Chestnuts Primary School

Link governor reporting pro-forma

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| Date and time of visit: |  |  |  |
| Governor name: |  | **Name of member of staff visited:** |  |
| Governor role (link/committee membership): |  | **Member of staff's role:** |  |

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| Area(s) of focus: | *These need to be identified prior to the visit with the agreement of the relevant member of staff.* |
| Links between area(s) of focus and the SDP: | *It is helpful to identify specific items from the SDP (or SEF or vision statement)* |
| Activities/interventions taking place in school within the area(s) of focus: | *Note examples of the work the school is doing (for instance, reading intervention groups)* |
| How is the impact of these activities/interventions being evaluated by staff? | *Note the information/evidence the school is using to support its work in the area of focus. This helps the governing body have a more comprehensive knowledge of the types of evidence the school has available. It may also help identify where governors may need additional evidence to help us ensure we're helping the school meet its aims.* |
| What is the impact? | *What impact are activities/interventions having? This may not always be positive (for instance, where interventions are too new for their impact to be fully assessed, or where a strategy for affecting change has not had the expected impact).* |

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| Key Questions | *The following questions relate to key issues for the school. Please include evidence where possible.* |
| How is the area of focus supporting ambitious expectations for what all our children can achieve? |  |
| How are the needs of particular groups of pupils identified and addressed within this area? For instance:   * Pupils with SEND * Pupils with EAL * BME pupils (Haringey priority) * Looked-after or post-looked after pupils * Disadvantaged pupils * LGBTQ+ pupils * Etc   How is the school working to narrow achievement gaps between groups of pupils in this area? |  |
| To what extent is this area of focus helping to support the school in providing a curriculum with breadth, depth and relevance? |  |
| To what extent is CPD and performance management helping the school to progress in this area? |  |
| How is this area of focus helping the school to promote equality and British Values, and tack bullying and discrimination? |  |
| How is this area helping to safeguarding children? |  |
| Are there any financial or resource considerations related to this area of focus? For instance, does this area require significant investment in order to improve provision? |  |

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| General observations |  |
| Highlights (positive feedback, both for GB and staff) |  |
| Actions/items for GB/committees |  |