Addison Gardens
Blythe Road
London W14 0DT

Addison Primary School

Governor Visits Policy

Addison Gardens
Blythe Road
London W14 0DT

Purpose

This policy is intended to ensure consistency across the school in terms of Governor Visits

The governors visit policy should enhance children's learning through:

- providing a sense of direction to the school
- supporting the school as a critical friend
- holding the school to account for the standards and quality of education it achieves

Agreed procedure

It is important that all visits are carefully planned to ensure clear channels of communication. The school will make key times and events known to the governors to assist them making plans to observe teaching and learning, attend key events as well as attending assemblies and activities.

As a minimum expectation all governors should make at least one visit each academic year. Visits should be linked to school improvement areas.

1. Arrangements for visits

- A mutually convenient time for the visit will be made between the member of staff and governor. For class-based school staff, meetings should take place before or after the school day.

2. The focus for the visit

- Governors will be allocated key areas of responsibility. An explicit purpose and clear focus for the visit will be set out and will usually coincide with a Governors area of responsibility – or a key piece of work they are carrying out on behalf of a committee. The parameters of the visit should be agreed by all concerned in advance of the visit.

  Governors should pre plan and agree their role during the lesson/visit/discussion with the host teacher

3. The plan of the visit

- The school will ensure the Governors are familiar with health and safety procedures including what to do in the event of a fire and child protection procedures, including dealing with a disclosure.
- The Head Teacher and/or host member of staff provides members of the governing body with the relevant background information, i.e. staff names, responsibilities and significant contextual background details about the class.

4. The Visit

- Governors will report to the Main Office upon arrival and ideally are met by the host member of staff. Governors will follow the procedure for visitors in order to provide a good example for other visitors and will be provided with a name badge.
- Staff will welcome the governor at the main office if time and commitments allow and/or welcome and introduce them when they arrive in your class.
- Staff will have prepared the class for the visit of a governor. A seat will be ready to welcome governors.
- Governors will respect the normal conventions of governor confidentiality, in particular issues surrounding named staff or pupils.
- Governors will recognise at all times that they have a strategic role and that the governing body acts as a unit. They will respect the professional roles of staff and will raise any issues appropriately at meetings of the governing body or one of its committees.
- Governors will not at any time undermine the authority of staff. If you are unsure about something, ask a member of staff.
- Governors will not be left alone with the class, even if they are willing to do so.
- The purpose of a visit is fact finding and observational. It is important that governors are not seen to be acting as 'inspectors' or advocates acting on behalf of any area of the school or any member of staff. However, they can make notes for reporting purposes.
- Governors will have the opportunity to talk to pupils in class (the class teacher will arrange opportunities for this to take place during the lesson) Governors are encourage to ask open questions to the children. Governors will discuss relevant issues with pupils during lessons as planned/agreed with the host teacher.
- Where relevant Governors will respect the privacy of their own children working in school and avoid making contact with them during the visit.
- Governors will avoid making promises to staff on behalf of the governing body whilst visiting.
- Governors will recognise that sometime it might be appropriate for you to leave the classroom should a situation arise which might become more problematic, e.g. a behaviour outburst.
- Governors will be welcome to go in the staffroom if invited by a member of staff.

5. After the Visit – Discussion & Feedback

- Any feedback from a visit to a teacher or the head teachers, when in person, should take place at an appropriate and agreed time.
- Visiting governors are to write a short report within 4 weeks of a visit (refer to appendix) on their visit which will be presented to the Governing Body/and or relevant committee and shall be made available to the staff.
- Staff to raise any concerns over the visit with their line manager, senior leader or Head Teacher.
- After visiting, governors should discuss any important observations with the Head Teacher and/or senior member of staff before leaving school.

Is this policy working?

- Are governors providing a sense of direction to the school?
- Are governors supporting the school as a critical friend?
- Are governors holding the school to account for the standards and quality of education it achieves?

Addison Gardens
Blythe Road
London W14 0DT

Governor Visits – Feedback Form

Formal monitoring visits are where you discuss the progress of the school in a particular area with the relevant staff member.

Part 1: Plan the visit	
Name and role of governor(s)	
Name and role of staff member(s)	
Date and time of visit	
Agreed focus *Make sure you focus on this agreed reason for the visit. Avoid getting distracted by other issues that haven't been agreed with the member of staff.*	
Relevant school objective or priority *This might be taken from the school improvement plan (SIP) objectives or the school's overarching vision.*	
Questions to ask *Note specific questions you want to ask based on the SIP, or points to follow up on from a previous visit.* *Share these questions with the staff member you're visiting in advance, so they can prepare.*	

Addison Gardens
Blythe Road
London W14 0DT

Part 2: in the meeting
What is the school doing within this area of focus?
•

How do you know the school's actions are having an impact?
•

What successes stood out and why?
•

Other comments / observations
•

Questions and clarifications to follow up with the Head Teacher or Chair of Governors

Addison Gardens
Blythe Road
London W14 0DT

Tips

What is the school doing within this area of focus?

Tips:

- *Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who' and 'where'*
- *Don't be afraid to clarify any terms or acronyms you're not familiar with*
- *Remember you're not there to pass judgement on staff or inspect them – you remain an observer*
- *When writing the report, use neutral language and don't name individual teachers and pupils*

How do you know the school's actions are having an impact?

Remember:

- *Look for specific evidence that demonstrates the positive impact the school is having in this area*
- *Where a positive impact hasn't been made yet, note down why that is and what steps are being taken to make progress*
- *Add any further evidence you'd like to see to help you make a better assessment of the impact*