Attendance -               <ul style="list-style-type: none"> <li>- Review 2018/19 annual results, including groups (boys, girls, SEND, PP and EHCP, EAL), compare with local and national data</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>❖ Positive Environment</li> <li>❖ Punctuality</li> <li>❖ Visit classes and school</li> </ul>	<ul style="list-style-type: none"> <li>❖ Review behaviour policy</li> <li>❖ Review behaviour sanctions</li> <li>❖ Review exclusions</li> </ul>

		(Linked staff member - Alice White in Office) ❖ Review attendance policy		
<b>Personal Development - Liz Matt P</b> Citizenship British values Equality Inclusive environment Character Mental Health E safety Physical health Spiritual, moral, social and cultural development Relationships and sex ed Pupil/Parent surveys		❖ Check British values are evident in the school - interview pupils ❖ Read pupil survey and report findings to governing board	❖ Collect evidence for inclusive environment	❖ Check curriculum map for e-safety - is coverage and sequencing clear? ❖ Check children understand the rules of e-safety - interview pupils
<b>Leadership and Management - Caroline Darren Harriett</b> Expectations Focus Professional development Parent and community engagement Well being and workload Safeguarding Staff surveys	❖ Headteacher appraisal 10.9.19 ❖ (to include SSIP priorities and pupil progress targets) ❖ Review teaching and learning monitoring schedule, check links to SSIP ❖ Vision, values and aims - steering group ❖ Check Child Protection and safeguarding policy updated ❖ Check Single Central Record and monitor training schedule ❖ Check compliance with safer recruitment	❖ SSIP Review actions planned, monitor match to identified development needs ❖ Review school's statutory information on the website and check compliance ❖ Check teacher appraisals complete ❖ Agree format for governors' written reports and share with staff	❖ SSIP ❖ Review progress and attainment of Looked After Children ❖ Review governors' CPD	❖ Monitor impact of SSIP actions ❖ Issues arising from 12 week review - Spring 20 monitoring schedule ❖ Monitor SLT class visits ❖ Safeguarding Audit to be submitted to LA
<b>Early Years Education - Pat Laura</b> Safeguarding Curriculum Progress and achievement Disadvantaged and SEND 2 and 3 year olds	❖ Intent - Are the aims of the EYFS curriculum clear?	❖ Intent - check that school's EYFS overall curriculum is coherently sequenced and structured. ❖ Check the 19/20 Curriculum map for EYFS school is in place	❖ Check the outdoor curriculum covers all 7 areas of the EYFS	❖ Are all EYFS staff knowledgeable about characteristics of learning for 2 and 3 year olds? Complete staff interviews
<b>Other - Governing Board Liam Sue</b>	Review Budget Review Personnel - leavers and new from	SBM report	Review Health and Safety Policies	SBM Report Review Current Budget

Finance - (PE funding/PP funding) Health and Safety -Liam Personnel	Summer Term - reasons for leaving Walk of school site			
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