

**Oak Hill Church of England  
Primary School**

**Governor Monitoring Policy**

**Agreed by Governors:** Approved 30 January 2023

**Review Date:** September 2024



# GOVERNOR MONITORING POLICY

**Approved by:** FGB

**Date:** Monday 30 January 2023

**Signed by** Victoria Leather  
**Chair of Governors**

A handwritten signature in black ink, appearing to read 'Victoria Leather', is placed over a white rectangular background.

**Next review due by:** September 2024

## **Policy Context**

The purpose of school governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight, and assurance for educational and financial performance. Governing boards have three core functions:

1. Ensuring clarity of vision, ethos, and strategic direction
2. Holding leaders to account for the educational performance of the school and its pupils, and the effective and efficient performance management of staff
3. Overseeing the financial performance of the school and making sure its money is well spent

Governors at Oak Hill are encouraged to participate in school activities where appropriate. This policy and guidance provides a framework that enables governors to see the school at work and to fulfil their monitoring responsibilities. It ensures a consistent approach to governor visits and takes account of the roles of pupils, teaching and support staff which must be kept in mind when governors are executing their key monitoring functions.

## **1 Aims**

The aim of governor monitoring including school visits is:

- To help governors learn more about how the school works
- To develop a team of informed and involved governors
- To enable the governing board to fulfil its monitoring responsibilities
- To support work towards achieving the school's strategic aims and overall vision

By creating this policy and guidance, we aim to ensure that all governors understand their role and the purpose of governor monitoring, including school visits. This policy supports staff and governors by providing a framework for monitoring, including school visits so they are a productive and enjoyable event for all involved. The purpose of this document is to minimise disruption to staff and pupils when undertaking governor monitoring by setting clear expectations for everyone involved.

This document aims to set out and maintain standards of conduct that all governors and staff are expected to observe to ensure effective monitoring by governors is achieved including when making visits to the school. It also sets out expectations on how governors will report back on their monitoring visits to the governing board.

## **2 Guidance and scope**

This policy takes account of best practice and guidance from the Department of Education's October 2020 Governance Handbook (section 3.4.2). This document was also drafted and reviewed after consideration of guidance and templates provided by other trusted sources including Gloucestershire County Council, The Key for School Governors, National Governors Association and other SIPs.

### 3 **Governor monitoring and link governor roles**

At Oak Hill Church of England Primary School governors fulfill their governor monitoring functions in a variety of ways. Governor monitoring practices are how governors fulfill their core functions. Monitoring is a shared responsibility for every member of the governing board.

Governors are responsible for specific areas the school and these are allocated between them in the form of Link Governor roles. Link governor roles assist the governing board in meeting its monitoring responsibilities and ensures consideration is given to:

- Overall school achievement
- Pupil attainment and progress
- Policy development and implementation

Link governor roles are allocated and regularly reviewed by the governing board. **Appendix 1** confirms the current allocation of link governor roles.

Governors must gather information about what is happening in the school from multiple sources. This approach provides them with a diverse range of evidence to ensure governor monitoring is both meaningful and effective. Evidence sources include:

1. The school's vision and values statement
2. Head Teacher reports to governors including monitoring and evaluation reports, including the SEF
3. Reviewing summary reports of internal and external assessments alongside assessment for learning data
4. Monitoring the school budget and expenditure including financial reports and audits
5. Contributing to and monitoring the progress of the School Development Plan (SDP)
6. Contributing to and monitoring engagement with any School Improvement Partners (SIPs) and other external advisors

7. Reports and data regarding statutory and other target groups for pupil progress made by specific groups such as Pupil Premium and SEND
8. Viewing curriculum resources such as subject area development plans, subject action plans, schemes of work and other resources such as the Cornerstones curriculum used by the school
9. Talking to the leader responsible for the SDP area linked to their area of governor responsibility and considering progress against the curriculum subject area development and action plans.
10. Considering the National Curriculum requirements
11. School policies and other documents provided at governors' meetings
12. Observing the learning environment in the classrooms and other areas of the school
13. Being aware of any Government guidelines and legal requirements and how the school is putting them into practice.
14. Considering the Ofsted Education Inspection Framework and the school's most recent Ofsted inspection report
15. Considering the SIAMS framework and the school's most recent SIAMS inspection report
16. Discussions with pupils to find out their opinion of the quality of education in the school and of their own learning. Discussions should be in general terms and not relate to individual members of staff
17. Reports from parent, pupil and staff engagement such as surveys and forums
18. Ensuring all policies are systematically considered by the Governing Board or one of its delegated working parties or committees (where appropriate)
19. Ensuring all policies are shared with and accessible by target stakeholders including staff and parents through a variety of means including internal distribution and publication on the school's website.

#### **4 Governor monitoring visits**

There are 2 main types of governor monitoring visits:

- **Formal monitoring visits** where Governors discuss the progress of the school in a particular area with the relevant staff member

- **Learning walks** where Governors walk around the school with the relevant staff member to get a feel for a particular area and are likely to talk to a range of staff members and pupils. Learning walks include classroom visits.

Governors must visit lessons, or parts of lessons to see at first hand the quality of education delivered in the School. These visits will most likely take the form of a supervised learning walk.

Other visits to lessons may be undertaken by governors by prior appointment with the consent of the Head Teacher and Chair of Governors. Reports of monitoring visits must be agreed by all involved and governor confidentiality protocols adhered to.

Governors do not have an automatic right to enter Oak Hill Church of England Primary School. When they do so, they are invited guests.

When visits are conducted remotely governors should continue to follow the guidance attached to this document in **Appendix 2** and work with the school to find out how to get the information they need remotely in order to meet their monitoring responsibilities.

## 5 **Timing of visits across an academic year**

It is expected that link governors will undertake three monitoring visits per year for each area of responsibility.

As a small rural school it is normal practice for each governor to have a number of areas of responsibility and therefore, all governors will be required to undertake a number of visits each year.

In order to assist governors and reduce the impact of visits on staff and pupils, governors are encouraged to combine visits wherever possible whilst remaining realistic on the time required to properly conduct their monitoring visits and whilst being mindful of staff workload.

**It is important for all governors and staff members to note that monitoring visits are legally required and form part of the governing board's core functions.**

Visits should be evenly spaced across the academic year.

Governors responsible for Health and Safety, SEND and Safeguarding have additional statutory responsibilities to meet so are required to attend:

- A termly 1:1 monitoring visit with corresponding staff leads
- Ad hoc meetings as required or requested on issues specific to their areas of responsibility

Additional visits may be arranged with the Headteacher's approval and the consent of the Chair of Governors.

Governors are expected to attend at least 1 school activity or event each academic year in addition to their monitoring visits.

All governors must ensure they carry out their required number of visits each academic year and ensure they include:

- At least 1 formal monitoring visit each year
- At least 1 learning walk in the year

## 9 Governor monitoring of the quality of education

The Head Teacher's core operational responsibilities include the monitoring of, and assessment of the quality of education in the school which includes the curriculum, teaching and learning.

Governors must be familiar with the 3i's of the curriculum:

- **Intent:** what the school wants pupils to know, and be able to do, by the time they leave the school
- **Implementation:** how the curriculum is taught and assessed
- **Impact:** how the curriculum is making a difference

Teaching and learning is the operational implementation of the curriculum. Governors should not be involved in operational matters, but it is their role to monitor effectiveness of curriculum implementation.

Governor monitoring visits ensure that the school's policy for monitoring standards of teaching and learning is being overseen and carried out effectively by the Head Teacher and curriculum subject leaders. Link governors will do this by talking to staff and discussing school monitoring activities with them. Governors are provided with access to resources specifically aimed at their link governor area of responsibility to ensure their monitoring is strategically focused and appropriate.

Governors must satisfy themselves that the quality of education provided is of a high standard without judging the actual teaching. That responsibility rests with the Head Teacher. Governors must use the various monitoring resources and strategies outlined in this policy and the resources provided in the FGB Shared Area of Google Drive to ask questions of school leaders which focus on:

- Maintaining oversight of teaching and learning standards
- Monitoring strengths and weaknesses

- Managing performance and continuing professional development (CPD)
- Making sure teaching is accessible for all children
- Triangulating the data and information provided to the Board by the Headteacher through contact and discussions with staff during monitoring visits

At appropriate times during the academic year, the governing board may also receive summary reports concerned with the monitoring of teaching and learning. These will be prepared by the Head Teacher and will describe overall strengths and areas for improvement in teaching as a whole and will not refer to individual teachers.

This policy and guidance will remain under review by the governing board and any best practise that develops will be incorporated into the document.

## Appendix 1 – Allocation of link governor roles

Staff Member or Link Governor Role	Link Governors
<p><b>Adam Greaves, Headteacher</b></p> <p><i>Subject Leadership Areas:</i></p> <p><i>PSHE, RE and Christian Vision</i></p>	<ul style="list-style-type: none"> <li>• Neil Stott</li> <li>• Rachael Finch</li> </ul>
<p><b>Jade Attwood, Year 5-6 Class Teacher</b></p> <p><i>Subject Leadership Areas:</i></p> <p><i>Maths, DT, History and Geography</i></p>	<ul style="list-style-type: none"> <li>• Katy Beattie</li> <li>• Gill Cogzell</li> </ul>
<p><b>Jason Avars, Year 3-4 Class Teacher</b></p> <p><i>Subject Leadership Areas:</i></p> <p><i>PE, Science and Computing</i></p>	<ul style="list-style-type: none"> <li>• Neil Stott</li> <li>• Carole Kettle</li> </ul>
<p><b>Lucy Gunter, EYFS &amp; Year 1-2 Class Teacher</b></p> <p><i>Subject Leadership Areas:</i></p> <p><i>EYFS, English and Music</i></p>	<ul style="list-style-type: none"> <li>• Victoria Leather</li> <li>• Rachael Finch</li> </ul>
<p><b>Natalie Kendall, Cover Teacher</b></p> <p><i>Subject Leadership Areas: Art and Modern Foreign Languages (MFL)</i></p>	<ul style="list-style-type: none"> <li>• Gill Cogzell</li> <li>• Rev. Julia Hook</li> </ul>
<b>SEND</b>	<ul style="list-style-type: none"> <li>• Gill Cogzell</li> </ul>
<b>Safeguarding &amp; Pupil Premium</b>	<ul style="list-style-type: none"> <li>• Katy Beattie</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>• Victoria Leather</li> <li>• Carole Kettle</li> </ul>
<b>Governor Training</b>	<ul style="list-style-type: none"> <li>• Natalie Kendall</li> </ul>
<b>Equality</b>	<ul style="list-style-type: none"> <li>• <b>TO BE CONFIRMED</b></li> </ul>



## Appendix 2 – Governor monitoring visit report template

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### Oak Hill Church of England Primary School Governor Monitoring Visit Report 2022-23

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Governor monitoring visits are carried out in two main ways, either formal monitoring visits or learning walks. Formal monitoring visits are where you discuss the progress of the school in a particular area with the relevant staff member.

Governors must use this template form as part of their link governor work to ensure their visit is clear and purposeful. It acts as a reminder of what to look for, what to ask and ensures a standard form of link governor reporting to the governing board.

All governor monitoring visits should be conducted in accordance with the Governor Monitor Policy and Link Governor Guidance. Governors should also refer to other link governor resources which can be found in the [FGB Shared Area of G-Drive](#).

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#### PART 1: PLANNING THE MONITORING VISIT MEETING

<b>Name and role of governor(s)</b>	
<b>Name and role of staff member(s)</b>	
<b>Date and time of visit</b>	
<b>Agreed focus</b> <i>Make sure you focus on this agreed reason for the visit. Avoid getting distracted by</i>	

<p><i>other issues that haven't been agreed with in advance with the Head and Chair.</i></p> <p><i>The focus area will be linked to part of the School Development Plan (SDP). Ensure your visit references the School's overarching vision and values statement.</i></p>	
<p><b>Gather information</b></p> <p><i>Note what information you have gathered in advance of your visit to prepare plus any provided by staff, Head Teacher, Chair of Governors and/or other external advisors</i></p>	
<p><b>Prepare questions to ask</b></p> <p><i>Note specific questions you want to ask based on the SDP, or points to follow up on from a previous visit.</i></p> <p><i>Share these questions with the Head Teacher and staff member you're visiting in advance, so they can prepare.</i></p>	

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## **PART 2: DURING THE MONITORING VISIT MEETING**

### **What is the school doing within this area of focus?**

*Tips:*

- *Ask open questions beginning with ‘what’, ‘how’, ‘when’, ‘how often’, ‘why’, ‘who’ and ‘where’*
- *Don’t be afraid to clarify any terms or acronyms you’re not familiar with*
- *Remember you’re not there to pass judgement on staff or inspect them – you remain an observer*
- *When writing the report, use neutral language and don’t name individual teachers and pupils*

**How do you know the school's actions are having an impact?**

*Remember:*

- *Include specific evidence that demonstrates the positive impact the school is having in this area*
- *Where a positive impact hasn't been made yet, note down why that is and what steps are being taken to make progress*
- *Add any further evidence you'd like to see to help you make a better assessment of the impact*

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<b>PART 3: AFTER THE MONITORING VISIT MEETING</b>
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<b>What successes stood out and why?</b>
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<b>Questions and clarifications to follow up with the Head Teacher and/or Chair of Governors</b>
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**Any further queries or concerns including information on how, when and with whom those concerns have been shared. Include any follow up actions and timescales further to raising concerns.**

**Personal reflection on governor visit**

*Note:*

- *How did the visit go?*
- *Were you able to write a robust monitoring report, clear and succinct with detail of the evidence seen?*
- *Do you require training, support or guidance for future governor visits?*
- *Are there any key learning experiences or notable moments you want to share with Chair of Governors and/or the Governing Board?*

<b>Date preliminary report to be shared with staff member</b>	
<b>Date by which staff and governor should agree report</b>	
<b>Date by which agreed report should be sent to Head Teacher, Chair of Governors and Clerk to the Governors</b>	
<b>Any other notable dates or outstanding actions</b>	
<b>Signed:</b>	
<b>Print name:</b>	
<b>Date:</b>	
<b><i>Please ensure you forward a copy of this document to the Clerk to Governors upon completion</i></b>	

