

Thornton Primary School



Governors' Monitoring Policy 2026-2029

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in Spring **2026** and will be reviewed again in **Spring 2029**

Signed: _____ Chair of Governors Date: _____

Non-Statutory Policy

Thornton Primary School

Governors' Monitoring Policy

Aims and Vision

Our aim is to develop confident and enthusiastic learners who are always respectful of each other and the staff. We want them to build a strong appreciation of their own positive attributes as well as those of the other children and, in doing so, to develop a 'can-do' attitude to learning, and the community in which they live, through consistent focus upon:



Excellence
Independence Enthusiasm Equality
Responsibility Empathy
Confidence Perseverance Care
Aspiration
Respect
Pride Tolerance
Teamwork Challenge Integrity
Enjoyment



There are **four** types of visit that governors make at the school:

- **Learning Walks-** – reporting on what they see and hear in the classrooms and in books ➤
- **Subject focus monitoring** – deep dive questions put to Subject Leaders.
- **Monitoring** (progress towards targets in the Core Strategic Plan) shorter meetings with subject leaders/Senior members of staff
- **Monitoring Safeguarding Compliance**

The Objectives of Governor Visits

- To obtain a detailed working knowledge of all aspects of school management
- To apply this contextual information to strategic planning and all decision making
- To celebrate the successes of staff & pupils
- To have a secure evidence base upon which to base effective school support
- To provide a context from which to support School Self Evaluation
- To be accountable to parents, DfE, OFSTED & HMI
- To appreciate that each governor's monitoring role is crucial to ensuring that their school continues to make good progress along the continuum towards sustainable excellence.

Governing Body Remit

- To adhere to the timetable outlined in our monitoring policy – and governors' timetable (Governors' Programme of Work).
- To follow Governor monitoring set out in the Core Strategic Plan (under the Staff Responsibilities Section and also Governance Review, Development and Monitoring)
- To adhere to the School Policy - Protocol for Governors' Visits (part of this document)
- Identify evidence of the impact of the Core Strategic Plan upon pupils' learning.

- To provide a brief report on school pro forma for a file of evidence relating to these visits other formal/informal visits (to be stored centrally in the headteacher's office)

Governor-Staff Partnership Remit

Each teacher has at least one subject area for which they are the leader. Most teachers have more than one. Each governor is partnered with a teacher for the purposes of monitoring the Core Strategic Plan.

There are 4 different pro-formas to support governor monitoring:

Appendix 1 – for short meetings with governors on progress towards the Core Strategic Plan/Subject Action Plans. These may be at the start of the year, during the monitoring cycle or end of year.

Appendix 2 – Action Plan for reviewing and recording final end of year outcomes/progress towards the Core Strategic Plan and setting of new priorities for the new cycle. To be shared with governors during the Autumn Term.

Appendix 3 – in detail, deep dive monitoring of subjects. There are specific documents for EYFS, PP and SEN. To be carried out for selected areas during Spring/Summer term.

Appendix 4 – monitoring of safeguarding compliance. This is amended yearly in line with KCSIE. To be completed Spring Term.

It is not possible to monitor every subject in detail every year due to the small number of teachers and governors at Thornton. Subjects/areas of monitoring are therefore prioritised for either meeting to discuss (Appendix 1 pro-forma for discussion) or more detailed deep dive (Appendix 3). It is discussed at the start of each year, which areas will form the basis of Governor monitoring in line with the Core Strategic Plan priorities/development of subject areas.

Governors provide a brief report for the Governors' Monitoring File. Subject Leaders keep a copy of these reports in their subject leadership folders.

Equality Statement

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities.

We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning

and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

Appendix 1 - Governors' Monitoring of Subject Leaders' progress towards targets in the Subject Action Plan/Core Strategic Plan
 Thornton Primary School

Date

Governors' Monitoring Visits – Pro forma for discussion

Teacher -

Governors

Subject

Items to be discussed (in preparation by governors - using the CSP as a guide)	Evaluation / Evidence	Action Points	Timescale

Signed (Staff Member)

Reported to
Governors'
Meeting

Signed (Governor)

Example Questions:

What evidence is there to suggest that progress has been made towards this target?

How have you gone about meeting this target?

What time have you been given to help the school achieve this target and how have you used it?

What are your next steps for further progress in this area?

How does this target link with whole school priorities?

Why was this target chosen for this subject area?

What impact has achieving this target had on the pupils' achievement?

Appendix 2 Thornton – End of Year Review and Subject Action Planning Template 202? – 202?

Subject/Area:	Leader(s):
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Quality of teaching and learning; outcomes for children	
Activities and improvements during the year 202?/202?	<input type="checkbox"/>
Overall evaluation of impact on subject	<input type="checkbox"/>

Judgement (pick one based upon the above evaluation):

Outstanding	Good	Requires Improvement
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On the basis of this information, what are your key priorities for development? (up to 3)

Subject - Improvement plan for the year 202?-2?

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/anticipated impact ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3

Subject - Improvement plan for the year 202?-2?

What do we want to improve? (area for development)	How will we go about it?	When will it happen and be completed?	What will success look like/anticipated impact ?	Cost (if applicable)	Who will monitor its impact and to whom will this be reported (e.g. governor)?	Relevant links to School priority 1,2 or 3

<i>Subject specific tasks for the year</i>	□		□		□	

Subject

Governor

Visits

Why Visit?

The purpose of the visit is not to inspect the school but to monitor that school policy is reflected in school practice.

Visiting the school is an important aspect of governors' work. To be really effective and fully involved governors must get to know the school. This means visiting the school to meet and talk to pupils and staff, to get a feel for how things work. In this way governors will:

- Learn more about their roles and give meaning to work undertaken in governing body and committee meetings
- Build relationships with pupils and staff by getting to know them and the challenges they face
- Be better equipped to carry out their important monitoring and evaluation role

It is important to develop a culture in school that encourages and supports governor visits since in certain circumstances, visits may become potentially stressful for both staff and governors.

Recognising tensions, being explicit about purpose, and building trusting and professional relationships are the key to ensuring that visits are a valuable experience for all concerned.

Governors need to know what is happening in the school by addressing the following questions and concepts:

- How successful are the governors' policies?
- If for a subject visit, governors need to scrutinise the methodology of the subject in question □
Are targets for improvements being met?
- What are the key issues facing staff?
- What are the problems and how can staff be supported? **Procedure for Governor**

Visits

Planning

- A schedule of visits is agreed annually — the schedule is linked to key priorities in the Core or Subject Plans and aims to take account of the needs of new governors, new initiatives and the four year rolling programme for curriculum development □ Visits must have a clear purpose.

Before the Visit

Meeting with the Subject Coordinator/Management Team:- □

Discuss an agenda/timetable for the observations.

- Discuss the subject policy documents (if applicable) and any supporting curriculum documentation
- Agree how you will be introduced.
- Be positive, friendly and encouraging

During the Visit

- Make sure that you arrive on time
- On arrival remember to follow the school's security procedures
- Make sure the head knows that you are on site
- Remember that you are not inspecting the school
- Remember that the school is a workplace for lots of people
- Remember that you are there to learn
- **Stick to the purpose of your visit**
- Avoid getting drawn in to any discussion on personal or general staff grievances
- Look relaxed, get involved and blend in
- Observe discreetly; remember that note taking is disconcerting for everyone
- Talk to staff and pupils, show interest and enthusiasm
- When appropriate ask questions, be courteous, not critical
- Keep an open mind, be flexible and 'go with the flow'
- Look for opportunities to give praise

After the Visit

- Thank staff for hosting your visit
- Discuss what was observed with the member of staff
- Allow staff to explain and check out understandings
- Ask for explanations on anything about which you are unsure
- Be positive, friendly and encouraging
- Make your notes as soon as possible whilst observations are still fresh in your mind
- If appropriate, discuss your observations with the Head/Head of Department
- Agree arrangements for any follow up visits
- Reflect on what you have seen and how this connects to the priorities of the school.

Reporting Back to the Governing Body

- Complete the governor visit *pro-forma* and send to staff a copy of the draft for comments
- Be prepared to amend your report in the light of comments
- Ensure that the Head Teacher receives an agreed copy of the report in good time for distribution for the next Full Governors' Meeting

Governor Visit

School logo



Subject	
Date	
Attending Governors	
Purpose	<ul style="list-style-type: none">(a) Contribute to our monitoring role;(b) Develop understanding of school strengths and weaknesses;(c) Evidence of progress;(d) Demonstrate to staff and pupils that governors are interested in what goes on in the school;(e) Build an enhanced positive relationship between staff and governors;(f) Support school's work.
Links with Core Plan / Subject Plan	
Summary of activities to be carried out	
Observations made	

Behaviour for Learning	
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Safeguarding commentary	
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Questions for Subject Leader

The Curriculum

Can you outline the intent of your curriculum subject (ie what are the aims, knowledge and skills you want pupils to develop throughout the school)?	
Can you outline the implementation for your curriculum subject (ie how the subject is delivered throughout the school)?	
Can you outline the impact of your curriculum subject (ie what the pupils have learnt from your subject)?	
How have you sequenced the learning throughout the school in your subject?	
Where applicable, look at a sample of pupil books and allow the coordinator to discuss the above points.	
What professional development/training have you had for your subject (both within the school, within the Trust and anything external)?	
Can you outline what specific professional development/training you have provided to the staff and do you think it has been effective?	

Can you outline how you monitor your subject throughout the school?	
Any additional comments or next steps	
Governor name/s	Signed

Appendix 4

Safeguarding g Governor



Name/s	
Date of Visit	
Focus of Visit	
Purpose of Visit	
Classes/staff visited	
Summary of activities: Discussion with staff, pupils, DSP's, looking at policies, records, forms and SCR sample. Walk around the school inside and outside.	

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Policy	Date of last review
<i>Accessibility Plan</i>	
<i>Artificial Intelligence Use Policy</i>	
<i>First Aid</i>	
<i>Administration of Medicines</i>	
<i>Anti Bullying</i>	
<i>Asbestos (LAMP)</i>	
<i>Attendance (Pupils)</i>	
<i>Behaviour (including Restraint)</i>	
<i>Educational Visits</i>	
<i>Online safety / E-Safety</i>	
<i>Fire Safety</i>	
<i>Health & Safety</i>	
<i>Low level concerns</i>	
<i>Physical Restraint</i>	

Safeguarding	
Safer Recruitment	
Security and Critical Incidents	
Whistleblowing Procedure	
Work Experience & Volunteering	
*We appreciate some of these policies may exist as part of another school policy you have	

DSL / DDSLs

	Comments/ dates:
Who is the Designated Senior Leader for Child Protection (DSL)?	
Who is/are the Deputy Designated Senior Leaders for Child Protection (DDSL)?	
Is there evidence that these roles are contained within the Job Descriptions for these people or are there separate signed Job Descriptions detailing the DSL / DDSL roles?	

Grounds and buildings safety

Has there been a risk assessment completed for each school visit that has taken place in the last year?	
Are risk assessments in place for all of the buildings/rooms and for the grounds? When were they last updated and have previous recommendations been followed up?	
Does the school appear to be safe and secure? Walk the site inside and out to check for any areas of concern. Sample fire extinguishers and portable appliances to ensure they have been checked annually, ensure fire escape routes are clearly marked and fire doors are kept clear. Are any doors unlocked/ open that could pose an unacceptable risk to security?	
Are visitors checked in and out of the building? Are procedures for signing in and out robust? Are there procedures for visually identifying these visitors once in the building that are good enough, so that any potential intruders can be challenged?	

Have termly fire drills been carried out?	
Are the records kept for servicing fire extinguishers, emergency lighting, checking water tanks, sampling the chlorine level in swimming pools etc. up to date?	

Single Central Record of Recruitment and Vetting Checks (SCR)

<p>The SCR must include the following information.</p> <ul style="list-style-type: none"> • Identity, name, date of birth • Qualifications where these are legally required for the post • Barred From Working with Young People or Vulnerable Adults List • Enhanced DBS Disclosure • Right to work in the UK • Overseas checks • Check carried out to ascertain eligibility to work by association <p>The SCR must indicate whether particular checks are required and <u>when and by whom each check was carried out</u>, for example, the identity check, the qualification check and the DBS check. It might be a good idea to jointly do this SCR check with the person responsible for updating it, so that they can clarify any issues which arise.</p>	
	YES/NO (comments if NO)
Is a single central record (SCR) of staff in place?	
Is everyone employed at the school is on the SCR? Check the names on a staff employee list against those names on the register.	
There was evidence of our volunteers being on the SCR	
All the columns appear to be in place and it is clear when and by whom each check was carried out	
Does the SCR indicate that identity checks have been carried out and by whom? Note: although good practice, it is not required to show addresses on the SCR.	
Is there evidence on the SCR that all teachers have been checked against the Children's List (previously List 99)? (If a teacher has an enhanced DBS disclosure in place they have been checked against List 99 or the Children's List.)	
Is there evidence that all staff employed since March 2002, and who have not had continuity of employment, have been DBS checked, if they have regular contact with or unsupervised access to children?	
Have all staff appointed since September 2003 whether or not they have regular contact with children, been DBS checked, unless they have continuity of employment?	
Have all governors had an enhanced DBS check and identity check?	
Does the SCR include evidence that supply teachers have been checked against the Children's Barred List and have an enhanced DBS disclosure? Note: in the case of agency staff it is sufficient that the employer has provided written confirmation that the required checks have been carried out. There are no requirements for separate or individual dates when these checks were done or the names of those who carried out the checks.	

Does the SCR include all others who have been chosen by the school to work regularly or intensively with children, for example volunteers or governors who also work as volunteers within the school?	
Does the SCR record the date when the DBS or Children's Barred List check was carried out (and who carried out the check) except in the case of agency staff?	
Does the SCR record qualifications – where the qualification is a requirement of the job, for example those posts where a person must have qualified teacher status or National Professional Qualification for Headship?	
Does the SCR record evidence of 'right to work' in the United Kingdom and suitability checks for those who are not nationals of a European Economic Area country who were recruited after 1 January 2007?	
What evidence is there to demonstrate the SCR is checked termly by a Governor?	
<p>Check a staff file to see it has the following:-</p> <p>A completed application form (no gaps)</p> <p>Two professional references, including one from his/her most recent employer</p> <p>Qualification certificates (as required)</p> <p>Proof of identity</p>	

Discussion with DSL and other relevant staff.

	Comments/ information
<p>When did the most recent training take place for the DSL? This must be within the last 2 years. What training have the DDSL/DDSLS had?</p> <p>In addition to their formal training, which must be updated every 2 years, have the DSL/DDSLS skills and knowledge been updated (e.g via e-bulletins, meeting other DSLs or reading and digesting safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role?</p>	
<p>When did the last training for all other staff last take place? This should be within the last 3 years. How does the school ensure that nobody is missed out e.g. due to absence on the day of training/ part-time staff etc? Where is the evidence?</p> <p>Do all staff members receive regular (at least annually)and appropriate updates to safeguarding training , e.g via email, e-bulletins and staff meetings?</p>	
Is there someone always available for out of school DSP responsibilities?	

When did the staff last receive e-safety training?	
Keeping Children Safe In Education DfE 2025	
<p>Have all staff read and understood at least part 1 of the statutory guidance KCSIE 2025? Where is the evidence?</p> <p>Have all staff working directly with children read the additional information in Annex A of the statutory guidance KCSIE 2025? Where is the evidence?</p>	
PREVENT	
<p>Did the DSLs receive PREVENT training as part of their DSL training/update?</p> <p>When did the staff last receive PREVENT training?</p> <p>Is there evidence of the PREVENT/Extremist Risk Assessment for the school?</p>	
Recording / procedural arrangements for incidents	
Does the school's log show of any incidents of bullying and/or harassment in the last 12 months? Is there evidence that these have appropriately followed up? Do the same names appear more than once? Do any pupils being bullied have anything in common?	
Does the school's log of racist incidents show any records in the last 12 months? Is there evidence that these have been appropriately followed up? Do the same names appear more than once?	
The school should record both minor accidents and more serious ones (which should be recorded in more detail on an official form). Are the procedures for recording both minor and more serious accidents sound and are the methods for contact with parents appropriate to the age of the pupils in the school? For example, in a primary school there may be 'accident notes' for pupils to take home for parents after very minor injuries. For more serious injuries such as 'bump to the head' how does the school know that the parent/carer was informed? Is there any pattern to where or how accidents are occurring?	
Can the school demonstrate that actions following any concerns raised about a pupil have followed correct guidelines and that the subsequent impact of any actions have been supportive to the pupil concerned? N.B. no pupils' names should be discussed and any records shown should have the identity of the child removed.	

Check an anonymised child protection form/recording example. Has it been actioned, dated, signed and has appropriate action been taken?	
Does the school appear to work well with a range of agencies and are all important telephone calls (e.g to social care) logged in writing for the school's own use? Are records securely locked away?	
Is the absence of 'at risk' pupils being monitored? Does the school have a method for following up the absence (on the first day of absence) for any pupil in case parents are not aware of their child's absence? Does the school feel that this system is effective? If not why not and how could it be improved?	
Who the designated teacher is for looked after children? How do they work with the DSL? Do they have the skills, knowledge and understanding to keep looked after children safe?	
Which members of the staff and governors have undertaken safer recruitment training? Have sufficient members undertaken training to ensure that safe recruitment procedures are being followed. Check that these procedures are in place regarding take up of references etc	
Ask to have a very brief discussion with 2 or 3 staff who have different roles in school. Do these staff understand and follow 'routes' for concerns regarding child protection? Do they know who the DSL is, who to talk to in their absence and what forms (if appropriate) they should complete from the child protection policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern? Are they aware of PREVENT?	
Monitoring and filtering procedures for online material / searches	
What named system/s are in place to safeguard filtering and monitoring of online material and use of AI in the school?	
Who is the named governor for monitoring and filtering online material/searches and procedures at the school?	
Who carries out the monitoring checks with the DSL?	

Outline how the monitoring takes place within the school	
Can you outline the procedure for checking online searches, including use of AI, and also what actions are taken if unsuitable or inappropriate searches have been recorded?	
Can you outline what procedures and actions are taken if test searches show gaps/potential gaps in filtering barriers?	
Safeguarding Policy review	
<p>Does it set out a clear framework for how the staff can link in well with other policies, such as bullying or physical intervention?</p> <p>Does it include a section on peer on peer abuse, including procedures to deal with sexting?</p> <p>Does it make reference to Extremism/PREVENT?</p> <p>Does it make reference to FGM?</p> <p>Does it make reference to monitoring and filtering of online material in school procedures?</p> <p>Does it set out responsibilities and expectations of staff and other relevant adults clearly, particularly in identifying and reporting possible or actual instances of abuse?</p> <p>Does it make it clear who are the designated members of staff?</p> <p>Does it indicate how the policy will be implemented, monitored and evaluated?</p> <p>Does it indicate how parents or carers will be made aware of the policy and relevant procedures?</p>	
Teaching Safeguarding and E-Safety	
How are children taught about safeguarding, including online, through teaching and learning opportunities in the curriculum? What examples do they have of recent issues covered through PSHCE or RSE?	

How is the promotion of British Values being addressed in the curriculum?	
Use of Alternative Provision	
Does the school use AP? If so, is this referenced in the Safeguarding Policy?	
<p>If there are any pupils who access AP, check the following are in place:</p> <ul style="list-style-type: none"> • Risk assessments in place • Prior visit has been made by the school • Relevant DBS checks have been discussed • Communication channels with the AP are relevant and in place (what are the procedures?) • Liability Insurance details are logged • Copy of the AP safeguarding policy • Copy of the fire risk assessment 	

Discussion with pupils	
<p>Some of these questions need careful consideration and any governor undertaking such discussion should ideally be the named governor for child protection, so that they have had relevant training and understand the important of phrasing questions correctly. It should be explained to pupils that they should not name specific member of staff or other pupils, but should refer using generic terms such as ‘one of the teachers....’ or ‘a girl in my class...’ Make sure that you seek the views not only of the pupils in the discussion group, but also ask them to answer the questions with reference to other pupils in the school.</p>	
Do the pupils feel that the school raises awareness regarding their personal safety? e.g. to help them keep safe from strangers, when using mobile phones or the internet, when crossing busy roads through stories/ films in assembly, talks from visitors, discussions in class etc.	
Do pupils feel safe in school? If yes, what makes them feel safe, if not, what concerns so they have? Do they know the feelings of other pupils in the school? So they know of any groups or individuals who have concerns?	
Have you or anyone you know at the school ever been bullied? If yes, what sort of things happened, how was it reported and how was it stopped? (Assuming that it was, if not find out why not, or if there are current concerns).	
Does the School Council have any ‘safety’ items on its agenda? What are these and have they	

been involved with talking any issues or making any improvements?	
Is there a peer support/buddy scheme in school for new or vulnerable pupils? If so, how does it work? Do you feel that it is any good? Tell me what works/ what doesn't work?	
Do you feel that pupil adopt safe practices (including those with special educational needs and/or disabilities for example in science and technology lessons? Do pupils generally follow the safety rules?	
Do pupils say that they know who to go to if they have a problem? Would they actually ask for help if necessary?	
How well do pupils say the school deals with their concerns?	
Ask an age appropriate question relating to preventing extremism and promoting British Values? What is happening in the curriculum to equip pupils to keep them safe?	

Comments and Recommendations
Points requiring further discussion at full governors:

Name	Role	Signed	Date

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A copy of this audit should be sent to the CEO and the LGB upon completion