

# Governor Visits to School Policy



Brailes C of E Primary School

## **1. INTRODUCTION**

- 1.1 This policy was written and agreed in consultation with the Senior Leadership Team of the Stour Federation Partnership, the Governing Body of Brailes C of E Primary School and the Governing Body of The Stour Federation.

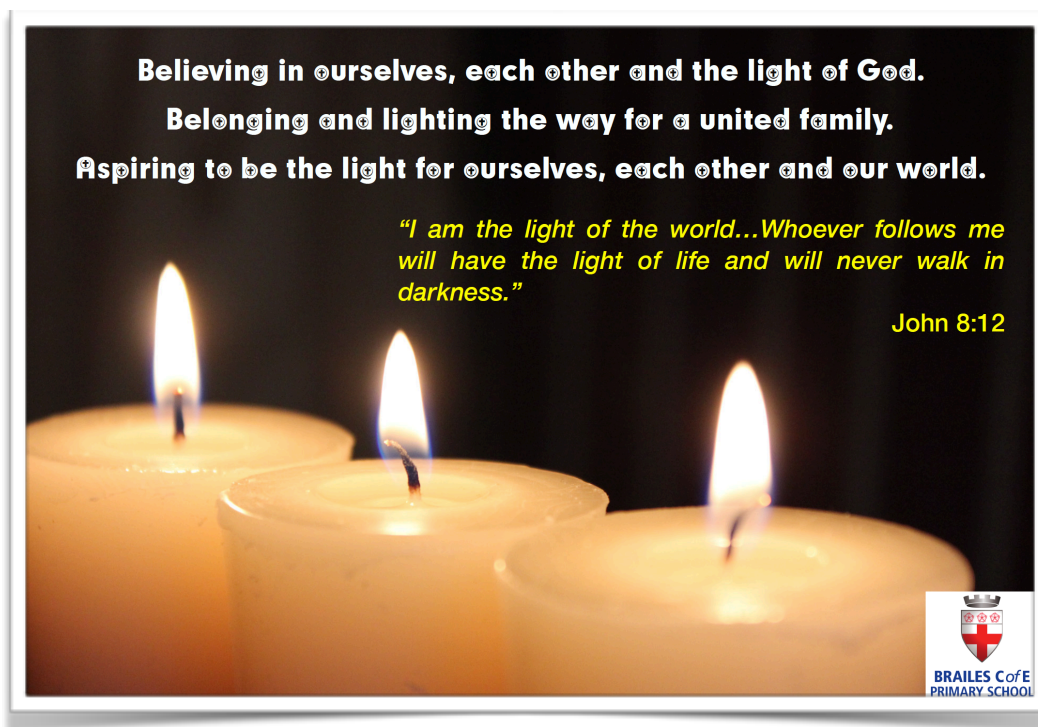
## **2. BACKGROUND**

- 2.1 The Governing Body has a statutory responsibility to establish and monitor its school's policies and evaluate the effectiveness of the school, its Christian distinctiveness and its curriculum. Governors are also held to account for their own school performance. Ofsted assumes that Governors know the strengths and weaknesses of the school, and will test that assumption during a school inspection.
- 2.2 One of the best and most effective ways in which a Governor can get to know about their school is to visit during the school day and see it at work, talking to staff and pupils and finding out what happens in the school and the classrooms. If school and classroom visits are done well they will add to Governors' understanding of their school, its staff and its pupils.
- 2.3 This policy has drawn on other schools' policies and on recommendations from Headteachers and Governors. It also includes a sample Governors' Visits report proforma which will help provide discussion on the issues raised and also provide a formal record for Ofsted and SIAMS of the Governors' structured involvement in the work and life of the school. It will not, however, form part of any other evidence base, e.g. a member of staff's Performance Management.
- 2.4 Visits will be undertaken as part of an agreed programme to assist the Governing Body in fulfilling its statutory duties, its role in monitoring and evaluation and to improve its understanding of the school to ensure informed decision making.

## **3. AIMS OF THE POLICY**

- 3.1 The policy aims to ensure: -
- That Governors are fully conversant with their duties in relation to School Visits;
  - That all involved fully value all God's children;
  - That teachers fully understand the purpose of Governor Visits;
  - That all involved understand how these visits fit into the statutory and strategic purpose of the Governing Body;
  - That all involved fully understand what a Governor will and will not do;
  - That all involved know what will happen following a Governor visit and how information will be used;
  - That all involved will understand how the success of this policy will be measured.
- 3.2 Believing in ourselves, each other and the light of God. Belonging and lighting the way for a united family. Aspiring to be the light for ourselves, each other and our

world. This is our Christian school vision at Brailes CE Primary School, which together with our core Christian Values of trust, respect, forgiveness, peace and courage shapes everything we do in our school community; every single one of us made in the image of God without exception or exclusion.



3.3 School visits by members of the governing body a key component to being an effective school governor and have potential benefits to both governors and staff: -

3.3.1 Benefits to governors: -

- recognise and celebrate success.
- develop relationships with the staff.
- get to know the children.
- recognise different teaching styles.
- understand the environment in which teachers and other staff work.
- see policies and schemes of learning in action.
- inform decision-making.
- find out what resources are needed and prioritise them.

3.3.2 Benefits to staff: -

- help governors understand the reality of the classroom.
- get to know the governors.
- understand better the governors' roles and responsibilities.
- have an opportunity to reflect on practice through discussion.
- act as a 'fact-finder' for the teacher.
- highlight the need for particular resources.

## **4. PURPOSE OF GOVERNOR VISITS**

- 4.1 Visits are undertaken to: -
- Improve Governing Body knowledge of the school and the people that work in it;
  - Assist the Governing Body to monitor and evaluate the Christian Distinctiveness of the school.
  - Assist the Governing Body in monitoring the implementation of the Sustained Improvement Plan (SIP);
  - Assist a Governor to fulfil a specialist Governor role such as SEN, Attendance or Safeguarding;
  - Assist the Governing Body in fulfilling its statutory duties including monitoring and evaluation;
  - Assist the Governing Body in making informed decisions.
- 4.2 Governors will not pursue and personal agendas or arrive with inflexible preconceived ideas.
- 4.3 Governors will not visit their own child's class on official Governor visits.
- 4.4 Governors will not make any judgements about pupil's work, behaviour, any teacher's classroom practice or issues relating to the day to day running of the school. Those are the responsibility of the Associate Headteacher and Executive Headteacher.

## **5. PLANNING THE VISIT**

- 5.1 Visits will be undertaken only as part of a strategic programme formally organised by the Governing Body or one of its committees and with approval of the Associate Headteacher. Frequency of visits will depend on the complexity of the areas of responsibility allocated to them and the availability of appropriate staff and timetabling.
- 5.2 The Executive Headteacher will be kept informed of, and agree, the subsequent details of the planned visit. At least one week's notice of a visit will be provided to teachers.
- 5.3 If the visit is to involve any member of staff, then that member of staff will be fully involved in the planning through the appropriate member of the Federated Senior Leadership Team.
- 5.4 The Governor(s) making the visit will be DBS checked and make themselves fully acquainted with Health and Safety procedures, including fire safety, prior to the visit.

## **6. DURING THE VISIT**

- 6.1 Governors will at all times report to reception upon arrival and follow the procedure for visitors in order to provide a good example for other visitors.

- 6.2 If visiting a classroom, the Governor will arrive at the time planned to avoid disrupting the learning and follow the agreed purpose of the visit.
- 6.3 Governors must be aware that some teachers may feel nervous or stressful about having a visitor in the classroom.
- 6.4 At the end of the visit Governors will thank everyone concerned, including the children.
- 6.5 Governors should be aware of their behaviour and avoid any implication that they are inspecting, such as by using a clipboard.

## **7. FOLLOWING THE VISIT**

- 7.1 After visiting the school the Governor(s) will: -
1. Give some time and thought to reflection;
  2. Write a note of thanks to all staff visited;
  3. Consider what went well and what did not go so well with respect to their involvement in the visit;
  4. Consider what they would do differently in a future visit;
  5. Using the proforma, draft a brief description commentating on what was seen in the session relative to the agreed purpose - and agree the contents of this with the staff involved, prior to passing onto the Executive Headteacher, who may in turn decide to share any information with Associate Heads;
  6. Monitor outcomes shared with Governors at the next committee meeting.
- 7.2 Following completion of the agreed monitoring programme the Governor will report back to the Governing Body or committee as appropriate.

## **8. MEASURING THE SUCCESS OF THE POLICY**

- 8.1 The success of this policy will be measured by the following:

The extent to which: -

- Governors become involved in visits to the school;
- Governors make more informed decisions;
- Staff feel comfortable with Governors' involvement in their school;
- Governors feel more involved in each school;
- Governors can demonstrate an enhanced understanding of each school's strengths and weaknesses, needs and priorities.

## Guidelines for Visits

Governors visit their school to enhance their understanding of the school's work and to help fulfil their responsibilities of monitoring and evaluating the school.

The purpose of each visits by Governors to the school will reflect the priorities in the Sustained Improvement Plan (SIP) and the specific interests and responsibilities of Governors. Commentaries from visits will be kept together for reference purposes in the Headteacher's office and not kept privately by members of the Governing Body.

	ALWAYS	NEVER
BEFORE	<ul style="list-style-type: none"> <li>• Agree purpose of visit.</li> <li>• Agree how much time (a timetable is a good idea).</li> <li>• Agree when you will discuss the visit with the member of staff.</li> <li>• Consider practicalities (dress, parking, time of arrival, who to report to, signing in procedure, how to make notes, breaks and lunch)</li> <li>• Find out how each teacher wants you to contribute (or not) e.g. Do you join in the lesson?</li> <li>• Share your proforma and checklist with the teacher and explain how you will use it.</li> </ul>	<ul style="list-style-type: none"> <li>• Turn up unannounced or late.</li> <li>• Fail to sign in.</li> <li>• Insist on a visit if a member of staff states that it is inconvenient.</li> </ul>
DURING	<ul style="list-style-type: none"> <li>• Agree how you will introduce yourself to staff and pupils with the teacher (but be concise).</li> <li>• Agree with the teacher how s/he wants to use you in the classroom e.g. helping a child who has difficulty etc.</li> <li>• Agree when/how you will ask questions to increase understanding.</li> <li>• Remain focused on the purpose of the visit.</li> <li>• Respect teachers' rights to take a break.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in with a clipboard.</li> <li>• Arrive with preconceived ideas.</li> <li>• Interrupt the teacher.</li> <li>• Make professional judgements about staff expertise (Governors are not inspectors).</li> <li>• Pursue your own personal agenda/focus on the progress of your own child or others known to you.</li> <li>• Monopolise the children's or the staff's time.</li> <li>• Never enter the staff room uninvited.</li> </ul>
AFTER	<ul style="list-style-type: none"> <li>• Thank the teacher and pupils.</li> <li>• Discuss visit with the teacher and share any insights.</li> <li>• Write a thank you note to the teacher and pupils.</li> <li>• Draft a commentary (using the proforma)</li> <li>• Share the report with the teacher and Headteacher.</li> <li>• Prepare to provide a verbal report at the Governing Body should this be necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Pass on your commentary without discussing it with the teacher.</li> <li>• Leave without a word.</li> <li>• Raise issues with others before discussing with the teacher involved.</li> </ul>

**Governor Visits Checklist**

This will be dependent on the purpose of the visit but the following could be considered: -

**Relationships**

- Is there a pleasant and purposeful learning atmosphere?
- Are the children engaged and motivated?
- Is there an atmosphere of mutual respect where self-esteem is promoted?
- Are all learners valued?
- Are effective behaviour strategies implemented, e.g. praise, rewards, house points?

**Learning**

- Is the lesson interactive with the children as active rather than passive learners? (examples include the use of questioning from teacher and pupils, talk partners, role play, interactive games etc.)
- Is there a range of activities- differentiated for different groups?
- Is there sufficient and appropriate resources?
- Are teaching assistants and other adults used effectively?
- Does classroom organisation promote independence? (examples include organising their own equipment)

**Learning Environment**

- Is the classroom organised so that all children can be involved in the lesson? (e.g. Can all see the screen/whiteboard, teacher etc?)
- Is equipment easily accessible for the children?
- Is the noise level appropriate to the activity?
- Are the displays attractive and useful for the learner? (Ask “Do they move the learning forward?”) N.B. Wall displays are primarily to promote learning, not to celebrate work produced earlier. This is done in the corridors, class books shared spaces. More children’s work will be on display in Reception and Key Stage 1 classrooms than in Key Stage 2.
- You may wish to consider health and safety and the state of cleanliness/decoration.

**Christian Distinctiveness**

- How are children supported to live out the Christian values of the school?
- How well are children supported to reflect and deepen their understanding of the Christian faith?
- How does Collective Worship impact on the lives of all in the school?
- What are standards like in RE?
- To what extent is teaching of Christianity rooted in Biblical theology?

**SIP Targets**

The following may be observable: -

- Target groups working with the teacher or other adult.
- Use of Assessment for Learning, e.g. self and peer assessment.
- Assessment (teacher may be observing learning to inform assessment or children may be taking part in self or peer assessment).



### Appendix 3: Governor Visits Record Proforma

<b>GOVERNOR COMMENTARY ON SCHOOL VISIT</b>
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<b>GOVERNOR:</b>
<b>STAFF/CLASS VISITED:</b>
<b>PURPOSE OF VISIT:</b>
<b>LINKS WITH SIP:</b>
<b>GOVERNOR OBSERVATIONS AND COMMENTS:</b>
<b>OUTCOMES AND IMPACT:</b>
<b>ACTIONS OR QUESTIONS ARISING:</b>
<div style="display: flex; justify-content: space-between;"><div>Governor Signature.....</div><div>Date.....</div></div> <div>Copies to.....</div>