

HINTON ST GEORGE CHURCH of ENGLAND PRIMARY SCHOOL

'Let your light shine'



GOVERNOR VISITS POLICY

This Review Date: November 2023
Frequency of Review: Every 3 years
Next Review Date: November 2026

Signed _____
on behalf of the Governing Body

Date _____

Hinton St George C of E Primary School

This Policy should be taken and used as part of Hinton St George Church of England School's overall strategy and implemented within the context of our vision, Instrument of Government aims and values as a Church of England School.

This Policy statement has been formally adopted by the governing body, in consultation with the headteacher, and will be reviewed at the frequency recorded on this cover page.

Purpose of Policy

The governing body has responsibility for the direction, policies and standards of the school and is accountable for its conduct and performance. Visiting the school is an excellent way to observe how it operates on a day-to-day basis, but all governor visits should be focussed and relate to the priorities in the School Development Plan.

Governors should report back their findings, thus helping the whole governing body to make better informed judgements about the progress being made towards the priorities and targets in the School Development Plan and informing strategic decision making.

The headteacher, who has the responsibility for the day-to-day management of the school, will guide the governing body on the areas of the School Development Plan, Curriculum and Policies to be covered each term. The policy and protocol for school visits is formulated in consultation with the staff.

Annual programme of visits

The governing body will organise a programme of visits with the help of the headteacher. These should be spread throughout the year, with the aim to achieve a minimum of three visits per year. In addition, new governors will make a general introductory visit of the school as part of their induction programme.

Purpose of visit

The focus of a visit should be linked to the School Development Plan, Curriculum or any policy in place in the school, e.g., Marking and Feedback, Behaviour or Collective Worship. It could also focus on particular areas, such as Health and Safety, Safeguarding, Special Educational Needs and Pupil Premium.

Potential benefits

To governors:

- To recognise and celebrate the success of pupils and staff
- To build effective relationships with the staff and gain a better understanding of the context in which they work
- To get to know the pupils
- To recognise different teaching styles
- To monitor policies in action
- To inform decision making
- To find out what resources are needed and prioritise them

To teachers:

- To ensure governors understand the reality of the classroom
- To get to know governors
- To understand better the governors' roles and responsibilities
- To have an opportunity to reflect on practice through discussion
- To highlight the need for particular resources

What a visit is NOT about

- Making judgements on the quality of teaching or professional expertise of the teacher, this is the role of the headteacher
- Checking on progress of individual children
- Pursuing personal interests and concerns
- Monopolising school/teacher time

Protocols for visits

Governors should, with the guidance of the whole governing body and head teacher, identify an aspect of the school's work to focus upon. This will help to maximise the effectiveness of the governing body team.

When organising and conducting a visit, governors will be courteous and considerate, respecting the professional roles of the headteacher and staff. Working to a schedule agreed with the headteacher and staff, they will confirm in advance with the head teacher the date, timing and focus of each visit. This will include agreeing what will be observed, whom it would be useful to talk to and agreeing any protocols to be observed whilst in the school. If time permits, they will discuss the proposed agenda with any staff involved. They will prepare by reading relevant documentation/ guidance.

At the end of each visit, the governor will discuss what they have observed with the teacher and clarify any points they are uncertain about. Comments should be limited to the focus of the visit. Governors visiting cannot make personal judgements or promises on behalf of the governing body. They will discuss their observations with the headteacher and agree how and when they will report to the governing body on the visit.

See appendix 1 for the form to record and report on visits.

- Teachers and support staff will be courteous and considerate, recognising the contribution made by the governing body to the school.
- They will make practical suggestions on the focus for governors' visits to ensure that they are productive and enjoyable for all concerned. This will include specifying the evidence that could be shared with governors.

Questions will be invited from governors whilst being sensitive to issues of confidentiality.

Monitoring and evaluation of implementation and impact

Governors' visits will be an agenda item at the monthly meeting of the governing body. At the final meeting of each academic year the Clerk will report the number of visits conducted and the areas of focus. The Governing Body will evaluate the extent to which visits have informed whole governing body understanding of the school's work. The Headteacher will feedback and describe the extent to which staff's understanding of the governing body's role has been enhanced.

The governing body can then consider:

- Are the visits achieving the potential benefits identified?
- What worked well?
- Have there been any unexpected benefits?
- How can we make our practice even better?

APPENDIX 1



Hinton St. George CE Primary School
Governors' Visit Report Form



Name of Governor:

Date of Visit:

Focus for Visit (Previously agreed by the governing body with the head teacher):

(Please include links with the School Development Plan; your observations and comments; any actions to discuss with governing body regarding the visit)

Signed:

Date: