



IRONSTONE ACADEMY TRUST

Link Governor Visits Zetland Primary School *2017 version*



1859

Shared with SLT and Governors Autumn 2017



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Role of the School Governor at Zetland Primary School

Confidentiality

Being a governor is both a responsibility and a privilege. All visits and observations within school should be carried out inline with the 'Governor's Code of Conduct'. Individual governor views should only be discussed in the arranged forums.

Purpose of Governor Visits to Zetland Primary School

- Improve Governing Body knowledge of the school and staff.
- Assist the Governing Body in monitoring the implementation of the School Improvement Plan.
- Assist a Governor to fulfil a specialist Governor role.
- Assist the Governing Body in fulfilling its statutory duties and making informed decisions.

Roles and Responsibilities

Zetland Primary School Governors, are committed to ensure that each of our pupils enjoy their education, believe in their own capabilities and achieve the best possible outcomes. The Governors of Zetland Primary School work as a team, respecting and appreciating one another's skills and opinions, whilst maintaining confidentiality at all times. To work effectively as a team, they develop their individual roles through training, support and visiting school on a termly basis.

To successfully carry out its responsibilities, the Local Governing Body of Zetland Primary School have agreed some broad principles about the way it works following guidance from the 'National Governors' Association's' eight aspects of effective governance:

1. **The right people round the table**
2. **Understanding the role and responsibilities of the governing board**
3. **Good chairing**
4. **Professional clerking**
5. **Good relationships based on trust**
6. **Knowing the school – the data, the staff, the parents, the children, the community**
7. **Committed to asking challenging questions.**
8. **Confident to have courageous conversations in the interests of the children.**

These principles are captured by the following set of questions. They are the 'All Party Parliamentary Group on Governance and Leadership's Twenty Key Questions' for a school governing board to ask itself, available [on the NGA website](#):



Governing Body Effectiveness:

Right skills: Do we have the right skills on our governing board?

1. Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment?

Effectiveness: Are we as effective as we could be?



2. How well do we understand our roles and responsibilities, including what it means to be strategic?
3. Do we have a professional clerk who provides legal advice and oversees induction and development?
4. Is the size, composition and structure of our governing board conducive to effective working?
5. How do we make use of good practice from across the country?

Role of the chair: Does our chair show strong and effective leadership?

6. Do we carry out a regular review of the chair's performance and elect the chair each year?
7. Do we engage in good succession planning so the chair is replaced at least every six years?
8. Does the chair carry out an annual review of each governor's contribution to the board?

Vision, ethos and strategy of our Governing Body

Strategy: Does the school have a clear vision and strategic priorities?

9. Does our vision look forward three to five years?
10. Have we agreed a strategy with priorities for achieving our vision with key performance indicators?
11. How effectively does our strategic planning cycle drive the governing body's activities and agenda?

Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

12. How well do we listen to, understand and respond to our pupils, parents and staff?
13. How do we make regular reports on the work of the governing board?
14. What benefit does the school draw from collaboration with other schools, locally and nationally?

Effective accountability

Accountability of the executive: Do we hold the school leaders to account?

15. How well do we understand the school's performance data (including in-year progress tracking data)?
16. Do governors regularly visit the school to get to know it and monitor the implementation of the SIP?
17. How well does our policy review schedule work and how do we ensure compliance?
18. Do we know how effective performance management of all staff is within the school?
19. Are our financial management systems robust so we can ensure best value for money?

Impact: Are we having an impact on outcomes for pupils?

20. How much has the school improved over the last three years, and what has the governing body's contribution been to this?

Ten Key Questions for Governors

Many of these areas can be addressed through visiting school and gathering evidence. By referring to the key questions detailed in the *Government White Paper 2010 governors can self assess their own role and that of their Local Governing Body Board of Trustees*.

- 1. What are the school's values? Is there a clear vision? Are they reflected in the school improvement plan?**
- 2. Can you see evidence of standards being raised for all groups: boys and girls, higher attaining and lower attaining, Pupil Premium and SEN and those currently**



underachieving?

- 3. Have we got staff deployed effectively with development opportunities available?*
- 4. Do we have a sound financial strategy which have robust procurement and financial systems, get good value for money which is evident in quality provision and resources?*
- 5. Do we keep our buildings and other assets in good condition and are they well used?*
- 6. How well does our curriculum provide for and stretch all pupils? Are British Values promoted?*
- 7. How do we keep parents informed and how do we take account of their views?*
- 8. Do we keep our children safe and happy and meet all statutory health and safety requirements and safeguarding procedures in line with the 'Keeping Children Safe in Education Document?'*
- 9. How well is pupil behaviour enhancing teaching and learning? Do we tackle root causes of poor behaviour?*
- 10. Do we offer a wide range of extra-curricular activities which engage all pupils?*

Government White Paper 2010:

'We will help governing bodies to benefit from the skills of their local community in holding schools to account:

*6.29 The time and expertise of governors needs to be better respected and deployed. Sometimes governing bodies lack the information or training to challenge effectively and support the head teacher and senior leadership of a school to improve. We will work with the **National Governors Association** and others to clarify governing body accountabilities and responsibilities to focus more strongly on strategic direction, and encourage schools to appoint trained clerks who can offer expert advice and guidance to support them. We will make it easier for governors to set high expectations and ask challenging questions, by giving governors easier access to data about how their school compares to others, and the National College will offer high-quality training for chairs of governors. Governing bodies benefit from having people with business or management experience as members, and employers find that their staff benefit from and enjoy serving as school governors. We will work with the Education Employer Taskforce, Business in the Community, the Institute for Education Business Excellence, the **School Governor's One Stop Shop**, and others to encourage business people and professionals to volunteer as governors.*

6.30 Many of the most successful schools have smaller governing bodies with individuals drawn from a wide range of people rooted in the community, such as parents, businesses, local government and the voluntary sector. Smaller governing bodies with the right skills are able to be more decisive, supporting the head teacher and championing high standards. We will legislate in the forthcoming Education Bill so that all schools can establish smaller governing bodies with appointments primarily focused on skills. From early 2012 we will allow all schools to adopt this more flexible model of school governance if they choose to, while ensuring a minimum of two parent governors.'

Visit Planning and Protocol

Visits are taken as part of a strategic programme organised by the governing body with the approval of the Headteacher. Each term, year groups will invite governors to at least one key event in school which involves their year group, for example, a special day or parent involvement afternoon. Each term, year groups email their link governor, their year group newsletter. Each link governor will also be invited to the termly standards data presentations, given by staff.



The Designated Safeguarding Governor will also visit school on an agreed regular basis to monitor Safeguarding procedures and view the Single Central Record.

Link governors will also arrange to visit their year group as part of their monitoring duties on a termly basis by arrangement with their year group team. This visit will involve note taking and viewing evidence before, during or after the visit and form the basis of a report for the Local Governing Body termly meeting.

The governor making the visit should fully acquaint themselves with the visit protocol prior to a visit.

The attached proforma have been personalised for link governor responsibilities and should support each visit.

Please think carefully about the evidence that will be considered e.g.

1. Looking at children's work, viewing RRSA portfolios and displays.
2. Carrying out a learning walk across a key stage/year group to look at a specific area of the curriculum
3. Discussions with staff, pupils or parents (visiting drop in sessions)
4. Observations of teaching and learning on an informal basis
5. Participation e.g. special days or visits

Guidance on Protocol

	Do's	Don't's
Before	Agree purpose for the visit Agree a time & timetable Agree when you can feed back to link teacher (usually during the visit) Find out if you will be taking part in a lesson	Please do not turn up unannounced
During	Introduce yourself to staff and pupils Please note and praise the positive Ask questions to increase understanding Remain focused on the purpose of the visit	Please do not interrupt the teaching staff Please do not make professional judgements about staff expertise
After	Thank the teacher and pupils Please complete a visit proforma/ report and email this to the Ink teacher asap and keep a copy for the LGB meeting Raise any concerns sensitively	Please follow the Code of Conduct, maintaining confidentiality at all times

Zetland Primary School Local Governing Body 2017

Headteacher	Parent	Staff	Trust appointed
Simon English	Leanne Kettlewell Chair Person	Sharon Young	Marsha Hill
		Elizabeth Berry	Peter Robinson
			Beth McGlasson
			David Thompson
			Jamie Douglas
			Sheila Leng



GOVERNING BODY Structure at Zetland Primary School 2017

IAT Multi-Academy Trust Trustees:

Carl Faulkner (CEO)

Steve Elliot (Chair of Trustees), Lesley Payne (Vice Chair of Trustees)

Peter Robinson, Richard Carter, Matthew Whitfield, David Atkin

Zetland Primary School Local Governing Body Link Governors:

Headteacher Performance Management: Peter Robinson, Dot Ives Marsha Hill (external PM - Sara Storer)

Year Group	Link Governors	Link teacher
Foundation Stage 1		Mandy Coupland mcoupland@zetland.org.uk
Foundation Stage 2		Nigel Wilkin nwilkin@zetland.org.uk
Year 1		Kathryn Lord klord@zetland.org.uk
Year 2		Joanne Clarkson jclarkson@zetland.org.uk
Year 3		Julie Crame jcrame@zetland.org.uk
Year 4		Sue Archer sarcher@zetland.org.uk
Year 5		Louise Foster-Spanner lfosterspanner@zetland.org.uk
Year 6		Pauls Richardson prichardson@zetland.org.uk

Appendices

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175429/C-M-7980.pdf

<http://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Framework-for-Governance/Element-A.aspx>

<http://Zetland.ironstoneacademy.org.uk>

<https://www.compare-school-performance.service.gov.uk/school/140918>

<https://www.raiseonline.org/About.aspx>

<http://Zetland.ironstoneacademy.org.uk/wp-content/uploads/sites/1/2016/11/Phonics-Test-Data-Year-1-and-Year-2-2016.pdf>



School Improvement Priorities 2017 - 2018

Outcomes from 2016-17

Zetland Primary School

Areas to Investigate

KS2 progress trend

- Reading, writing and mathematics progress was in the top 20% for at least two years for all pupils, high prior attainers, disadvantaged pupils.

KS2 progress in 2017

- Progress in writing was significantly* above average and in the highest 10%.

KS2 progress of disadvantaged pupils

- Writing progress was significantly* above the national for other pupils for at least two years for the following groups: overall disadvantaged.

KS2 attainment

- In 2017, reading, writing and mathematics attainment of the expected standard was at or above national for groups: middle prior attainment and disadvantaged.

Phonics in 2017

- Fewer than 70% of pupils met the expected standard in phonics in year 1.

*statistical significance based on a 95% confidence interval

The areas to investigate indicate meaningful trends and issues from the data. These are based upon cohorts of more than ten pupils. Progress trend sentences are based on at least six pupils in each year. Progress and attainment figures based upon ten or fewer pupils will be displayed in grey throughout the report.

Zetland School Improvement Priorities 17-18

- At each phase vulnerable pupils including Pupil Premium children achieve outcomes in line with National Averages in their Good Level of Development (GLD), Year 1 phonics, Key Stage 1 reading, writing and mathematics and KS2 reading, writing, mathematics and SPaG
- Appropriate teaching provision and curriculum stimulus ensure EYFS and KS1 outcomes are equitable for girls and boys
- Higher ability children are quickly identified and set appropriate challenge
- Pupils attainment in Phonics by the end of Year 1 is in line with National Averages
- Middle attaining girls make accelerated progress to reach higher levels by the end of KS1 so that their performance is in line with National Average
- Appropriate challenge is set so that high achieving girls in KS1 achieve greater depth by the end of KS2

Whole school Ofsted Feb 14

- Ensure teaching is consistently good or better in providing challenge for more able pupils to accelerate progress
- Ensure assessment provides accurate formative information to plan next steps of learning
- Ensure marking and feedback moves learning forward
- Provide open ended learning opportunities for pupils to apply knowledge, skills and understanding so that learning is consolidated or extended



Examples of evidence

Teaching & Learning:	Challenge:	Learning Environments:
SPaG sessions Spelling sessions/application of spelling Handwriting Reponse to Marking & Feedback Children editing and improving work Peer tutoring Interactive displays Adults working with children High expectations - staff driving the lessons forward	Pupil fluency in basic operations Application of skill Invesitgation, reasoning and problem solving Children taking charge of learning and using resources to support learning banks/classroom displays Differentiation – support and challenge	Consistency across school/classes. Can the children explain their environment and how it helps them? Are displays interactive and used to support teaching and learning? Are children using their environment to support their learning?

EYFS TEAM: Mandy Coupland (Team Leader), Sue Boyes, Nigel Wilkin, Leanne Daniels (Emotional Support Teaching Assistant), Stacy Guess, Liz Berry, Angela Surtees

Please tick evidence seen

KEY DATA

1. Termly Standards data

2. Support for targeted children (Raising Achievement Plans)

3. Use of Pupil Premium

KEY DOCUMENTS

1. WEBSITE: EYFS page, EYFS Policies

2. OFSTED report

3. RAISE online/SEF

4. EYFS End of Year Data

EVIDENCE

Small Group teaching

Discussion with children

Discussion with teaching staff

Discussion with support staff

Discussion with parents

Range of resources



Environment (e.g. indoors and outdoors/technology/celebration walls/working walls/storage of equipment independently)	
Interactions with staff (e.g. modelling/scaffolding learning/questioning/independent learning/focused teaching sessions)	

Link Governor Notes for EYFS1 Nursery

Observations
Ask about progress, intervention, challenge for more able
VIEWS gathered
Three stars (What I like.....) ★ ★ ★
Questions I have now: Ideas for future visits:



Any other comments/issues which need attention of the Local Governing Body:

Link Governor Notes (FS2 Reception Provision)

Name:	
Date of visit:	
Focus of School Improvement:	

EYFS TEAM:

Mandy Coupland (Team Leader), Sue Boyes, Nigel Wilkin, Leanne Daniels (Emotional Support Teaching Assistant), Stacy Guess, Liz Berry, Angela Surtees

Please tick evidence seen

KEY DATA

1. Termly Standards data	
2. Support for targeted children (Raising Achievement Plans)	
3. Use of Pupil Premium	

KEY DOCUMENTS

1. WEBSITE: FS 2 page, EYFS Policies	
2. OFSTED report	
3. RAISE online/SEF	
4. EYFS End of Year Data	

EVIDENCE

Key Person book (labelled, marking policy, dates, objective or task, response to marking)	
Whole group	
Small Group teaching	
Discussion with children	
Discussion with teaching staff	
Discussion with support staff	
Discussion with parents	
Higher attaining challenge	



Range of resources	
Environment (e.g. indoors and outdoors/technology/celebration walls/working walls/storage of equipment independently)	
Interactions with staff Quality interactions to model, scaffold, question and sustain shared thinking, independent learning and focused teaching	

Link Governor Notes

Observations
Ask about progress, intervention, challenge for more able
IEWS gathered
Three stars (What I like.....)   
Questions I have now: Ideas for future visits:
Any other comments/issues which need attention of the Local Governing Body:



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Link Governor Notes (Year 1 Provision)

Name:	
Date of visit:	
Focus of School Improvement:	

Key Stage 1 TEAM: KS1 lead: Joann Clarkson, Kathryn Lord (Senior Leader for assessment and curriculum), Sharon Young Higher Level teaching Assitant, Kathryn Grant, Jess Metha, Jennifer Williams	
Please tick evidence seen	
KEY DATA	
1. Termly Standards data	
2. Support for targeted children (Raising Achievement Plans)	
3. Use of Pupil Premium	
KEY DOCUMENTS	
1. WEBSITE: Year 1 page	
2. OFSTED report	
3. RAISE online/SEF	
4. Phonics Test Data	
EVIDENCE	
Books (different abilities/labelled, marking policy, dates, objective or task, response to marking)	
Whole group	
Small Group teaching	
Discussion with children	
Discussion with teaching staff	
Discussion with support staff	
Discussion with parents	
Higher attaining challenge	



Range of resources	
Environment (Working Walls – Sentence work, Maths, SPAG and spelling, WAGOLL, evidence of children’s work) Are environments tidy?	
Interactions with staff (Quality interactions to model, scaffold, question and sustain shared thinking, independent learning and focused teaching)	

Link Governor Notes

Observations
Ask about progress, intervention, challenge for more able
VIEWS gathered
Three stars (What I like.....)   
Questions I have now: Ideas for future visits:
Any other comments/issues which need attention of the Local Governing Body:



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Link Governor Notes (Year 2 Provision)

Name:	
Date of visit:	
Focus of School Improvement:	

Key Stage 1 TEAM: KS1 lead: Joann Clarkson, Kathryn Lord (Senior Leader for assessment and curriculum), Sharon Young Higher Level teaching Assitant, Kathryn Grant, Jess Metha, Jennifer Williams	
Please tick evidence seen	
KEY DATA	
1. Termly Standards data	
2. Support for targeted children (Raising Achievement Plans)	
3. Use of Pupil Premium	
KEY DOCUMENTS	
1. WEBSITE: Year 2 page	
2. OFSTED report	
3. RASIE online/SEF	
4. Phonics Test Data	
5. End of KS1 Data	
EVIDENCE	
Books (different abilities/labelled, marking policy, dates, objective or task, response to marking)	
Whole group	
Small Group teaching	
Discussion with children	
Discussion with teaching staff	
Discussion with support staff	
Discussion with parents	
Higher attaining challenge	



Range of resources	
Environment (Working Walls – Sentence work, Maths, SPAG and spelling, WAGOLL, evidence of children’s work) Are environments tidy?	
Interactions with staff (Quality interactions to model, scaffold, question and sustain shared thinking, independent learning and focused teaching)	

Link Governor Notes

Observations
Ask about progress, intervention, challenge for more able
IEWS gathered
Three stars (What I like.....) ★ ★ ★
Questions I have now: Ideas for future visits:



Any other comments/issues which need attention of the Local Governing Body:

Link Governor Notes (Year 3 Provision)

Name:	
Date of visit:	
Focus of School Improvement:	

Year 3 and 4 TEAM:

Sue Archer, Julie Crame, Louise Moses, Claire Rice, Jo Thompson, Chris Harrison

Please tick evidence seen

KEY DATA

1. Termly Standards data

2. Support for targeted children (Raising Achievement Plans)

3. Use of Pupil Premium

KEY DOCUMENTS

1. WEBSITE: Year 3 page

2. OFSTED report

3. RAISE online/SEF

4. End of KS2 Data

EVIDENCE

Books (different abilities/labelled, marking policy, dates, objective or task, response to marking)

Whole group

Small Group teaching

Discussion with children

Discussion with teaching staff

Discussion with support staff

Discussion with parents

Higher attaining challenge

Range of resources

Environment (Working Walls – Sentence work, Maths, SPAG and spelling, WAGOLL, evidence of children's work) Are environments tidy?



Interactions with staff (Quality interactions to model, scaffold, question and sustain shared thinking, independent learning and focused teaching)	
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Link Governor Notes

Observations
Ask about progress, intervention, challenge for more able
VIEWS gathered
Three stars (What I like.....) ★ ★ ★
Questions I have now: Ideas for future visits:
Any other comments/issues which need attention of the Local Governing Body:



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Link Governor Notes (Year 4 Provision)

Name:	
Date of visit:	
Focus of School Improvement:	

Year 3 and 4 TEAM:

Sue Archer, Julie Crame, Louise Moses, Claire Rice, Jo Thompson, Chris Harrison

Please tick evidence seen

KEY DATA

1. Termly Standards data

2. Support for targeted children (Raising Achievement Plans)

3. Use of Pupil Premium

KEY DOCUMENTS

1. WEBSITE: Year 4 page

2. OFSTED report

3. RAISE online/SEF

4. End of KS2 Data

EVIDENCE

Books (different abilities/labelled, marking policy, dates, objective or task, response to marking)

Whole group

Small Group teaching

Discussion with children

Discussion with teaching staff

Discussion with support staff

Discussion with parents

Higher attaining challenge

Range of resources

Environment (Working Walls – Sentence work, Maths, SPAG and spelling, WAGOLL, evidence of children's work) Are environments tidy?

Interactions with staff (Quality interactions to model, scaffold, question and sustain shared thinking, independent learning and focused teaching)



Link Governor Notes

Observations
Ask about progress, intervention, challenge for more able
VIEWS gathered
Three stars (What I like.....) ★ ★ ★
Questions I have now: Ideas for future visits:
Any other comments/issues which need attention of the Local Governing Body:



Link Governor Notes (Year 5 Provision)

Name:	
Date of visit:	
Focus of School Improvement:	

Year 5 and 6 TEAM:

Paul Richardson DHT, Lousie Foster Spanner, 2x SCITT Elizabeth Cobbey Genna Hunt, Jackie Teasdale, Julie Pearse

Please tick evidence seen

KEY DATA

1. Termly Standards data

2. Support for targeted children (Raising Achievement Plans)

3. Use of Pupil Premium

KEY DOCUMENTS

1. WEBSITE: Year 5 page

2. OFSTED report

3. RAISE online/SEF

4. End of KS2 Data

EVIDENCE

Books (different abilities/labelled, marking policy, dates, objective or task, response to marking)

Whole group

Small Group teaching

Discussion with children

Discussion with teaching staff

Discussion with support staff

Discussion with parents

Higher attaining challenge

Range of resources

Environment (Working Walls – Sentence work, Maths, SPAG and spelling, WAGOLL, evidence of children's work) Are environments tidy?

Interactions with staff (Quality interactions to model, scaffold, question and sustain shared thinking, independent learning and focused teaching)



Link Governor Notes

Observations

Ask about progress, intervention, challenge for more able

VIEWS gathered

Three stars (What I like.....)



Questions I have now:

Ideas for future visits:

Any other comments/issues which need attention of the Local Governing Body:



Link Governor Notes (Year 6 Provision)

Name:	
Date of visit:	
Focus of School Improvement:	

Year 5 and 6 TEAM:

Paul Richardson DHT, Lousie Foster Spanner, 2x SCITT Elizabeth Cobbey Genna Hunt, Jackie Teasdale, Julie Pearse

Please tick evidence seen

KEY DATA

1. Termly Standards data

2. Support for targeted children (Raising Achievement Plans)

3. Use of Pupil Premium

KEY DOCUMENTS

1. WEBSITE: Year 6 page

2. OFSTED report

3. RAISE online/SEF

4. End of KS2 Data

EVIDENCE

Books (different abilities/labelled, marking policy, dates, objective or task, response to marking)

Whole group

Small Group teaching

Discussion with children

Discussion with teaching staff

Discussion with support staff

Discussion with parents

Higher attaining challenge

Range of resources

Environment (Working Walls - Sentence work, Maths, SPAG and spelling, WAGOLL, evidence of children's work) Are environments tidy?

Interactions with staff (Quality interactions to model, scaffold, question and sustain shared thinking, independent learning and focused teaching)



Link Governor Notes

Observations

Ask about progress, intervention, challenge for more able

IEWS gathered

Three stars (What I like.....)



Questions I have now:

Ideas for future visits:

Any other comments/issues which need attention of the Local Governing Body:



Link Governor Notes (Designated Safeguarding Governor)

Name:	
Date of visit:	
Focus:	

Safeguarding TEAM:

Designated Safeguarding Lead: Simon English (Headteacher Level 3 LSCB trained))
 Deputy Designated Safeguarding Lead: Paul Richardson, Joann Clarkson (Level 3 LSCB trained)
 Julie Barnett (Ironstone Safeguarding support)
 Designated Safeguarding Governor Lead: Marsha Hill
 Online Safety Lead: Paul Richardson
 CEOP: Lousie Foster-Spanner

Please tick evidence seen

KEY DATA

1. Single Central Record	
2.CPOMS monthly audit	

KEY DOCUMENTS

1. WEBSITE: Safeguarding section	
2. WEBSITE: Safeguarding and Child Protection Policy Safeguarding and Child Protection Policy Appendix 1 Safeguarding against Radicalisation and Extremism Safer Recruitment and Safeguarding for Parents Policy Computing and Online Safety Policy NPS Single Central Record Policy Keeping Children Safe in Education Sept 16	
3.Ofsted Report	

EVIDENCE - Number of Meetings Attended by Type
 Designated Safeguarding Lead holds this information:

Initial Child Protection Conference	
Professional Strategy Meeting	
Child Protection Review Conference	
Core Group Meeting	



CIN Multi Agency			
Team Around The Family			

Link Governor Notes

Designated Safeguarding Team: Workloads/ Achievements/ Challenges/Resources/ Targets/ Specific duties
Training Records
Policy audit/ review
Referrals Made
Three stars (What I like.....)   
Questions I have now: Ideas for future visits:
Any other comments/issues which need attention of the Local Governing Body:

