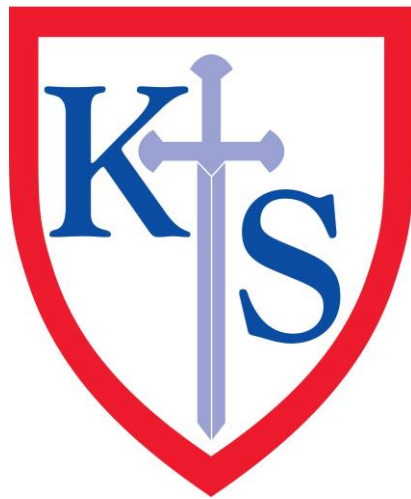


Kingsland CE Primary School

Policy for Governor School Visits



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God’s children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

May 2025

Kingsland CE Primary School

Policy for Governor School Visits



Date for full implementation:

May 2025

Review date:

May 2028

Purpose

The purpose of this policy is to provide a framework for governors to make focused visits to 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. This 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 Headteacher's responsibility. Nor are they about checking on the progress of individual children or pursuing personal agendas.

It is hoped that governor visits will be a source of challenge, growing understanding and encouragement.

Who was consulted?

Teachers contributed to this policy and will be consulted at least annually on its impact.

Relationship to other policies

The focus of a visit could be on one or more of many of the policies in place in the school, especially teaching and assessment, collective worship, behaviour and equality.

Roles and responsibilities of Headteacher, other staff, and governors

Visits will most often focus on the governor's own area of responsibility, linked to the School Improvement Plan e.g. EYFS, Maths etc.

The **governing body** will, with the help of the Headteacher and staff, organise visits that are convenient for both parties and pertinent to school improvement priorities. The aim will be to achieve a minimum of one visit per governor per year. Visits may be conducted in pairs. The Headteacher will guide the governing body on the areas of the curriculum, policies and school improvement plan priorities and targets to be covered each term.

Worship Times

Governors are warmly invited to share worship with us on any day (Mondays – Thursdays 2.50pm, and Fridays at 9.05am). Please see the termly schedule for Worship Times for further details.

Individual governors or pairs of governors will, with the guidance of the whole governing body, identify an aspect of the school's work to focus on. This will enable individual governors to develop a deeper understanding of a subject, a policy or policies, a year group, or an area of school improvement. They will often focus on an area where they have an interest of expertise. The aim will be for them to get to know an aspect of the school really well, increasing their confidence and knowledge. It will help to maximise the effectiveness of the governing body team. It will also enable governors to fulfil their vital role in the school's self-evaluation process, so that together governors and staff can be strategic leaders of the school.

When organising and conducting a visit, governors will be courteous and considerate at all times, respecting the professional roles of the Headteacher and staff. They will confirm with 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. 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(s) will discuss what they have observed with the teacher and clarify any points they are uncertain about. When possible, they will discuss their observations with the Headteacher. A 'Record for governors' school visit' form (see attached) should be completed and a copy sent to the Headteacher who will forward a copy to the Chair of Governors. Reports of visits will be given each term at a meeting of the full governing body.

Teachers and support staff will at all times 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 so as to ensure that they are productive and enjoyable for all concerned. This will include specifying the evidence that could be shared with governors. Whenever practical they will invite their link/curriculum governors to relevant staff meetings and training sessions.

Confidentiality

Questions will be invited from governors, while being sensitive to issues of confidentiality. Governors are requested to make general comments about the teaching and learning, without reference to individual members of staff.

Monitoring and evaluation

Governors' visits will be an agenda item at the termly meeting of the governing body. At the final meeting of each academic year the link governor will report the number of visits conducted and the areas of focus. By reviewing the minutes of meetings when reports of visits were discussed, the governing body will judge the extent to which the information gathered informed the whole governing body's understanding of the progress made towards meeting priorities and targets. Teacher governors will feed back from colleagues. They will be asked to identify what worked well and what, if anything, needs to be reconsidered. They will also be asked to describe the extent to which their understanding of the governing body's role has been enhanced.

Potential Benefits to Governors	Potential Benefits to Teachers
<ul style="list-style-type: none"> • To have a greater understanding of pupils' needs. • To recognise and celebrate success. • To establish and develop effective relationships with the staff. • To monitor the implementation of the School Development/Improvement 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 recognise different teaching styles and understand the environment in which teachers teach. • To see policies and schemes of work in practice. • To find out what resources are used, what resources are needed and prioritise them. • To get to know the children. • To show support and encouragement to staff and pupils. • To demonstrate that the Governing Body is contributing to the school's self-evaluation process. • To develop individual Governor's roles in terms of their specific responsibilities e.g. Special Needs, Literacy etc. • To inform future decision-making. 	<ul style="list-style-type: none"> • To understand better the Governors' roles and responsibilities. • To have an opportunity to reflect on practice through discussion. • To get to know and build positive relationships with Governors. • To feel valued. • To appreciate and value the role and responsibilities of all Governors. • To ensure Governors understand the reality of the classroom and the school. • To highlight the need for further resources. • To share an understanding of the specific area.



Kingsland CE Primary School

Governor Monitoring Form



Planning and Preparation

The school's Christian vision and values (short summary)						
1. Which general area are we looking at? (refer to SIAMS Inspection questions)	Christian Vision & leadership (IQ1)		Wellbeing & dignity (IQ4)			
	Curriculum & Spiritual development (IQ2)		Responsibility & Courageous Advocacy (IQ5)			
	Collective Worship (IQ3)		Religious Education (IQ6/7)			
2. What specifically are we trying to find out? Key question / line of enquiry						
Links to School Improvement Plan						
3. How will we find our evidence? Planned meetings/ observations/tasks	Headteacher		Co-ordinator		Children	
	Parents		Learning walk		Children's books	
	Worship		Documents		Other	
4. Who will carry out the monitoring?						
5. When?						
6. With whom will the results of this monitoring be shared?						
7. When and how will governors follow up any recommendations?						

During the visit

8. Key questions for the agreed monitoring activities in No. 3	8a. Evidence and notes from the visit

Evaluating the impact

9. What have we learnt?	Positives	Areas for development
<p>Focus on the impact on the children and adults. List both positive and areas for development.</p>		
<p>10. What are our conclusions? (Evaluation)</p> <p>Relate your conclusions back to your key issue in section 2.</p> <p>What is working well? What needs improvement?</p>		