Chalk Ridge Primary School



**Policy and Procedure for Governors Visiting School**

Agreed and adopted: September 2019

Next review: October 2021

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| **Introduction**  The governing body has a duty to oversee the direction and policies of the school, to monitor its standards and be held to account for its conduct and performance. Visiting the school is the best way to learn how it functions, and to keep under review how it operates so the governing body’s first-hand knowledge is increased, informing strategic decision making. **Visits should generally relate to the priorities determined by the School Development Plan. The governing body should plan visits to cover a wide range of school work and each visit should be agreed and have a clear purpose.** Governors should arrange their visits with the head teacher who has responsibility for the day-to-day management of the school.  **Purpose of visits**  **Potential benefits to governors:**   * To develop relationships with staff. * To monitor the improvement plan and policies in action. * To inform decision making within the governing body. * To recognise different teaching styles and techniques. * To understand the environment in which teachers teach. * To recognise and celebrate success. * To get to know the children. * To find out what resources are needed and prioritise them.   **To teachers:**   * To ensure that governors understand the reality of the classroom. * To get to know governors. * To understand better the governors’ roles and responsibilities and work with them. * To have an opportunity to reflect on practice through discussion. * To highlight the need for particular resources.   **What a visit is not about:**   * A form of inspection to make judgements about the professional expertise a teacher. * Pursuing a personal agenda. * Monopolising school/teacher time.   **Informal Visits:**  Visits may also take place in an informal capacity. It is vital that everyone is clear about the capacity in which they are visiting and not to confuse the role.  Such visits may include:   * The chair making a regular visit to the Headteacher. * Lending a helping hand with a school event. * Helping in a class. * Attending a school function. |
| **We can check that this is working by:**   * Reporting accurately and in a timely manner at FGB meetings * Checking with school staff of the impact and benefit of governor visits * Ensuring all visits are reported and shared with the FGB members. |

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| **Headlines for governor visits** |
| **Before visits take place (informing staff)** |
| * Contact staff you wish to meet/observe and advise them of the type of meeting (e.g. meeting or observation) * Arrange a mutually convenient time and complete a “pre-visit” form for staff involved. * Advise on any resources required e.g. policies, documents, children’s work, specific groups of children, meeting room etc. * Make clear the links between the meeting, the improvement plan and governor activities * Make clear the evidence you will be presenting/reporting back to governors. |
| **During visits (focus and evaluation)** |
| * **The visit is to collect evidence and not to make judgements** * Write notes for your visit log to present to governors * If necessary ask for copies of non-confidential information that you feel is relevant evidence for your focus. * Ask questions of staff and pupils which answer HOW activities link to the development plan. * At the end of the visit review the purpose and discuss with staff whether this has been achieved. If not consider how/when you can revisit this. * Be courteous, polite, observe discreetly, listen to staff and pupils, and ask questions. |
| **After the visit (reporting)** |
| * Make your report as soon as possible after the visit. * First send your report to the staff involved in the visit and invite them to make comments. * Send a copy of the completed report to the HT and clerk * Submit your report to be reviewed at the next relevant governors meeting. |

Examples of foci for visits.

* Subjects, key stages or classes
* Target groups e.g. pupil premium, more able, SEN, level 4/5 borderline
* Literacy/numeracy standards
* Assessment and progress
* Buildings and maintenance
* Impact of change.

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**Governor evaluation – Record of visit (pre-visit form)**

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| **Time and Date of visit:** |
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| **Purpose:** |
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| **Information given:** |
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| **Evaluation focus:** |
| **Why has this been chosen?**  **What are the intended outcomes?**  **What impact will this have on the educational standards achieved in the school?** |
| **Activities that will take place:** |
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| **Who is involved?** |
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| **What will they need to provide?** |
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**Governor evaluation – Record of visit (evaluation form)**

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| **Time and date:** |
| **People involved:** |
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| **Purpose of visit relating to relevant point on the improvement plan:** |
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| **Summary of visit:** |
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| **Student observation points:** |
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| **Key points arising:** |
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| **Questions arising from activities/observation:** |
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| **Comments/feedback from staff involved:** |
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| **IMPACT OF GOVERNORS VISIT:** |
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