



Governor Monitoring Visit

Monitoring Visit

Name and role of governor(s)	Luke Gratton (Parent Governor)
Name and role of staff member(s)	Jon Bacon (Head Teacher)
Date and time of visit	Via Zoom 13:00
Type of Visit	Presentation / Meeting / Learning walk
Purpose of visit <i>Make sure you focus on this agreed reason for the visit. Avoid getting distracted by other issues that haven't been agreed with the member of staff.</i>	To start to look at the Ofsted Leadership and Management criteria and get a better understanding of what work is being done in this area.
Relevant school objective or priority if relevant	
Objective(s) for the visit	Gain a better understanding of what work is taking place in this area and discuss with Jon what the next steps would be for a further deeper dive into some of this criteria
Document, Data and Policies referenced as part of this visit	<ul style="list-style-type: none"> Leadership and Management School inspection handbook
Summary of visit activities	Zoom meeting with Jon Bacon
Key questions to explore <i>Note specific questions you want to ask based on the SIP, or points to follow up on from a previous visit.</i> <i>Share these questions with the staff member you're visiting in advance, so they can prepare.</i>	<p>What are the Ofsted Leadership and Management criteria?</p> <p>What are they going to want to see?</p> <p>Are there clear policies/strategies in place for this criteria?</p> <p>Are there any areas of concern that would require intentional and urgent work?</p>

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



Jon and I spent a good hour and a half together over Zoom looking at the Ofsted criteria within the School inspection handbook relating to leadership and management and Jon took the time to walk through current workstreams relating to the different criteria. Without listing all the different criteria (as there are many!) it was a very detailed overview discussing a range of work from uniform and behaviour policies to CPD and further development of the senior leadership team. We discussed the faculty system and subject leaders to developing a culture of continual development. We also discussed parent forums and the Shelton Superpowers and a number of other pieces of work. It was a thoroughly enjoyable discussion and I came away feeling that there has been a lot of work and strategic thought that has gone into all the different leadership and management Ofsted criteria, with clear demonstratable work that has been taking place.

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

This is really the next steps and the next visit. We only really had time on this visit for me to get an overview of the work that is taking place. The next visit needs to be arranged in due course where a deeper dive can be conducted into one of the workstreams that is taking place to ascertain how it is impacting the education of the children. For instance, one of the Ofsted criteria for a rating of good is: 'Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.' So, what are we doing at Shelton Juniors in this area? How does it impact the staff? And subsequently, what is the tangible impact on our Children and their education?

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*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

What successes stood out and why?



Once the deeper dive is conducted I will be able to communicate this more clearly, having said that I want to say how impressed I was with Jon's handle on the different Ofsted criteria and I am confident that when we do a deeper dive there will be successes that will stand out.



Questions and clarifications to follow up with the headteacher or chair of governors.

Impact assessment

(Consider the impact or outcome of your visit. This may be, for example, that you are able to verify first-hand the way the school works, or have better understanding of something, or met new members of staff, or represented the GB at an event)



Dos and Don'ts

(further advice from The Key)

Do

- Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who' and 'where'
- Ask to see evidence, or ask what evidence they've used to make a judgement, for the information you're told by staff
- Clarify any terms or acronyms you're not familiar with
- Stay observational; you're not there to pass judgement on staff or inspect them
- If you're going to spend time in a classroom, all parties need to be very clear about why you're there
- Check with teachers before asking pupils questions
- Tell staff you'll pass on any concerns they raise with the relevant people. This helps build trust and demonstrates that you're there to support them
- Remember that you're representing the governors. Be friendly but professional

Don't

- Pass comment on classroom practice or any specific incidents that happen. You're not there to inspect the school, and it's not your role to judge teaching methods, assess the quality of teaching, or comment on the extent of learning
- Interfere with the day-to-day running of the school. You're not school managers
- Sit at the back of the classroom with a clipboard. This'll be intimidating and make you look like an inspector. Be friendly, engaging and interactive
- Raise concerns in the moment. If you have concerns about anything you've seen, note them down and raise them with the chair of governors or headteacher later

The above information is based on the purpose of visits set out in the Governance Handbook (page 25), and advice from our experts Nicky Odgers and Jackie Beard.