LEIGH PRIMARY SCHOOL

Caring, Sharing and Learning Together

Governor Visits Policy

Governor Visit Policy

Values

Leigh Primary School is a school in which the teaching and learning, achievements, attitudes, well-being and the happiness of every individual, matter. We believe that everyone has the right to succeed and the entitlement to develop their full potential. We recognise pupils bring to school different experiences, interests and strengths, which will affect the way in which they learn.
As an inclusive school, we have a responsibility to provide a broad and balanced curriculum for all pupils, which meets the specific needs of individuals and groups of pupils. Educational experiences and opportunities will be provided to enable individuals to progress to the best of their ability.

Equal Opportunities Statement

We promote equality and the building of a democracy in which all members have rights and responsibilities, and the same opportunity to benefit from, and take part, in the education provided by the school – within and beyond its premises.
Diversity is valued as a rich resource that can contribute to the learning of all pupils and staff.

Disability Statement

Leigh Primary School is proud to be an inclusive school. We offer access to a broad and balanced curriculum for all pupils regardless of disability. We strive to ensure all pupils can access, educationally and physically, all learning opportunities within and beyond the school.

Within the confines of an old building, we aim to ensure that all users can access key learning areas, and will ensure that no user experiences any discrimination or reduced entitlement to learning due to being unable to physically access areas of the school.

As with any additional needs the school works closely with parents and appropriate outside agencies to ensure equality of access for all.

Every Child Matters

This SEN policy demonstrates how we aim also to meet the five outcomes outlined in the document 'Every Child Matters-Change for Children 2004' (DFES publication -1088-2004, version 1.0); namely:

1. Be healthy
2. Stay Safe
3. Enjoy and achieve through learning
4. Make a positive contribution to society
5. Achieve economic well-being

Governor Visits Policy

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 that we can increase the governing body's first-hand knowledge, informing strategic decision making. But it should be remembered governors do not have any rights of access to the school.

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 issues, and each visit should be agreed and have a clear purpose.

Governors making visits should have either existing skills or training to ensure the visit and any observations made are informed ones.

Purpose of visit:-
for governors:

Governors visit to learn, not to inspect. Governing bodies have a statutory responsibility to promote high standards at their school, and must monitor and evaluate its effectiveness in this respect. Well planned governor visits will support governing bodies in discharging this duty. Impressions and observations gained will help governors in their role. However, governors should be mindful that it is part of the headteacher's responsibility to manage the school and the staff in accordance with the aims, objectives and policies which have been approved by the governing body.

Governors' school visits provide an opportunity to:

- gain a deeper understanding of how the school works, the teaching and learning process and of different learning and teaching styles
- build stronger relationships with the school community, based on trust and respect
- demonstrate to staff that governors take their role seriously, are interested in and value the work of the school
- recognise and celebrate staff and pupil achievement
- monitor the implementation of school policies in action, and assist the governing body to evaluate their impact.
- collect evidence to contribute to the monitoring of progress of elements within the school's development or improvement plan and assist the governing body to evaluate their impact
- enable individual governors to ask informed and challenging questions at governing body meetings and to inform collective decision making
- find out what resources are needed and prioritise them

for 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

A visit is not about:-

- A form of inspection to make judgements about professional expertise of the teacher
- Checking on progress of own children
- Pursuing personal agenda
- Monopolising school/teacher time

How to feed back after a visit
A Governor visit report (See Governor Visit Report Template) should be written and circulated to the relevant staff and committee, with a copy lodged with the Headteacher in the appropriate committee folder (P&C

Annual programme of visits
A programme of visits should be planned and spread evenly across the school year in consultation with the Headteacher and in line with the SDP.

Preparing for a visit

- Check the agreed policy for governors' visits.
- Review the impact of any agreed action from previous report(s).
- Clarify the purpose of the visit.
    - Is it linked to the School Development Plan?
    - What are the relevant school Policies?
    - How does this determine the activities I am interested in?
    - Are there any equalities issues which I need to consider as part of the visit?
- Discuss the proposed agenda with the staff involved in advance.
- Be clear beforehand exactly what you are observing.
- Attend any training necessary
- Discuss with the Headteacher if any supporting information is available – Ofsted report, improvement plan, performance data.

During the visit

- Remember you are making the visit on behalf of the governing body, it is not appropriate to make judgements or promises on behalf of the governing body.
- Decide with the teacher how you will be introduced, and what your role in the classroom will be.
- Get involved with the children if the teacher has agreed this would be appropriate
- Remember this is a visit not an inspection
- Don't distract the teacher during the lesson from his/her work but be prepared to talk and show interest.
- Listen to staff and pupils

After the visit

- Discuss what you have observed with the teacher. Use the opportunity to clarify any issue you are unclear about. For example, did your presence have any impact on the atmosphere in the classroom? If so, how?
- Refer to the purpose of the visit. Consider together whether it has been achieved.
- Thank the teacher for supporting in your role as a governor. Be open, honest, positive.
- Make notes as soon as possible after your visit while it is still fresh in your mind.
- Discuss your visit with the Headteacher, and any issues arising from what you have seen. Be prepared to take the comments of others on board.
- Agree with the Headteacher how and when you will report on your visit to the governing body.
- Reflect: how did that go? Has it improves my understanding? Have I learned more about the school? Have I helped the governing body fulfil its duties?

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.

- The chair making a regular visit to see the Headteacher
- To lend a helping hand with a school event
- To get information from the office relating to a committee meeting
- To help in a class
- To speak to a teacher in relation to your own child
- Attend a school function or educational visit
- Visit in relation to your position as the local priest or councillor.

Informal visits do not require a written report.

Monitoring and review of school visit policy
The policy should be monitored and reviewed annually.

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

Where monitoring visits cannot take place in person due to the COVID restrictions, every measure should be put in place to ensure that these can take place remotely. This will be agreed between the visiting governor and Headteacher. If a visit needs to take place during COVID restrictions then a COVID questionnaire must be filled in and handed in to Reception upon arrival.

	Signed	**Date**
Approved by Governing Body	Governing Body	01/02/22
Chairman of Governors	Rahim Rajan	01/02/22
Headteacher	Jenna Halfhide	01/02/22

Appendix 1 – Governor Visit Report Template - PTO

Governor Monitoring Visit

LEIGH
Primary School
The Green, Leigh, Tonbridge, Kent TN11 8QP
Telephone/Fax: 01732 832660

Name of governor	
Date	
Focus for visit	
Context	
Development plan reference	
Training Completed prior to visit	
Year groups visited/staff spoken to/ activity that took place	•
Pre-planned questions/ questions arising	•

Commentary of visit

Governor comments on future/planned actions	Governor comments on progress to date

Comments on any other areas of the school discussed or witnessed:
Challenge / questions for next committee meeting:
Head Teacher comments in response:

Signed governor: **Signed Head Teacher:**	**Date:** **Date:**