

Governor Monitoring Form

Governor Name: Mary Sharpe
Date of Visit: 26 & 28 June 2018
<p>Purpose of Monitoring:</p> <p>Monitoring of Leadership To gather qualitative evidence on the experience of leadership at Ongar Place Primary School from a range of staff in a variety of roles.</p>
<p>Format of Monitoring:</p> <p>Four staff (three teachers and one administrator) were interviewed by the governor. It was explained that findings would be reported back to governors, also the importance of being honest and open. All staff indicated willingness to do this. They were told that any difficult issues would be fed back sensitively and constructively.</p> <p>Three questions were asked of each member of staff.</p> <ol style="list-style-type: none">1. Describe what it is like to work at Ongar Place.2. How does school leadership (in the widest sense) affect you?3. As a long-serving/senior member of staff (as appropriate) how does your leadership affect others? <p>Interviews were semi-structured and the subjects were not lead or challenged during the process. Interviews took between 30 and 45 minutes.</p>
<p>Report of Observations or Discussions:</p> <p>Data (a representative selection of quotations from all four staff interviewed)</p> <ol style="list-style-type: none">1. I enjoy working here. Part of a team. People help you out. There is an ethos of care, concern and compassion. I love it. I know I am valued. The headteacher at my last school used to keep telling me I was valued but didn't show it. Here I know I am. I am supported. We are a team. There is clear direction, but suggestions are accepted. It is possible to have a difficult conversation without being judged. I like the children. TAs are supportive and helpful. Caring is demonstrated. You are not watched and judged. If you need to discuss something you can go to the head. Support is constructive. You get a steer in the right direction. It's lovely. People are not frightened by the head. She comes into the staff room - I was in a school where the head didn't do that. We all can let off steam if needed but also we have lots of laughs. You should hear the conversation in the staff room sometimes. (Note: sadly, no examples given.)2. If Tracy is not here, I can go to Angela, Annette or Frances. If they are all out, e.g. on a leadership day, I can go to Kerry. I get help to order my priorities. Calm support. Someone always says, 'can I help?' We all have our roles and there are our groups - humanities, logical, arts. Feed back to each other. Always someone to bounce ideas off. Consideration is given to time needed. A collaborative approach. We take ownership within the decision-making process. Views and opinions are ok. Curriculum groups are effective. All take a leadership role for areas. All feed back to Tracy.3. Laughter, a sense of humour. Enjoy my job. I have made suggestions for improvements which have been implemented. Support from a colleague. Difficult area for some but there is support from others. Develop children's performances into something they can be proud of. Building skills,

progression. I am calm - talking, sharing. We have a strong team. My role gives me a clear overview of the school, where the children have been, progressed, where they need to go.

There were three suggestions where improvements could be made:

One staff member felt there was less contact with parents of KS2 children.

One member of staff expressed an interest in changing role/responsibility from time to time.

One member of staff felt that children were not standing aside for adults at doors.

Follow-up actions (completed 28 June 2018)

These suggestions were discussed with the headteacher after the meetings when the data was verbally fed back to the headteacher. Her responses satisfactorily addressed each of these. Staff are asked annually for their preferences about responsibilities, although with a small staff preferences cannot always be accommodated; parental engagement is being addressed as a key priority in the current year's school development plan, and the family learning initiative has been a great success and is still developing. The head feels that the comment about children letting adults through doors first is possibly a training issue and she will ensure all staff know how to manage this.

Conclusion

As previously when I have undertaken this type of monitoring, it was a real pleasure to meet with staff and hear about their experiences. The school is quite evidently a happy and productive place to work in their experience. The structures support them, and within those structures, there is good support from colleagues, managers and subordinates. Staff described being given time for their responsibilities, whilst recognising that this can be a challenge in a single-form entry primary school.

The head teacher is appreciated and valued as a caring and compassionate leader who nonetheless sets a clear direction. She is seen as accessible and as much a part of the school's team as she is its leader. The morale of the staff is evidently excellent, and even at the back end of the academic year, all staff were able to be extremely positive about their experiences and all gave evidence of their confidence in making a contribution to the children's success. Children's education is a clear priority for all.

Colleagues are valued also, and evidently value each other. A strong, high-functioning team was evidenced.

The headteacher and staff should feel very proud of their achievements so far and the contribution of all to the working environment which is a credit to them.

Next steps

Evidence gathered in these interviews should be assessed alongside other quantitative and qualitative evidence from governor monitoring and school assessment processes to validate the claims made here. It should also be included as appropriate for performance management, staff induction and development activities.

Links to Success Criteria in School Development or Other Positive Comments:

Development area 3 - secure the accountability of all leaders

Development area 4 - raising the profile of governors in the school (subsidiary)

Actions or Questions Arising:

Suggestion for future monitoring activity:
Date sent to Headteacher and Clerk: 29 th June 2018
Other comments following presentation at Committee