

**Wellingborough Nursery Schools Federation 2015-16**

**Governor monitoring visits completed**

<b>Month</b>	<b>Curriculum, teaching and learning</b>	<b>Premises, health and safety</b>	<b>Finance and personnel</b>	<b>Safeguarding</b>
<b>December</b>		<b>Date:</b> Dec 15 <b>Name:</b> Steve and Cath <b>Purpose:</b> security at Highfield	<b>Date:</b> 10/12/2015 <b>Name:</b> Mark R- <b>Purpose:</b> Cumulative expenditure	
<b>January</b>	<b>Date:</b> 14/01/2016 <b>Name:</b> Rachel and Carol <b>Purpose:</b> Planning High meeting  <b>Date:</b> 19/01/2016 <b>Name:</b> Carol and Karen-Highfield <b>Purpose:</b> curriculum-environment and planning			<b>Date:</b> 14/01/2016 <b>Name:</b> Karen D- <b>Purpose:</b> safeguarding audit
<b>February</b>	<b>Date:</b> February 16 <b>Name:</b> Carol K <b>Purpose:</b> Special educational needs		<b>Date:</b> 11/02/2015 <b>Name:</b> Steve/Mark <b>Purpose:</b> Budget proposals  Sustainability/promotional work: 11/02/2015 <b>Name:</b> Scott, Cynthia, Rachel, Caroline??	
<b>March</b>		<b>Date:</b> March 16 <b>Name:</b> Scott/ <b>Purpose:</b> Health and safety inspection, premises development plan		
<b>April</b>	<b>Date:</b> April TBC			

	<p><b>Name: Rachel</b>  <b>Purpose :Children's assessments-attainment and achievement</b></p> <p><b>Name: Carol K</b>  <b>Purpose :Planning</b>  <b>Date : April 16</b></p>			
<b>May</b>	<p><b>Date: May</b>  <b>Name: Cynthia</b>  <b>Purpose: Curriculum planning and teaching and learning</b></p>	<p><b>Date: May 16</b>  <b>Name: Scott</b>  <b>Purpose: Health and Safety inspection, staff safety and fire, health and safety regulations/checks.</b></p>		<p><b>Date: May 16</b>  <b>Name: Karen</b>  <b>Purpose Policies for safeguarding and SCR</b></p>
<b>June</b>				
<b>July</b>				

## GOVERNOR VISIT RECORD

**Purpose of visits:**

**Curriculum, teaching and learning:**

**Curriculum planning and teaching and learning**

**Governor name:**

**Date:**

Priority	Focus	Actions	Planned outcome	What did you see? What did you learn? What would you like clarified?  Any key issues for governing body?
1	Teaching and learning and the curriculum	<p>All staff members receive two cycles of teaching and learning observations- providing mentoring support and setting specific targets to develop the quality of teaching and learning even further.</p> <p>Teaching and learning data analysed twice- highlighting training needs- pedagogical skills- inform training.</p> <p>New systems developed to ensure child's and parents voice is included in the regular planning of the curriculum, both long term and short term. This is visual for children and parents to see.</p> <p>Sign a long training and CLL training provided across the two schools to further develop CLL skills- supporting children with CLL and further develop the inclusive practice.</p>	<p>80% of teaching and learning good or outstanding.</p> <p>60% parents involved in children's planning.</p> <p>Termly evidence of child involvement in planning.</p> <p>Increase in sign along being used</p> <p>10 staff trained</p> <p>All staff receive CLL training</p>	
		<p>Plan a broad and high quality curriculum with a focus on the promotion of communication, language and literacy development and personal, social and</p>	<p>Large majority of children make good progress.</p> <p>Assessments evidence</p>	

		<p>emotional development. To also focus on the community- providing more opportunities to be in the local public spaces and learning about their local community.</p> <p>Complete the BRIC Project- involving parents, local politicians in the project-report to EU and develop at Highfield in two year provision</p>	<p>progress including involvement, child engagement.</p> <p>Present at EU- Children visiting public spaces on regular basis</p>	
		<p>Monthly themes planned to promote literacy, language, personal development and mathematics</p> <p>(dad's day, visits in the community, visitors from members of the community, pirates, the gruffalo, authors, family lives, careers day including emergency services, puppet work, personal safety)</p> <p>Learning environment audits completed each term by teams and management- action plans used to improve quality of resourcing.</p>	<p>Teaching and learning judgements- good/outstanding- learning environment audits</p>	

## GOVERNOR VISIT RECORD

Purpose of visits:

Curriculum, teaching and learning:

Interventions

Governor name:

Date:

Priority	Focus	Actions	Planned outcome	What did you see? What did you learn? What would you like clarified?  Any key issues for governing body?
1	Interventions	Plan and deliver intervention groups including- extension, nurture and language support and sen support.	All children make good progress  75% make 2 or more steps of progress	
		Ensure children and parents are involved in the planning and given support in how to be involved in their child's learning.	50% of parents involved in the planning	
		Ensure accurate assessments and tracking are completed and case studies used to demonstrate impact	8 case studies completed	

		<p>Plan and provide drop in coffee sessions for parents to review the children's progress</p> <p>Develop and use feedback sheets- home learning for all intervention groups.- keep records and show impact on the quality of the planning</p>	<p>X3 coffee sessions provided through out the year</p> <p>50% parents show involvement either through home learning, records, coffee sessions or feedback.</p>	

**GOVERNOR VISIT RECORD**

**Purpose of visits:**

**Curriculum, teaching and learning:**

**Special educational needs provision**

**Governor name:**

**Date:**

Priority	Focus	Actions	Planned outcome	What did you see? What did you learn? What would you like clarified?  Any key issues for governing body?
1	SEN provision	<p>Ensure early identification of children with SEND- use a range of assessment tools to identify additional needs- including Development Matters, Portage, narrative observations, vocab and speech and language checklists.</p> <p>Ensure referrals to portage and high needs are completed before the end of the first term and parents have been involved.</p>	60% of children with SEND make good progress.	
		Provision map records level of need and impact from interventions	Effective tracking of SEND demonstrating impact of intervention.	
		<p>Staff training- New SENCO- Mentored by highly skilled/ qualified mentor to be able to co-ordination the provision.</p> <p>sen team meet termly to discuss and review SEND and the support offered.</p> <p>SEN whole team meetings to ensure all</p>	<p>Progress of sen children- 50% achieved targets.</p> <p>Portage assessments completed.</p>	

		<p>staff fully understand children's SEND and how to support. SEN Smt Meetings monthly to track children's progress.</p>	<p>High needs funding applications completed- sen support</p>	
		<p>New documentation for recording children's SEND, including home information, reviewing targets with parents involved and support for home learning and development.</p> <p>Sen timetabling and effectiveness reviewed termly</p> <p>Plan and provide drop in coffee sessions for parents to review and discuss children's progress</p>	<p>New paperwork/documentation used and effective involving parents</p>	



## GOVERNOR VISIT RECORD

**Purpose of visits:**

**Curriculum, teaching and learning:**

**Parental involvement**

**Governor name:**

**Date:**

Priority	Focus	Actions	Planned outcome	What did you see? What did you learn? What would you like clarified?  Any key issues for governing body?
1	Parental involvement	For parents to feel fully involved in their child's learning and understand their role.- parent workshops provided throughout the year providing guidance and giving opportunities to talk about their child's learning and development five to thrive, parenting courses, behaviour, communication and language, early writing and reading, the value of play) Including parent sessions with SALT on CLL development.	At least 4 parent workshops provided through out the year (60% attended at Highfield 50% Croyland)	
		Develop and use a new family support service to identify and support vulnerable families with meeting their children's needs and ensuring their children make good progress.	Effective paperwork established and used-  40% of Vulnerable learners- receive some form of family support service.  Accurate and concise tracking to demonstrate impact	

		Plan and provide a range of parent event days through out the year with a focus on story telling, singing, signing and personal development	At least three events carried out throughout the year. 50% of parents to attended at least one event.	
		Develop home learning opportunities for all children- ensuring it is inclusive and accessible for all. Home learning to include- activities, tasks, for home as well as lending of resources and games.	65% of parents have been involved in home learning experiences with their children- evidence through feedback forms, lending library, home learning task , resources etc.  Positive feedback from parents  Children's progress- good level of progress for all	

**GOVERNOR VISIT RECORD**

**Purpose of visits:**

**Curriculum, teaching and learning:**

**Assessments**

**Governor name:**

**Date:**

Priority	Focus	Actions	Planned outcome	What did you see? What did you learn? What would you like clarified?  Any key issues for governing body?
1	Assessments	<p>Termly tracking of children’s progress specifically by grouping:</p> <ul style="list-style-type: none"> <li>• All cohort</li> <li>• January starters</li> <li>• Two year provision- two year eligibility and two year NN</li> <li>• LAC, CP, CIN, PP, EHA, Adopted/Fostered</li> <li>• Vulnerability 1,2,3,4</li> <li>• EAL</li> <li>• SEND- Early Years Action, Early Years Action Plus</li> <li>• Intervention groups- Language, BSED, Extension, RP</li> </ul> <p>Tracking of progress and attainment used in fortnightly planning for both the curriculum and intervention groups.</p> <p>Termly reporting to teams, SMT and Governors.</p>	<p>Achievement and attainment of all children including specific vulnerable groups</p> <p>Evidence of reporting to team meetings/ planning</p>	

		To develop and use an a assessment tool for parents to involve them in sharing key information relevant to their child's stage of development. Ensure key assessments are completed three times a year, analysed and reported to teams, SMT and Governors.	40% of parents use the parent assessment tool collaboratively with the setting.	
		To develop and use assessment tools to report on the progress of children with SEND- this is to include language assessments, Portage and SAPS.	SEND children- progress- targets achieved, portage steps of progress	

**GOVERNOR VISIT RECORD**

**Purpose of visits:**

**Health and Safety :**

**Governor name:**

**Date:**

Priority	Focus	Actions	Planned outcome	What did you see? What did you learn? What would you like clarified?  Any key issues for governing body?
	<b>Premises development plan</b>	What work has been completed? What work is outstanding?	Repairs and maintenance completed.	
	<b>Food hygiene</b>	Inspection carried out and actions completed  Staff training and awareness	Food hygienic standards maintained to high level- Environmental health inspections- five stars. Highfield registered for food.	
	<b>Curriculum safety</b>	Climbing equipment  Outdoor- maintenance and repairs  Storage and access to resources	Risk identified and repairs completed.	
	<b>Policies: health and safety, safeguarding, e safety, fire risk</b>	Kept up to date, in line with Statutory guidance, procedures followed by al staff	Policies up dated.	

	<b>assessment, medicines, physical contact</b>			
	<b>Health and safety inspections – buildings and grounds maintenance.</b>	Completed three times a year- actions completed.  Records of repairs and maintenance completed	All issues are completed	
	<b>Staff safety</b>	Induction procedures, safer recruitment procedures and risk assessments adhered.		
	<b>COSHH Procedures, medicines and accident reports</b>	Procedures for storing and updating coshh documentation.  Procedures for managing medicines and accidents on site	All documentation up to date. Robust procedures for managing all liquids, chemicals on site	
	<b>Fire risk assessments and security</b>	Procedures for managing fire risks, completing inspections and securing the site.	All documentation up to date and all checks completed.	

## GOVERNOR VISIT RECORD

**Purpose of visits:**

**Personnel and finance:**

**Governor name:**

**Date:**

Priority	Focus	Actions	Planned outcome	What did you see? What did you learn? What would you like clarified?  Any key issues for governing body?
2	<b>Staff training and professional development</b>	To follow the yearly training schedule to ensure staff access a range of training opportunities from internal training events. Report termly to Governors on the % of staff training. Staff receive opportunities to attend internal external training- access NNSP events	All staff receive core training and can articulate the schools principles and values	
		All staff receive two cycles of teaching and learning observations including mentoring sessions. Staff members achieve action plans and demonstrate developed teaching and learning pedagogical skills.	75% teaching and learning good or outstanding	
		All staff to receive at least two cycles of supervision- to review and plan professional development and personal achievements.	As above PADP completed with mid year reviews  High % of staff achieving targets set	
		New staff members including new SENCO, Curriculum Leads, Senior Family Worker, Nursery Practitioners and	As above	

		Assistants are fully supported in their new roles through the induction process and weekly reviews.		
		Support the professional development of staff through NVQs, apprenticeships, QTS and the Foundation degree	At least 4 staff members supported in further study	
<b>Priority</b>	<b>Focus</b>	Actions	Planned outcome	<b>What did you see? What did you learn? What would you like clarified?</b>  <b>Any key issues for governing body?</b>
	<b>Staffing structures and organisational systems- communication</b>	To ensure team development plans are drawn up together with a clear direction/timetable of the year and reviewed each term- celebrating the success of all achievements as individuals and a team. Key dates set for the whole year.	Completion of team development plans.  Appraisal targets achieved- school development plan achieved.	
	<b>Team cohesion and school ethos</b>	Team meetings held termly with the Head teacher and Assistant Head/Curriculum Lead with each team to report on the progress and achievements of the school and teams. To review the organisational changes- receiving staff feedback and making necessary adjustments	Staff morale  Effective communication  Effective team working clear roles and responsibilities for all  Effective organisation structures	
		Team meetings held fortnightly with Lead- review the provision and plan ahead using the yearly timetable. (admin/site termly)	As above	
		Weekly SMT meetings with clear agenda items- ensuring data is review and actioned termly.		
		Effective, regular communication with all staff through e-mails- ensuring staff achievements and development is shared and celebrated.		



## GOVERNOR VISIT RECORD

Purpose of visits:

Sustainability and fee income:

Governor name:

Date:

Priority	Focus	Actions	Planned outcome	What did you see? What did you learn? What would you like clarified?  Any issues for governing body?
	<b>Sustainability of the Federation and fee income</b>	<p>Promotional work of the two Nursery Schools and all services is delivered and reviewed each term- including website, social networking, event days, advertising.</p> <p>Clear, concise administration systems at both schools for the admissions process, funding claims and finance.</p> <p>Clear and concise administration systems across both schools for the management of payroll.</p>	<p>Increase in fee paying figures and LA figures at both schools</p> <p>Effective management of cumulative expenditure</p>	
		<p>Termly reporting on the capacity figures at both schools- reporting on the enquiries all parents accessing any services. Reporting to SMT and Governors.</p>	<p>Increase in fee income from 2014- 15 and 2015- 16</p> <p>Increase in pupils at Highfield and tow year provision increase at both schools</p>	
		<p>Expand the two year provision at both schools, increasing capacity and</p>	<p>As above</p>	

		recruiting additional staffing.		
		Continue to develop the training offer through the NNSP and Pen Green project.	Increase in the % of PVI settings accessing training events at Croyland and Highfield- continue to receive funding to provide the training	

## Governor monitoring visits

### GOVERNOR VISIT RECORD

**NAME:**

**DATE:**

**Staff visited:**

Purpose of visit: previously agreed by the governing body in consultation with the head teacher

Links with the School Development Plan

Governor observations and comments:

*e.g what did you see? What did you learn? What would you like clarified? How long did the visit last?*

Any key issues arising for the governing body?

Action following governing body meeting