

THE EAST STAFFORDSHIRE & TAMWORTH PRUs FEDERATION

GOVERNOR SCHOOL VISITS POLICY

RATIONALE

Every Governing Body has a statutory responsibility to establish and monitor its school's policies and evaluate the effectiveness of the school and its curriculum. Governors are also held to account for their own school's performance. The Office for Standards in Education (OfSTED) assumes that Governors know the strengths and weaknesses of the school, and will test that assumption during a school inspection.

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. The Governing Body has appointed link governors to facilitate the liaison between the governing body and specific subject/curriculum areas or aspect of the work of the school.

The role of a link governor is a source of support to the school and a source of information for the governing body. An integral part of the link governor role is to view lessons in particular subject/curriculum areas and to learn about the general running of the school. It is not an inspection but a fact finding and observational opportunity.

The policy includes a sample Governors' Visits report form which will help guide discussion on the issues raised and also provide a formal record for OfSTED of the Governors' structured involvement in the work and life of the school. It should not, however, form part of any other evidence base e.g. a member of staff's performance management.

PROTOCOLS

All visits to be by prior arrangement with the Executive Headteacher who will arrange the visit with the staff concerned. Feedback, either verbal or written, to be given to the member of staff and the Executive Headteacher following the visit.

ROLES AND RESPONSIBILITIES

The Governing Body is responsible for ensuring this policy meets the needs of KSSS & BPRU and is regularly reviewed and monitored for its effectiveness. The Executive Headteacher is responsible for ensuring all staff, students and parents are aware of the policy and that the policy is fully implemented.

MONITORING AND EVALUATING THE POLICY

The Full MC will review this policy and report back to the MC in the summer term each year. The review will consider: Are we doing what we set out to do?; Are our visits achieving the potential benefits identified in the policy?; Are we better-informed and enabled to make sensible decisions?; Have we developed a further method of direct communication with staff?; • Do the staff feel affirmed and valued?; Have there been any unexpected benefits?; How can we make the policy and practice even better?

APPENDICES

Appendix 1 - Governor Visits procedures

Appendix 2 - Record Of Governor's Visit

APPENDIX 1

Governor Visits Objectives

To establish and develop effective relationships with the staff
To have a greater understanding of pupils' needs
To recognise and celebrate success
To monitor the implementation of the School Development Plan
To increase their first hand knowledge of the school which will inform strategic decisions
To understand the environment in which staff work and teachers teach
To see policies and schemes of learning in practice
To find out what resources are used, what resources are needed.
To show support and encouragement to staff and students
To demonstrate that the Governing Body is contributing to the school's self-evaluation process
To develop links: SEND; Attendance; Behaviour; H&S; T&L;
To develop individual Governor's roles in terms of their specific responsibilities e.g. Staff Well-being; Literacy etc.

Responsibilities of visiting Governors and Staff

- (a) Governors will not make judgements about the effectiveness of the teaching they observe;
- (b) Governors will not pursue a personal agenda or seek to take advantage of their position;
- (c) Governors will express their gratitude, and any positive feed back to staff (and pupils) as soon as possible and provide informal verbal feedback to the Executive Headteacher at the conclusion of each visit.
- (d) Governors to provide written report for file with the Executive Headteacher; (see sample report form below)
- (e) Governors and staff will respect confidentiality arising from any aspect of the visit;
- (f) Any action points arising from the visit will be discussed and agreed by appropriate parties.

APPENDIX 2 THE EAST STAFFORDSHIRE & TAMWORTH PRUs FEDERATION

VISIT REPORT FORM TO SUPPORT THE WORK OF THE MANAGEMENT COMMITTEE

Name of Governor:
Responsibility / Area:
Date:

Staff Visited/Who you spoke to:

-

Objectives of Visit (link with Ofsted areas of improvement or School Improvement Plan:

-

Brief Notes:

Three Positive Comments:

-

Two Questions:

- A.
- B.

Responses to Questions:

- A.
- B.

Discussion points to consider next time:

-

Linking visit to OfSTED:

KSSS: Last OFSTED Nov 2013

- Occasionally, teachers miss opportunities to strengthen student’s language and literacy levels in other than English.
- Ensure that all teachers take every opportunity to develop & extend students’ language & literacy skills by:
- Making sure students & staff are more consistent in recording student’s own ideas for all to see in subjects other than English.
- Thus, enabling students to see their ideas written down and used as models and their ideas, spelling and grammar developed further.
- The school does not have secure systems for ensuring that all information about students’ attainment and learning needs is easily available. This means time is sometimes wasted in gaining this information and putting the most effective learning programmes into place.
- Work closely with the DIP so that all schools and agencies routinely provide KSSS with all the available information about students’ needs and attainment so that their needs can be provided for accurately and swiftly from the time of entry.

Followed up next visit / Not Observed on this visit

Followed up next visit / Not Observed on this visit

Followed up next visit / Not Observed on this visit

Followed up next visit / Not Observed on this visit

Followed up next visit / Not Observed on this visit

Followed up next visit / Not Observed on this visit

BPRU: Last OFSTED May 2018

Leaders and those responsible for governance should ensure that:

- leaders’ roles are clarified quickly, including those of middle leaders, so that it is clear who is responsible for setting challenging academic targets and tracking progress towards them.
- assessment of academic progress is frequent enough that teachers and leaders can report and act quickly on gains or delays in pupils’ learning.
- academic targets for pupils in each subject are sufficiently challenging.

Followed up next visit / Not Observed on this visit

Followed up next visit / Not Observed on this visit

Followed up next visit / Not Observed on this visit

Signed (Executive Headteacher:

Date:

Signed (Governor):

Date: