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Associated documents:	
Links to:	
• **Governance Guide**	

Our Vision – Transforming education: Transforming performance: Transforming lives

- Putting children and young people at the heart of all that we do.
- We will ensure that all our children and young people, regardless of their background, fulfil their educational potential. We will do this in safe, supportive and ambitious environments, ensuring we maximise life chances for them all.

Our values

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.

- We will develop the very best leaders of the future, working to improve education and transform lives.

- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

Contents

1 Outstanding governance visits

1.1 Those involved in our governance have an important role to play in scrutinising the performance of individual academies. Members of our Local Academy Committees do this on behalf of the Trust Board and glean much information from the material provided by the executive leadership of the academy.

1.2 However, it is important for them also to source their own evidence of what it feels like to be in the academy and how things are managed on a day-to-day basis. LAC members must have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They should use this to keep the school improving by focusing on the impact of their actions in key areas.

1.3 Visits to the academy during working hours are an important way in which LAC members can seek further evidence relating to performance and, importantly, to the pupil/learner experience.

2 Principles

2.1 LAC members may visit their academy at any mutually convenient time between them and their link member/s of staff.

2.2 The focus of a visit may be in one of the areas where the LAC has appointed a 'lead member' (e.g. safeguarding) or it may choose to focus on an aspect of performance highlighted within the papers for or discussion at a LAC meeting (e.g. behaviour of pupils or learning environments).

2.3 When conducting a visit, you should sign in at reception and bring their Academy ID, which must be worn visibly on their orange lanyard while in the building.

2.4 When visiting, you should be mindful of safeguarding training and report any concerns to the Designated Lead Safeguarding Officer.

3   Procedure for governance visits

3.1   Before a visit

- Contact the Head of Faculty or SLT that your visit relates to and clarify the purpose of the visit.

- Agree a date and time for the visit. Considering staff and governor time, the visit duration should be approximately one hour.

3.2   Senior Leadership Team (SLT) visit

- Email agenda for the visit, which includes a review of any actions from the previous visit report.

- Email appropriate questions from the Governor Link Questions document relating to the specific link e.g. SEND, Curriculum etc. See **Appendix 2.**

- Request appropriate data.

- Review action points in the Evaluation and Improvement Plan (EIP), prior to your visit.

- Read any relating policies; governors have a responsibility to monitor the academy's policies.

3.3   Head of Faculty visit

- Request up to date data for the appropriate area you want to discuss at the visit.

- Agree arrangements for a 20/30 minutes classroom Visit if appropriate.

- Email appropriate questions from the Governor Links Question document for Subject/Middle Leaders; these can relate to actions from the EIP or issues discussed at the recent LAC meetings or specific Academy Lines of Enquiry.

- Read any appropriate Policies or Curriculum guidance.

3.4   During the visit

3.5   Classroom visits

- You should be mindful that when visiting classrooms, notes should be descriptive and not evaluative.

- Observe discreetly, become involved with student's activities when invited.

- Never comment on the teacher's conduct of the lesson or on individual students.

- Use the Governor Visits classroom checklist to make notes of your visit -see **Appendix 1.**

- Thank the member of staff/students.

3.6   Meetings with SLT or HoF

- Duration of meetings with SLT should be approximately 60 minutes.

- Duration of meeting with HoF should be 30/40 minutes; this allows for a classroom visit beforehand.

- Review any action points from last visit report.

- Discuss relevant data and note progress being made.

- Relate discussion to any Improvement Plan targets.

- Request to see Quality Assurance Folders (QAF)from HoFs/middle leaders, which will include latest Faculty Improvement Plan.

- Provide oral feedback and thank the member of staff.

3.7   Following the visit

- Provide oral feedback to the Principal and/or Senior leadership Team line manager.

- Governor Visit Reports should be written up after the visit; if a shared visit with 2 governors, arrange liaison to complete document.

- Compose reports to record the highlights of the visit and demonstrate challenge and monitoring.

- Aim to provide completed visit reports within 10 days of the visit; SLT and HoF will want to know your feedback.

- The Governor visit Report should be sent to:

  > Link member of staff
  >
  > Principal
  >
  > Clerk to LAC
  >
  > Chair of LAC.

- Governors should aim to conduct a visit at least once per term.

4   To monitor, evaluate and review the impact of Governance visits

4.1   Reports from governance visits will be considered as part of LAC business at the meeting most immediately following the visit. The views of executive leaders will be sought in evaluating the impact of these visits on performance.

4.2   Annually, the LAC should assess the overall impact of visits and consider ways of enhancing their value.

Appendix 1 – classroom visits

Things to observe when visiting a classroom	Comments
First impression of the Classroom? Tidy? Are Displays modern and inspiring?	
Safeguarding – do students appear to be safe?	
Relationship between staff: students	
Relationships student: student	
Types of learning activity and the variety	
Behaviour and attitude of pupils – are they attentive, motivated, listening, questioning, responding?	
How the pupils are grouped	
How different abilities are catered for	
Students' work – obvious pride in their books	
Can students tell you their target grades? How are they improving?	
Ethos/atmosphere and values that are evident e.g. high expectations, enthusiasm, praise, equal opportunities apparent?	
Availability and role of any support staff	
Use of space and working conditions	
Quality and quantity of equipment and resources	

Appendix 2 – Questions to ask

Meetings with Subject/Middle Leaders

1. How are you using data for SEND/Disadvantaged students to plan teaching strategies? Please provide information to demonstrate this?
2. How are you accelerating the progress for disadvantaged students?
3. What actions are in place to improve boys writing skills?
4. How is good behaviour promoted to enhance learning? How are students rewarded for having a positive attitude to learning: examples?
5. How do students know their targets and how do you monitor this?
6. How is Literacy and Numeracy embedded in your subjects?
7. How do you contribute to enrichment/extra-curricular activities across the academy?
8. How are you promoting the variety of lifestyles, cultures and beliefs that make up modern Britain?
9. How do you keep parents informed and take account of their views?
10. What happens in your class if there is disruption?
11. What career advice would you give a student if they asked?
12. How do you pursue wider partnerships to improve your subject offer i.e. local community links?

SEND

1. Is the academy compliant with the SEND Code of Practice?
2. Has the Academy Accessibility Plan been reviewed; what changes were made?
3. Does the academy support and challenge the SEN Statementing process?
4. What is the quality of transition between key stages i.e. moving from Iceni group into mainstream?
5. What is the relationship with external partners/agencies?
6. Are the gaps in Attendance and punctuality of SEND/LAC/EAL students closing; what are the trends over time?
7. Achievement of SEND/LAC/EAL students, what is the trend over time, are the gaps closing?

Safeguarding

1. How is CEPOMS being implemented?
2. KCSIE Sept 2019 – How are the requirements being complied with?
3. Can the delivery of information relating to Safeguarding across the Curriculum be tracked and monitored: how is this being implanted?
4. How is the PREVENT action plan and procedures been reviewed, including lockdown?
5. What is current number of staff and governors trained in Safer Recruitment; for succession planning is this sufficient?

6. Do records demonstrate both effective identification and management of the risk of harm and how?

7. How effective is partnership working and sharing of information? Is there evidence of attendance at or contribution to interagency meetings and conferences?

8. Are the relevant referrals made in a timely manner, do they indicate that appropriate action has been taken in response to concerns and allegations/ What evidence is there?

9. Is the Academy's Safeguarding Policy being adhered to, relating to the sharing of information internally, safe keeping of records, and transfer when a pupil leaves the school?

Pupil Premium

1. How are we making the best use of the Pupil Premium Grant?

2. Are staff aware of which students are Pupil Premium children and the possible support and expected intervention? Have all staff received the training they need to effectively support disadvantaged children?

3. How do you promote awareness of FSM eligibility to encourage all eligible pupils to claim?

4. Are you tracking the attendance, punctuality and behaviour (particularly exclusions) of Pupil Premium students and what actions are being taken to address any differences?

5. Do the actions noted in Pupil Premium Strategy for improving outcomes for students:

   a. give details of how the resources are to be allocated?

   b. give an overview of the actions to be taken?

   c. give a summary of the expected outcomes?

   d. explain what will be evaluated at the end of the action and what measures of success will be applied?

6. How do you identify the main barriers to learning for Pupil Premium-eligible students?

7. When a student's progress slows, what interventions are rapidly put in place?

8. How are you using data for SEND/Disadvantaged students to plan teaching strategies? Please provide information to demonstrate this?

9. What is impact of the Year 7 catch up Premium for Literacy and Numeracy?

10. What is the impact of the Pupil Premium Grant for disadvantaged students' rates of progress?

Curriculum

1. How well does the Curriculum provide for and stretch ALL students?

2. How do we ensure students receive a broad and balanced education?

   a. How do we know that the curriculum meets the particular needs of each of all students?

   b. How do we ensure there is an appropriate balance in terms of subjects?

     c. How do we ensure students gain the skills they need (as well as the knowledge) and develop appropriate attitudes to enable them to flourish in and outside of school?

3. How do you ensure that the curriculum across the academy promotes

    a. the ethos of the school

    b. the students' spiritual, moral, social and cultural development?

4. How could the curriculum be made more exciting/stand out more?

5. Have you asked the students what they want from the curriculum? And what did they say?

6. How does the academy use partnerships with other schools/businesses/the local community to enhance the curriculum?

7. How are staff encouraged to be more innovative about the teaching of the curriculum?

8. Have all staff received training on how to make best use of the assessment system? Are all teachers using the assessment system consistently and how do you know?

9. Do you meet with other schools to moderate assessment levels – e.g. those which use the same assessment system?

10. What information do you hold about the destinations of our pupils when they leave this school?

Behaviour and Attitudes

1. What is the overall picture of behaviour in this school – how does it compare with other schools?

2. How is good behaviour rewarded?

3. How is good behaviour promoted to enhance learning?

4. How are pupils, parents and staff made aware of the school behaviour policy:

    a. What measures are in place to ensure good behaviour, discipline and respect is communicated to students and parents?

    b. Are staff clear about the academy's behaviour policy and the extent of their disciplinary authority/powers?

5. How do you assess/monitor students' attitudes to learning?

6. What is Punctuality to school/ lessons like currently?

7. What it the current attendance rate for all years and what has been the trend this year/term and how does this compare with national averages?

8. Inclusion – How effective is the current policy?

9. What are the current rates of Exclusions for this term and how are the preventative measures reducing both PEX and FEX?

10. What is the quality of students' emotional, physical and mental wellbeing?

11. What measures are in place to deal with persistent poor behaviour? E.g. systems to identify and address the needs of pupils who continuously display disruptive behaviour.

12. How do you deal with poor behaviour that takes place beyond the school gate?

Teaching and Learning

1. Are the Teachers Standards being met? How do you know?

2. How effective is Literacy knowledge, is it embedded?

3. How effective is Numeracy knowledge, is it embedded?

4. Is the academy's policy and practice on the following effective:

   a. Marking

   b. Presentation of work

5. How do you know whether teachers plan appropriate tasks/work for   students to allow progression?

6. Is Homework set effectively and does this lead to progress?

7. How do you keep parents informed of student progress?

Standards/Outcomes

1. How do students know their targets and how do you monitor this?

2. How well are the 'more able' students doing and how are they being challenged?

3. What is the Progress and Attainment, using the most recent data for students in Year/s…..? Governors choice of which year, based on current issues from the AIP

   a. FSM

   b. SEND

   c. Boys

   d. HAPs

4. What is impact of the Year 7 catch up Premium for Literacy and Numeracy?

5. What is the impact of the Pupil Premium Grant for disadvantaged students' rates of progress?

6. What are the NEETS rates like in Years 11, 12 and 13?