**Chalk Ridge Primary School**

**Governor evaluation – Record of visit (evaluation form)**

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| **Time and date: 20.05.2019** |
| **People involved:** |
| Julie Pierce (SEN Governor)  Amanda Forsey (Inclusion Lead / SENCO) |
| **Purpose of visit relating to relevant point on the improvement plan:** |
| To ensure the FGB is exercising its statutory duties under the Education Act (see SEN Governor Role Profile Useful Questions) and review progress under the Sept 2017 – July 2019 School Development Plan (SDP), Teaching and Learning 1g, h, i, and j |
| **Summary of visit:** |
| Noted 09.05.2019 OFSTED Report .. “Senior Leaders ensure that appropriate academic and pastoral support is offered to disadvantaged pupils, those who speak English as an additional language and those with special educational needs and/or disablilities (SEND). There is a strong sense of teamwork between leaders, support staff and teachers. Parents are quick to recognize the quality of support on offer, and praise the accessibility of staff and the open approachable style that you practice as headteacher. Staff ensure that all pupils with SEND are integrated well into lessons.” Julie thanked Amanda and the staff team for all the hard work undertaken to achieve this result, it is brilliant for the children and for the school.☺  Julie asked how well Chalk Ridge SEND resources were being made available. Amanda said there were currently 39 children on the SEN Register across the school and explained that the SEN /school budget is tight and there are a number of children who need one to one support. Amanda advised the financial situation was made worse from the fact that County had an Education and Healthcare Care Plan (EHCP) backlog and unfortunately County had ceased provision for a Special Educational Needs Allowance (SENSA) for children who were likely to need funding where schools would receive funding until an EHCP was complete and awarded full funds. There were 3 of these cases at Chalk Ridge. It was also noted EHCP funding was not backdated and only paid from the date it was approved.  Increased workload had also been given by County to SENCO’s and staff as they were now not only required to complete EHCP’s – they also had to document outcomes on it to a Hampshire County Council (HCC) hub which took hours … It was noted HCC were not meeting the statutory 18 week timeframe for processing EHCP’s - one Chalk Ridge case took about a year.  It was noted there had been a lot of turbulence in SEN with 9 new arrivals in autumn 2018.  Despite the limitations / delay in financial resources, through staffs’ efforts and determination Chalk Ridge SEND provision for our children had been maintained though could have involved less workload by having to continually chase HCC for progress.  Julie asked about progress tracking data for SEND pupils. Amanda explained a new tracking system was being developed where teachers were identifying pupils who were working below national expected standard and the SLT was reviewing books and moderating to track progress. A report for Governors was being developed and would be available soon. Amanda advised that for the majority of time SEND pupils were integrated in classroom activity, Quality First teaching was critical and was being well evidenced at Chalk Ridge.  Amanda highlighted the reduction in LSA’a across the school due to budgetary constraints. There also appeared to be LSA recruitment issues to ensure a full complement of staff, an advert would be going out in September to address this. |
| **Student observation points:** |
| None |
| **Key points arising:** |
| **SEN Governor to review the Chalk Ridge EHCP situation and write to HCC to raise concern if statutory timeframes were not being met.**  **SEN progress reporting to Governors to be provided based on tracking system being developed.** |
| **Questions arising from activities/observation:** |
| It is noted HCC have provided additional resource to complete EHCP backlog - are we now receiving them in line with Statutory timeframes?  When will the SEN tracking/reporting be available?  Has the LSA vacancy been filled ? |
| **Comments/feedback from staff involved:** |
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| **IMPACT OF GOVERNORS VISIT:** |
| Assured FGB SEN provision is of a high standard and meets statutory requirements. Pupil progress is monitored and evidenced to ensure children make progress.  SDP progress as in 1g,h and i evidenced.  The Inclusion and Special Needs Policy 2018-2019, SEND Report , the role of the SEN governor were reviewed as updated and on the school/governor portal. |

**Chalk Ridge Primary School**

**Governor evaluation – Record of visit (pre-visit form)**

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| **Time and Date of visit:** |
| **20.05.2019 10am** |
| **Purpose:** |
| To ensure the FGB is exercising its statutory duties under the Education Act (see SEN Governor Role Profile Useful Questions) and review progress under the Sept 2017 – July 2019 School Development Plan (SDP), Teaching and Learning 1g, h, i, and j |
| **Information previously given:** |
| Role of SEN Governor 2018, Inclusion and SEND Policy 2018-2019 next review March 2022) SEND Statement on school website last updated September 2018, Sept 2017 – July 2019 School Development Plan (SDP), SEN Governor visit notes 28.11.2018 |
| **Evaluation focus:** |
| **Why has this been chosen?**  Regular visit of SEN Governor with SENCO / Inclusion Lead and tracking for School Development Plan (SDP).  **What are the intended outcomes?**  To ensure provision for all SEN / EAL / Pupil Premium Children is being made to comply with FGB statutory duties and progress also being made in relation to SDP. Also that the SEN resources are sufficient to meet the needs of the children and the Inclusion Lead has Governor support**.**  **What impact will this have on the educational standards achieved in the school?**  Pupil progress will be monitored and evidenced to ensure children make progress. |
| **Activities that will take place:** |
| Review of SEN identification and tracking across the school / reports to the Full Governing Body. Discussions in relation to the questions set out in the SEN Governor Role Profile. How we are tracking progress of SEN / EAL / Pupil Premium children / what are the actions moving forward. How is the school providing for SEN children in lesson planning – see example lesson plans. Example Personal Learning Plans. How LSA’s are supporting SEN, SEN Register, Current intervention timetables, What is school doing to develop communications with parent, SEN Information Report for FGB. |
| **Who is involved?** |
| Julie Pierce (SEN Governor)  Amanda Forsey (Inclusion Lead / SENCO) |
| **What will they need to provide?** |
| Information as in discussions above / sample lesson plans / anonymised data. |

**Policy and Procedure for Governors Visiting School**

**Chalk Ridge Primary School**

**Governor Visits and Protocol Policy**

**Introduction**

The governing body has a duty to oversee the direction and policies of the school, to monitor it’s standards and be held to account for it’s conduct and performance. Visiting the school is the best way to learn how it functions, and to keep under review how it operates so the governing body’s first hand knowledge is increased, informing strategic decision making. **Visits should generally relate to the priorities determined by the School Development Plan. The governing body should plan visits to cover a wide range of school work and each visit should be agreed and have a clear purpose.** Governors should arrange their visits with the head teacher who has responsibility for the day-to-day management of the school.

**Purpose of visits**

**Potential benefits to governors:**

* To develop relationships with staff.
* To monitor the improvement plan and policies in action.
* To inform decision making within the governing body.
* To recognise different teaching styles and techniques.
* To understand the environment in which teachers teach.
* To recognise and celebrate success.
* To get to know the children.
* To find out what resources are needed and prioritise them.

**To teachers:**

* To ensure that governors understand the reality of the classroom.
* To get to know governors.
* To understand better the governors’ roles and responsibilities and work with them.
* To have an opportunity to reflect on practice through discussion.
* To highlight the need for particular resources.

**What a visit is not about:**

* A form of inspection to make judgements about the professional expertise a teacher.
* Pursuing a personal agenda.
* Monopolising school/teacher time.

**Informal Visits:**

Visits may also take place in an informal capacity. It is vital that everyone is clear about the capacity in which they are visiting and not to confuse the role.

Such visits may include:

* The chair making a regular visit to the headteacher.
* Lending a helping hand with a school event.
* Helping in a class.
* Attending a school function.

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| **Headlines for governor visits** |
| **Before visits take place (informing staff)** |
| * Contact staff you wish to meet/observe and advise them of the type of meeting (e.g. meeting or observation) * Arrange a mutually convenient time and complete a “previsit” form for staff involved. * Advise on any resources required e.g. policies, documents, children’s work, specific groups of children, meeting room etc. * Make clear the links between the meeting, the improvement plan and governor activities * Make clear the evidence you will be presenting/reporting back to governors. |
| **During visits (focus and evaluation)** |
| * **The visit is to collect evidence and not to make judgements** * Write notes for your visit log to present to governors * If necessary ask for copies of non-confidential information that you feel is relevant evidence for your focus. * Ask questions of staff and pupils which answer HOW activities link to the development plan. * At the end of the visit review the purpose and discuss with staff whether this has been achieved. If not consider how/when you can revisit this. * Be courteous, polite, observe discreetly, listen to staff and pupils, ask questions. |
| **After the visit (reporting)** |
| * Make your report as soon as possible after the visit. * First send your report to the staff involved in the visit and invite them to make comments. * Send a copy of the completed report to the HT and clerk * Submit your report to be reviewed at the next relevant governors meeting. |

Examples of foci for visits.

* Subjects, key stages or classes
* Target groups e.g. pupil premium, more able, SEN, level 4/5 borderline
* Literacy/numeracy standards
* Assessment and progress
* Buildings and maintenance
* Impact of change