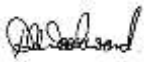
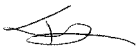




# Bradford Central PRU

## Management Committee Monitoring Visits Policy

Policy agreed by Staff on:	11 December 2017
Ratified by full Management Committee:	28 November 2017
Review Date:	Autumn 2018
Agreed Frequency of Review:	Annually
Allocated Group / Person to Review:	MC can delegate to committee or individual member or HT
Signed by Chair:	
Signed by Headteacher:	

## **Management Committee Monitoring Visits Policy**

### **Rationale**

The three core functions of the management committee are:

- Ensuring clarity of vision, ethos and strategic direction of the PRUs development.
- Holding the Headteacher to account for the educational performance of the PRU and its pupils, and the performance management of staff.
- Overseeing the financial performance of the PRU and making sure its money is well spent.

In order to facilitate the above one of the implicit tasks of the management committee is to undertake regular visits to the PRU. The aim of these visits is to:

- Outwardly demonstrate the Members' commitment to their strategic management of the PRU and ensures they are well placed to fulfill their statutory duties.
- Assess the effectiveness of policies and procedures, ensuring they are fit for purpose, and inform future decisions.
- Triangulate and quality assure the information provided at member's meetings, in particular with regard to the PRU's development plan and value for money.
- Develop supportive relationships between staff and members, i.e. meet and familiarise themselves with the names of staff, their roles and responsibilities, the circumstances they operate in and the challenges they face.
- Read and keep up-to-date with PRU news, safeguarding, pastoral information & attainment data and documents relevant to their areas of strategic responsibility.
- Develop their understanding of the PRU's young people, their circumstances and needs and how they are supported in PRU.

Members should make at least two visits per academic, within PRU time and monitor agreed areas of the PRU and its management and development, in accordance with an agreed timetable.

### **Visits enable Members to:-**

- See the PRU at work and observe the range of attitudes, behaviour and achievements
- Get to know the staff and demonstrate their commitment to the PRU
- Give active support to the staff and the activities of the PRU
- Be aware of the effect of change and different approaches to teaching and learning
- Evaluate resources and discuss with staff further requirements
- Gain first hand information to assist with policy making and decision taking
- Work in partnership with the staff

### **For Teachers member visits facilitate:-**

- Opportunities to find out more about the role of the Member
- A chance to illustrate the theory and policy in practice
- Opportunity to draw attention to any issues or questions they wish to raise.
- Opportunity to reflect upon practice through discussion

### **What to Avoid**

It is important for all parties to note that members' visits are not a form of inspection and do not involve members making a judgement about teaching in any official capacity. That remains the responsibility of the Headteachers and other education professionals.

Please remember that our staff's first priority is safeguarding our children and staff. Keep an open mind about what you see and discuss any health and safety or safeguarding concerns with the Headteacher before you leave.

One of the purposes of your visit to BCPRU is to familiarise yourself with the level of need and complexities of the children referred out of mainstream schools and the level of challenge staff have to manage on a daily basis. No two days are ever the same and there may be times when arrangements have to be changed at short notice.

### **Before making a visit Members should:-**

- Contact the Headteacher and agree a date, time and focus for the visit
- Clarify the etiquette, courtesies and expectations for the visit
- Plan which classes/activities/meetings will be visited
- Draw up a timetable for the visit with the Headteachers or Head of Centre

### **On the day of the visit the Member should remember to:-**

- Arrive on time and clarify the timetable with the Headteacher/Head of Centre
- Act as an observer and only participate in the class at the invitation of the teacher
- Respect the professionalism of the teacher, supporting but not interfering
- Be calm and enjoy the visit.
- Please don't arrive early and consume staff's time unexpectedly. Everyone is very busy.

### **Please remember the visit is not about:-**

- Inspection
- Making judgements about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible pre-conceived ideas

### **Conducting your visit**

After planning your visit with the Headteacher or Head of Centre you might have agreed to-

- take part in a activity acting as classroom helper during your visit
- do a formal observation-taking no immediate role other than talking to the children about what they are doing
- work with a small group
- introduce yourself to your linked class and answer any of their questions
- meet with the class teacher or a coordinator to discuss particular issues or set the context
- observe - focusing on an agreed area/issue that the class teacher would like some feedback on e.g. the involvement of a particular group of pupils.

Please remember that a visit does not require judgement on the staff. It might be useful however to clarify some 'what ifs' beforehand. For example:

- What if I see children misbehaving when the teacher doesn't?

- What if a pupil asks me how to do something?
- What if I have a suggestion to make?

### **At the end of the visit the Member should:-**

Thank the teachers and children

- Meet with the Headteacher/Head of Centre to give a verbal report, and to raise any issues that have arisen during the visit.
- Complete the Member Visit Proforma in draft, reporting on the focus.
- The completed draft form should be shared with the Headteacher and then, after any possible agreed/alterations, the form will be circulated to the management committee and staff involved in the visit.

Please note members must report without giving opinions, evidence justifying comments should be included and finite and clear as opposed to ambiguous, and where possible individuals should not be identified.

It is important to remember that visits are a snapshot in time, and whole PRU judgements should not be made arbitrarily or after one visit, but after further visits and triangulation to confirm any issues etc.

### **Policy Review**

This policy should be reviewed every two years to ensure it remains fit for purpose. During its review the followings should be considered:

- Has every Member visited at least one learning activity during the year?
- Has each Member made effective links with their allocated curriculum area, class & teaching team?
- Has every Member had a conversation with the leader they are linked to?
- Are our visits achieving the potential benefits identified in this policy?
- Have there been any unexpected benefits?
- How can we make policy and practice even better?

## Appendix 1



### BCPRU Management Committee Visit Report Form

Date of visit:		Name of MC Member:	
Reason for visit:			
Link to PRU improvement plan:			
Summary of the visit:	Strengths, areas for improvement, opportunities, potential obstacles etc.		
Positive areas:			
Questions I have:			
Any further follow up required:			

Meeting that this will be fed back to?	
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## Appendix 2

### Basic do's and do not's:

- Turn up on time and follow standard safeguarding procedures, sign in, wear the correct identification etc.
- Familiarise yourself with emergency procedures e.g. fire alarms.
- Do not be unescorted at any time or without adult supervision.
- Always thank a teacher/member of staff for their time if you have been in their classroom or had a meeting with them.
- Never challenge anything that occurs in the PRU or give instructions to staff or young people. All such matters should be discussed with the Headteacher/Head of Centre at the end of the visit.
- Ask students for their opinions, these are often extremely honest!
- Try to be supportive of the staff and students that you interact with.
- Don't discuss outcomes, findings or policy until a report has been drafted, shared and finalised.

### Potential questions/considerations for members relating to core subjects

1. How is the subject taught?
2. How do the pupils respond?
3. How well is it resourced?
4. What aspects of the subject do the pupils find easy/hard?
5. Are there any differences in the progress of boys and girls?
6. Are there any differences between key stages/year groups? Why?
7. Are there any reasons for any variance in standards from year to year?
8. What are the broad trends in the PRU's achievement in the subject?
9. Compared to similar PRUs?
10. Where have we improved and why?
11. How is progress/improvement monitored?
12. Are pupils making the progress to reach targets set?
13. How and when are assessments carried out?
14. How and when is the quality of teaching and learning monitored?
15. How is the role of subject co-ordinator developing?
16. What subject specific training have the staff had [teachers and support staff]?
17. How much additional support does each class have?
18. Does the PRU Improvement Plan match the identified needs?
19. What is the allocation of funding for the subject this financial year? How has /will it be spent?
20. Is there a need for additional resources for any aspect of the work?
21. How are the resources [books, materials, displays and electronic media] used to support the subject?
22. Are resources appropriate for all pupils? [E.g. reading materials that will interest both genders, cultural backgrounds, all abilities]
23. How are parents kept informed of progress?
24. How are schools kept informed of progress?
25. What steps are being taken to encourage parents to support their children at home?

### **Potential questions/considerations for named member for Special Educational Needs (SEN)**

1. How many pupils are on the Special Needs register in each category?
2. How many pupils have Education, Health and Care Plans (EHCP)?
3. When and how are pupils identified as having special educational needs?
4. How is support for pupils with special educational needs co-ordinated?
5. How are pupils with below average RA/SA & special educational needs accommodated into daily Literacy/Numeracy lessons?
6. How do staff support pupils in their daily Literacy/ Numeracy lessons?
7. How are the needs of the more able pupils addressed?
8. Is the Special Needs Co-ordinator [SENCO], full or part time?
9. Are all staff aware of how to respond to those pupils who need specialist support?
10. What support does the PRU receive from other agencies, for example Health and Social Services?
11. Is there need for additional resources for any aspect of the work?  
How are resources deployed to support pupils with SEN?
12. When was the Special Educational Needs policy last reviewed?
13. Is the content of the policy parent-friendly?
14. Do parents know where to get information on the PRU's policy and practice on SEN?
15. How are parents involved?

### **Potential questions/considerations for named members for other curriculum subjects**

1. If the subject has been identified as a priority for development in the PRU Improvement Plan, how has this been organised? How will this be monitored and evaluated? How long is this expected to take?
2. How is the subject taught?
3. How do the pupils respond?
4. Are there any differences in the progress of boys and girls?
5. What aspects of the subject do the pupils find easy/hard?
6. Are there any differences between key stages/year groups?
7. How is progress monitored?
8. How and when are assessments carried out?
9. How and when is the quality of teaching and learning monitored?
10. How is the role of subject co-ordinator developing?
11. Are there any reasons for any variance in standards from year to year?
12. What was the outcome of the last monitoring visit? [If applicable]
13. What is the allocation of funding for the subject this financial year?  
How has /will it be spent?  
What training have the staff had [teachers and support staff]?
14. How much additional support does each class have?
15. Is there a need for additional resources for any aspect of the work?
16. How are parents kept informed of progress in the subject?

### **Potential questions/considerations for named member for child protection**

1. Who in the PRU is/are the named people for Child Protection?
2. Have they had up to date training?
3. Have other staff had training?



4. When was the Child Protection Policy last reviewed?
5. Are all procedures in place?
6. Are all staff aware of the procedures?
7. Have ALL staff an up to date enhanced DBS check?
8. What procedures are in place for ensuring that any new member of staff is DBS checked and clearance received before working in the PRU?
9. How are the records of the DBS clearances kept?
10. Is the Single Central Record up to date?