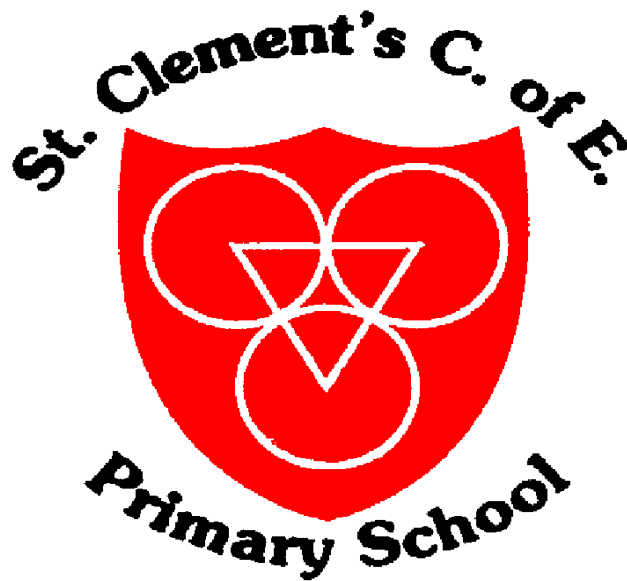


St Clement's C.E Primary School

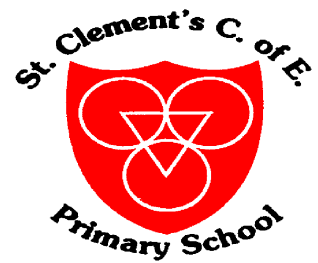


GOVERNOR MONITORING VISITS POLICY

Staff consulted: 27.2.23-3.3.23

Reviewed & Approved by J Parker (Head): 3.3.23

Review Date: February 2025



Growing Together To Let Our Light Shine

John 3:18 'Little children, let us not love in word or talk but in deed and in truth.'

Mission Statement:

We encourage and inspire children to aim high and challenge themselves in everything they do.

As a compassionate, Christian school, we are strong in our faith. We believe in love and forgiveness and are thankful for the opportunities we have to live and learn in our community.

Our Christian Values Reflected In This Policy

Faith

Hope

Love

Respect

Thankfulness

Compassion

Forgiveness

DDA STATEMENT

At St. Clement's we will aim to:

- **Promote equality of opportunity between disabled people and others.**
- **Eliminate discrimination that is unlawful under the Act.**
- **Eliminate harassment of disabled pupils that is related to their disabilities.**
- **Promote positive attitudes towards disabled people.**
- **Encourage participation by disabled people in public life.**
- **Take account of a disabled person's disabilities, even when that involves treating a disabled person more favourably than another person.**

Rights Respecting School Link to Articles: 1, 2, 3, 12, 13, 14, 15, 16, 17, 28, 29, 31

Introduction

“Boards need to know their school if accountability is going to be robust and their vision for the school is to be achieved. Many boards find that visiting their school(s), particularly during the day, is a helpful way to find out more about the school, its staff and students. Through pre-arranged visits that have a clear focus, the board can see for themselves whether the school is implementing their policies and improvement plans and how they are working in practice. Visits also provide an opportunity to talk with pupils, staff and parents to gather their views, though are unlikely to be sufficient for these purposes. Boards are not inspectors and it is not their role to assess the quality or method of teaching or extent of learning. They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of leaders. If boards wish to spend time within a classroom, they need to be very clear why they are doing so.” ‘Governors Handbook’ DFE Oct 2020

One of the key roles and responsibilities for the Governing Body is to monitor the progress and performance of the school. Undertaking visits demonstrates the Governors’ role in the strategic management of the school by helping to hold the school to account and evaluate its progress. The Governor’s visiting programme is an integral part of the school’s yearly monitoring calendar. It is important for individual governors to remember that when they visit the school, they act as representatives of the governing body, which has corporate responsibility for the overall leadership of the school.

Visits enable Governors to:-

- Undertake monitoring of an agreed aspect of the school- eg observation, ‘learning walk’, pupil interviews, talking to staff, talking to parent/carers, pupil work scrutiny etc.
- See the school at work and observe the range of attitudes, behaviour and achievements as part of the link governor role or the whole school in general.
- Get to know the staff and demonstrate their commitment to the school
- Be aware of the effect of change and different approaches to teaching and learning
- Evaluate resources and discuss with staff further requirements
- Gain first hand information to assist with policy making and decision taking

Before making a visit, Governors will

- Contact the Headteacher at least a week in advance and agree a date, time and focus for the visit
- Clarify the etiquette, courtesies and expectations for the visit
- If a governor is going to spend time in a classroom, this will be discussed with the class teacher so that both are clear how long the governor is coming for, what they are going to look at and what they are going to do.

On the day of the visit the Governor will remember to:-

- Observe the school policy for visitors and wear a governor’s’ inventory sticker available when signing in at reception
- Arrive on time
- Act as an observer and only participate in the class at the invitation of the teacher
- Respect the professionalism of the teacher, supporting but not interfering
- Observe confidentiality
- Share your experience with the teacher, Headteacher/subject leader via a completed school visit record form

After the visit the Governor will:-

- Remember to thank the teachers and children
- Complete the Governor Visit Proforma, reporting on the focus. The completed form should be given to the Headteacher and then, after any possible alterations, the form will be circulated to the governing body and staff
- Governors must report without giving opinions and where possible individuals should not be able to be identified.

It is important to remember that visits are a snapshot in time, and judgements should not be made arbitrarily. **The visit is not about:-**

- Inspection
- Making judgments about the professional expertise of the teacher
- Checking on your own children
- Pursuing a personal agenda
- Arriving with inflexible pre-conceived ideas

Governors are an important part of the school team and are welcomed into the school by staff. It is important that Governors remember to respect the professionals and the children, support the Headteacher and the staff, and acknowledge that they represent the full Governing Body. If the agreed principles and procedures are followed then Governor Visits will be an enjoyable experience for all involved, and will result in effective monitoring by the Governing Body, which will contribute to school improvement.

Safeguarding

St Clements C of E Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If a safeguarding concern or disclosure is made during a governor's visit to the school, then they must report it immediately to:

Mrs Parker- Head Teacher & Designated Safeguarding Lead

Miss Steeles- Family Support/Learning mentor & Designated Person for safeguarding

Mrs Street- Family Support/Attendance Officer & Designated Person for safeguarding

Miss O'Connor- Special Educational Needs Assistant & Designated Person for safeguarding

Mr Thirsk- Assistant Head & Designated Person for safeguarding.

Ms Erving- School Based Social Worker & Designated Person for safeguarding.

The Headteacher is responsible for ensuring that all volunteers working in school and having contact with children have the appropriate supervision and level of checks including DBS (Disclosure and Barring Service) check if necessary. Governors are also expected to have a full DBS check. Advice on this process can be sought from Mrs Law, School Business Manager or Mrs Street, Designated Person for Child Protection, in the main office.

SCHOOL VISIT RECORD

Name

Date

Purpose of visit

Previously agreed by the governing body with the head teacher

Links with the School Improvement Plan

How does the visit relate to a priority in the School Improvement Plan?

Governor observations and comments

e.g. what did you see? What did you learn? What would you like clarified? How long did the visit last?

Any key issues arising for the governing body

e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy

Action following governing body meeting

Record any action agreed by the governing body with regard to this visit