



**DEAN GIBSON**  
RC Primary School

# **GOVERNORS' MONITORING POLICY & PROCEDURE 2021**

**Review Date: July 2022**

**Signed by the Chair of Governors:**

A handwritten signature in black ink that reads "Mr. Calman." The signature is written in a cursive style and is positioned to the right of the "Signed by the Chair of Governors:" text.

**Date: July 2021**

# DEAN GIBSON CATHOLIC PRIMARY SCHOOL.

## GOVERNORS' MONITORING POLICY AND PROCEDURE.

### Introduction.

This policy and resulting procedures rest in the school's Mission statement.

*At Dean Gibson Primary School we believe that every child is an unique creation of God. We promise to provide educational opportunities and experiences to enrich the learning and well being of the children together with the whole community , by following the teachings of Jesus Christ . It is the school's aim that the children become well rounded, confident individuals , with an understanding gospel values as preparation for the world of work and life.*

The governing body is responsible and accountable together with the senior management of the school to the Mater Christ Multi Academy Trust for school standards .

Its role as a local governing body is strategic in nature, keeping senior management to account.

In order to be effective the governing body collects relevant information to inform decision making and provide pertinent challenge.

### Policy Rationale.

The Governors believe that monitoring and reviewing are key to the working of the school to ensure continual growth and progress.

The monitoring enables governors to contribute to the target setting process, feeding into the school development plan and self evaluation processes.

Monitoring is conducted in a professional manner, with respect and support.

The objectives of monitoring are -

To gain information about -

The curriculum content and progression.

How the curriculum is taught .

Teachers' expectations of pupils.  
Pupil progress in core and foundation subjects.  
Target setting.  
Achievements and results.  
Effective allocation and use of resources.  
Pupil response to the delivery and content of the curriculum.  
The ethos of the school.  
Bench marking.  
To link school practice to the school improvement plan.

### **Benefits of following a monitoring approach.**

For Teachers -

To ensure that governors understand the reality of the classroom.  
To further understand governors' roles and responsibilities.  
To have the opportunity to reflect on practice through discussion and questions.

For Governors -

To understand the environment in which the teachers teach.  
To get to know the children and their responses to the learning and teaching environment.  
To gain information as a basis for pertinent questioning.  
To find out about resource needs and effectiveness.  
To gain an understanding of the challenges of discrete groups of pupils - S.E.N. Pupil Premium, English as a second language, looked after children, gifted and talented.  
To gain insight into the school's tracking of pupil progress.  
To link educational practice with the educational language used in reports and discussion.  
To form the basis for bench marking,

### **Governors are not in the business of -**

Inspecting.  
Making judgements regarding professional expertise,  
Checking the progress of their own children.  
Pursuing personal agendas,  
Monopolising teachers' time.

### **The School's Monitoring Practice .**

**The school monitors in the following ways -**

### **3 working Groups -**

**The Staffing and Curriculum meet during each half term - 6 meetings per annum.**

The agendas cover and revisit the following area-

These meetings are the governor platform to ask questions related to -  
Classroom observations and monitoring by senior management and subject coordinators.

Planning scrutinies.

Pupils' work scrutinies.

Work scrutinies.

Subject planning reviews.

Teacher performance.

Analyses of summative data.

Analyses of formative data.

Curriculum strengths and weaknesses.

Pupil voice reports.

Summative and formative assessment forecasts.

Pupil progress reports.

Progress reports relating to discrete pupil groups.

Pupil premium allocations, activities, learning support and other .

Pupil premium effectiveness on learning , progress and outcomes.

Sports grand effectiveness and allocation.

the working and effectiveness of curriculum progression across the key stages.

The relevance and effectiveness of appropriate policies and procedures.

The addressing of key areas highlighted in section 5/8 and 48 inspection reports.

School practice related to the school improvement / development plans and M.A.T/ advice/ direction.

Coordination of all subjects across the school.

A broad and balanced curriculum.

### **Community and Welfare.**

This is the platform on which to ask questions relating to =

Safe guarding and Child Protection.

Curriculum and school accessibility.

The school ethos.  
Communication with stake holders.  
The school web site.  
Behaviour and discipline.  
Mental health. - well being of pupils and staff.  
Admissions. - Identifying and monitoring areas for and of school growth.  
Liaison with the parish and local community.  
Monitoring the effectiveness of statutory and non statutory policies and procedures not covered by the curriculum and staffing committee e.g., equality and diversity.  
Welfare and safety of staff and pupils.  
The practice of equality and diversity.  
Review the communication and working with the Mater Christi Multi Academy Trust.

### **Finance and premises**

Budget allocations.  
Budget expenditure.  
Financial Solvency.  
The working and effectiveness of financial procedures.  
Effectiveness and appropriate use of resources including staffing.  
Financial effectiveness of pupil premium and the sports grant.

Monitoring the health and safety in and around the school premises.  
Monitors the quality and time scales of school building / renovation projects  
Acting on health and safety audits.  
Liaison with the M.A.T.  
The following and compliance with M.A.T procedures.

### **The working groups facilitate monitoring by -**

Setting annual calendars to ensure that all areas for monitoring are discussed and 'follow up' is sustained.

Asking relevant questions both with the purpose of gaining information and posing challenge.

Proposing actions and ensuring 'follow up' and sustainability.

Writing the minutes of meetings and presenting them to the full governing body for perusal before main governor body meetings, allowing time for other members of the governing body to ask questions.

Individual monitoring reports are presented at by the 3 governor group meetings.

**Governors have a responsibility to the M.A.T. Board for a curriculum, welfare, premises and the financial aspects of school life.**

Individual governors monitor by -

Arranging with the subject coordinator or the teacher responsible for safe guarding and special needs a date and time for -

Discussion.

Pupil voice interviews.

Questioning.

Scrutiny of pupil work books.

Curriculum walks.

Visits to classrooms.

Recorded using a visiting pro forma.

Visit reports made at the following main governors meeting sharing with the full governing body any pertinent questions raised .

There will be the minimum of 2 meetings with the coordinator, one in the autumn term to gain information and one follow up visit in the summer term to discuss pupil progress, curriculum progression and assessment results.

**Information given by the Head Teacher in her reports to the full governing body.**

**The School Improvement Plan will be reviewed at every Standards meeting.**

Relevant questions of challenge and clarification being asked and recorded in the meeting minutes.

**Curriculum deliveries given by subject coordinators.**

**Attendance by invitation of governors to staffing / curriculum meetings.**

Sharing new initiatives progress which is monitored in the staffing and curriculum committee meetings and through the Head Teacher's report to governors.

**Performance Management.**

Performance management and appraisal of the teaching staff is managed by the Head Teacher. The information is made available to the Pay review panel.

The performance management of the Head Teachers is matched by setting targets linked with the maintenance and raising of educational standards in the school.

A mid year review of the progress of the targets is arranged with the Head teacher, the Chair and Vice Chair of Governors.

These targets are monitored by the Chair of Governors through out the academic year and the performance panel at its annual meeting.

### **Analyses of Data.**

Both summative and formative data is given by and discussed with senior management in the relevant governor meetings and the main governor meetings.

#### **Summative Data.**

Ofsted Data Dash Board data.

Fischer Family Trust dash board data.

S.A.T.'S results.

#### **Formative Data.**

Teacher assessment .

Use and effectiveness of grants -

Pupil Premium.

Sports grant.

### **Pupil Voice Interviews.**

Pupil feed back collected by governors during visits to the school.

This feed back is reported to the local governing body as individual reports or as part of a subject coordinator meeting.

### **Informal discussions between the Head Teacher and Chair of Governors.**

Up to date / most recent monitoring information which has occurred between committee and main governor meetings.

#### **Governor Protocol and Collection of information -**

See below -

- 1 Governor school visit protocol.
2. Governor School Visit question pro forma.

**Conclusion.**

Monitoring policy and practice will be reviewed annually during the summer term.

**DATES OF REVIEWS.**

2021. July. \_\_\_\_\_..