



# GOVERNOR VISITS POLICY

Policy Review	
Review schedule	Every 4 years
Reviewing committee	People and curriculum
Date of last review	November 2019
Date of next review	November 2023

The purpose of this policy is to provide a framework for governors to make focussed visits to the school, so that they can build an effective working relationship with the staff and have a better understanding of the context in which they work. Governors will observe policies and plans being implemented on a day-to-day basis, and their findings should help the whole governing body and its committees make well informed judgements about the progress being made towards the priorities and targets in the school improvement plan. The process will enable the governing body to recognise and celebrate the efforts and successes of pupils and staff and to identify further areas for development.

Visits are not about making judgements on the quality of teaching; that is the head teacher's responsibility. Nor are they about checking on the progress of individual children.

There are 2 kinds of governor visits – formal and informal.

### **Informal visits**

Governors on informal visits attend more in a personal capacity. Such visits add to an individual governor's knowledge and understanding of the school and can strengthen relationships and foster trust and respect between governors and staff. Informal visits can take many forms, for example, attending a play, concert or sports day; helping on school trips; listening to pupils read aloud or simply running a stall at the school Christmas fair. On the whole informal visits are generally easier and less daunting than formal visits. Each governor records brief, informative feedback regarding their visit. Informal visits should complement but not be instead of formal visits. The Governing Body of St Bartholomew's School is responsible for monitoring and evaluating the effectiveness of the school. In order to do this, Governors need to spend time in school during the school day, meeting with staff and children.

### **Formal visits**

Governors will, with the help of the Headteacher and staff organise 3 visits per year (1 per term). Each priority area of the school improvement plan will be allocated to a Governor to monitor through their formal visits, although a Governor may be responsible for more than one area.

Governors visit in a supportive, non-judgemental manner to gather information and gain first-hand experience of issues and activities that form the actions within the school improvement plan. They will then feedback their findings at the following Full Governing Body meeting. During the visit governors may also monitor the following:

- Standards and attainment in teaching and learning
- Behaviour and well being
- Equal opportunities and accessibility
- Safeguarding, including Prevent
- To focus on a particular year group or class
- Resources (has the school invested in any training or physical resources to meet the objectives set in the SIP)

- Condition of buildings

Governor visits will not be confined to the classroom. Governors consider a series of different types of visits, some of which are focussed in the classroom but others might include, for example, the playground, the school environment, health and safety, parent' consultation evenings, meetings with senior staff; looking at a sample of pupils' work (more able, expected, less able) in a particular subject area; attending a school assembly; reporting on the school's extra-curricular activities or joining staff in the scrutiny of pupils' workbooks.

When organising and conducting a visit, governors will confirm with the staff member and the Headteacher the date, timing and focus of each visit at least one week in advance. This will include agreeing what will be observed and to whom it would be useful to talk.

While observing teachers and children Governors are asked not to make lots of notes of what they see but instead to join in with activities taking the opportunity to talk to staff and children.

At the end of each visit, governors will discuss what they have observed with the teacher and clarify any points they are uncertain about.

### **Protocol for Visiting**

1. Governors should report to the school office on arrival.
2. After the visit a short verbal feed back should be given to the Head Teacher. In line with the school complaints procedure, any concerns should be made known.
3. A written pro forma evaluation should be sent to the Head Teacher which will be available to the staff and other members of the Governing Body at the next full meeting.
4. The visits are to be treated in a confidential manner. What is seen and heard during the visit is not for general or public knowledge.
5. Governors will act with care and sensitivity during the visit. If notes are taken or documents referred to, Governors should be sure that the staff involved understand the nature of such notes.

### **Policy Review**

This policy was last reviewed and agreed by the People and Curriculum committee November 2019

It is due for review Autumn 2023

**ST BARTHOLOMEW'S C of E SCHOOL**  
**GOVERNOR'S VISIT**

Name:	Area of the SIP (responsibility):	Date:
Staff visited:		
Purpose of visit:		
Links with School Improvement Plan:		
Observations and comments:		
Questions:		

Signed by \_\_\_\_\_ (governor)

**ST BARTHOLOMEW'S C of E SCHOOL  
GOVERNOR'S VISIT TO SUBJECT LEADER**

Name:	Area of the SIP (responsibility):	Date:
Met with:		
Discussion:		
Action following governing body meeting		

Signed by \_\_\_\_\_ (governor)

## Things to observe when visiting a classroom

- Relationships between staff and pupils
- Relationships between pupils
- Pupils engagement in lessons and activities
- Availability and role of support staff
- Behaviour and attitudes of pupils – are they attentive, motivated, listening, questioning and responding?
- Enjoyment and enthusiasm of both staff and pupils
- How are the children grouped?
- How are different abilities catered for?
- Children's work
- Displays/use of the environment
- Ethos – the atmosphere and values that are evident (high expectations, encouragement, praise, equality of opportunity)
- Use of space and working conditions
- Quality and quantity of equipment and resources