

Governor Visit / Monitoring Report – Behaviour for Learning

Name	Sam Dutnall; Sam Potter; Michelle Hart; Vinay Pitambaran; Rachel Whitelock; Lynn Money; Anne Fowler; Lucia Salan
Date of Visit	16.03.17
Type of Visit	Governor visit to school
Purpose of Visit (Specify SIP target visit is related to, if relevant)	To observe Behaviour for Learning (SDP Priority 3:- To promote excellent behaviour and safety)
Staff visited	The governors visit timetable gave opportunity to visit all areas of the academy.
Objectives for the visit	To observe the behaviour of the children in a variety of settings and to report our findings to the headteacher.
Document, Data and Policies referenced as part of this visit	Behaviour Policy; SDP
<p>Summary of visit activities. Governors visited all classes and intervention groups which were running for 30 minutes. They observed behaviour for learning, made notes and participated in a feedback session at the end of the morning. JH and NH answered all questions during the feedback session.</p>	
<p>4) How do you think governors / SLT can measure the effectiveness and impact of this element of the curriculum? The governors will look at the achievement of the children – good behaviour enables excellent progress to be made. The head teacher’s report to governors always highlights any serious incidents which have occurred.</p>	
<p>Summary of findings: Governors were impressed by the behaviour of the children in all classes. Teachers had high expectations of the children and children knew these expectations. Very few reminders had to be given. In UKS2 the use of the behaviour policy was less obvious, but the expectations of behaviour were still there and the children adhered to them. Governors found the children to be confident, self assured learners. All staff had a very positive approach to the children.</p>	
<p>Areas for praise</p> <ul style="list-style-type: none"> • Children were engaged and focussed on tasks. • Children were confident learners who were keen to volunteer their ideas. • Children were confident in asking for help if they were unsure of what to do. • Children were supportive of each other, treating each other with respect and sharing equipment and ideas. • Children can express what is the ‘correct’ behaviour • Children were encouraged to ‘have a guess’ at answers. Their answers were taken seriously and they were encouraged to build upon their previous knowledge. • Children were confident in explaining what part of a calculation they had completed incorrectly. • Children were well mannered. • Children were well supported by staff (TAs and teachers). • Staff used a lot of praise all the time. • Staff used a variety of strategies to engage children. • Where reminders did have to be given the child was told why it had been given. • Children had an established routine for entering class in the morning and settled very quickly. • Children moved quietly around the school, and were polite and friendly to adults. • The movement of children between tasks was well organised causing minimal disruption. 	

Any areas for concern or queries

- Governors questioned the behaviour of child in KS2. JH explained that this was a child with particular needs who knows the consequences for not conforming to what was asked of him.
- Governors also queried whether children were repeating work from a previous session when a large part of the group went out for intervention work. They felt this could lead to the children becoming bored and might then behave badly. NH said that the curriculum does require teachers to reinforce what has been previously learnt.
- Governors noted a number of ‘secluded spots’ where children could not easily be seen at playtimes (e.g. near new classroom, toilets, lockers). JH said that staff were aware of these and children knew that they were not supposed to be in these areas at playtimes.

Next Steps

- Congratulations to be given to the children and staff for the excellent behaviour that was observed.
- Governors will be interested in the achievement and progress of the children as excellent behaviour for learning was observed which should lead to good results.

Impact assessment

Governors were able to see that the children’s impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour.

Comment from Headteacher

I am very pleased to read such positive comments from the Governors. Our behaviour policy is consistently used and followed by staff and children alike. Where necessary children progress up the ladder for positive and negative reasons, however the number of children in receipt of the rewards far outweighs those receiving sanctions. As the school has grown to full primary we have taken logical steps in order to manage ‘secluded spots’ as well as limiting the numbers on the playground via split play and lunch times.