**Chalk Ridge Primary School**

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

|  |
| --- |
| **Time and date: 28.11.2018, 10am** |
| **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:** |
| Reviewed and updated Role of SEN Governor  Discussed Inclusion and Special Educational Needs Policy 2018-2019 together with the Special Educational Needs (SEND) Information report (for FGB) which Amanda had updated to reflect changes in legislation and the way in which SEN needs identification and support work is undertaken at Chalk Ridge. Currently 38 children across all year groups on SEN Register (Includes 3 SENSA (plans in place to update these to EHCP’s), 2 Educational Health Care Plans (EHCP) and 3 other EHCP’s in preparation for submission. ) EHCP’s involve completing a 26 page report to support an application. (This is moving to an electronic system which will result in Inclusion Leads documenting outcomes not County staff). All these pupils have Personal Learning Plans. These numbers are dynamic as pupils move in and out of the school and interventions are successful in supporting pupils to achieve Age Related Expectations. There are also around 30 children across the school who are in need of support but not eligible to be on the SEN register. The anonymised register was reviewed showing a range of SEN support needs including Speech Therapy, Language, Cognition, Dyslexia and Autism. Amanda undertakes learning walks to check Teacher’s lessons support the needs on the Personal Learning Plans (example Plan discussed), Learning Support Assistant (LSA) activity, what activity pupils are undertaking and how they are being supported e.g pencil grips, visual aids, support packs to aid learning and pupils’ books to ensure SEN provision is working and offer support for additional interventions/ideas. LSA’s have had a number of sessions with Amanda to ensure they are all of the same understanding in relation to tests and interventions and support to ensure high quality level of LSA level of support, LSA intervention is timetabled (reviewed the current version) and regularly reviewed to ensure efficient and effective use of resources. All pupils (not only SEN) from Year 2 to Year 6 (tests not age appropriate for other age groups) are now tested on reading and spelling in October and March to ensure progress is being made and maintained and to provide early interventions. In addition, SEN pupils are regularly tested and monitored , tracking for progress. Communication with parents of SEN children is undertaken by teachers with Personal Learning Plans discussed at parents evenings, Inclusion Lead also involved in some meetings as required. Chalk Ridge has an Open Door policy and encourages parents to discuss any concerns with with either the Class teacher or the Inclusion Lead. |
| **Student observation points:** |
| From reviewing the SEN Register / lesson plans / intervention timetable and the way in which pupils are monitored, pupils are being given the opportunity to make progress. |
| **Key points arising:** |
| Funding for SEN support resources is increasingly becoming an issue which the FGB has discussed.  The new academic year has brought a lot of new children with SEN needs (6) |
| **Questions arising from activities/observation:** |
| None |
| **Comments/feedback from staff involved:** |
| Overall Amanda is happy with SEN provision across most of the school being provided by teachers and LSA’s in lesson planning, classroom resources and appropriate interventions. |
| **IMPACT OF GOVERNORS VISIT:** |
| Good progress is being evidenced on SEN to achieve 1g, h, i and j of the School Development Plan. |

**Chalk Ridge Primary School**

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

|  |
| --- |
| **Time and Date of visit:** |
| **28.11.2018, 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 given:** |
| **Role of SEN Governor, SEND Statement on school website, Sept 2017 – July 2019 School Development Plan (SDP),** |
| **Evaluation focus:** |
| **Why has this been chosen?**  **Regularised visit of SEN Governor following compassionate leave, appointment of new 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.**  **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.**  **Review** |
| **Activities that will take place:** |
| **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.

|  |
| --- |
| **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