



Tetney Primary School

Governor Visits Policy

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Contents

Aims.....	2
Guidance and scope	2
Governors are observers	2
Governors are not inspectors	2
Visits programme	2
Governors for Finance	3
Governors for Safeguarding.....	3
Governors for health and safety and special educational needs	3
Governors for Pupil Premium and Wellbeing.....	3
School Development Priorities	3
Subject Lead Curriculum Presentations	3
Before a visit, Governors will:.....	3
During a visit	4
After a visit.....	4
Appendix A.....	0

Aims

This policy aims to set and maintain standards of conduct that we expect all governors to follow when making visits to the school. Governors do not have an automatic right to enter Tetney Primary School. When they do so, they are invited guests.

This policy sets out the procedure which all governors are expected to follow when visiting Tetney Primary School and how they are expected to report back on that visit to the governing board.

By creating this policy, we aim to ensure that all governors understand their role and purpose so school visits are a productive and enjoyable event for all involved.

Guidance and scope

Governors are observers

Boards must know their schools in order to maintain robust accountability. Through pre-arranged visits that have a clear focus, governors will:

Observe whether the school is properly implementing school policies, and actions from the school development plan

Observe how those procedures are working in practice Have the opportunity to gather the views of pupils and staff

Governors are not inspectors

Governors:

- Will not assess the quality of teaching and learning in the classroom
- Will not manage the school or interfere in the day-to-day operations of the school
- For those governors who wish to spend time in a classroom, they will make their purpose in doing so clear.

Visits programme

Governors will carry out regular school visits in order to meet the board's statutory obligation to monitor the school's effectiveness.

Visits may include:

- Formal monitoring, where governors discuss the progress of the school in a particular area with the relevant staff member. This may also involve looking at children's work and books
- Learning walks, where governors will go around the school with the relevant staff member to get a feel for a particular area
- Discussions with pupils and staff, by prior arrangement to gain pupil and/ or staff voice.

Governors will carry out school visits according to the monitoring schedule, agreed upon during the first FGB meeting in the first term. This will include, but is not limited to:

Governors for Finance

Termly (3 times a year) 1:1 monitoring visits with corresponding staff leads. To be arranged in terms in which the FGB focus is curriculum (and not finance).

Ad-hoc meetings as required or requested on issues specific to their areas of responsibility

Governors for Safeguarding

A half termly (6 times a year) 1:1 monitoring visit with corresponding staff leads. Alternate visits can be conducted virtually/remotely, particularly when monitoring electronic record keeping.

Ad-hoc meetings as required or requested on issues specific to their areas of responsibility

Governors for health and safety and special educational needs

A termly (3 times a year) 1:1 monitoring visit with corresponding staff leads.

Ad-hoc meetings as required or requested on issues specific to their areas of responsibility

Governors for Pupil Premium and Wellbeing

A minimum of one visit per academic year with corresponding staff leads.

School Development Priorities

A minimum of two visits per academic year for each priority area from the School Development Plan with corresponding staff leads.

Subject Lead Curriculum Presentations

It is important that the governing body have an up-to-date knowledge of the curriculum implementation and impact at Tetney Primary School. To achieve this whilst managing workload for staff and governors, each FGB will start with a curriculum presentation from the subject leaders, to focus on one subject area. The schedule for presentations will be determined as part of the monitoring schedule.

Before a visit, Governors will:

- Notify the Headteacher before scheduling a visit, even if the Headteacher will not be involved in the visit. They should be made aware as a matter of courtesy
- Schedule an appointment with relevant members of staff in order to avoid friction and ensure visits are scheduled for times that are mutually convenient
- Be sensitive to the numerous demands staff have on their time
- Clarify the purpose of the visit in advance with the Headteacher and/or relevant member of staff
- Be familiar with the school's safeguarding policies and procedures.

During a visit

Governors should know how to conduct themselves appropriately during visits in order to minimise disruption for staff and pupils and to receive the maximum benefit from the time spent.

Governors will:

- Be on time
- Always wear a visitor's lanyard (green)
- Use the agreed recording method for the visit. Photographs and videos are to be avoided
- Remain as observers: governors not there to pass judgement on staff or inspect them
- Ensure all parties are clear about why a governor wishes to spend time in the classroom, if they wish to do so
- Pass on any concerns the staff raise with the relevant people
- Be friendly but professional and dress appropriately, bearing in mind the standards of dress set for teachers and pupils

Governors will not:

- Pass comment on classroom practice or any specific incidents that happen, judge teaching methods, assess the quality of teaching, or comment on the extent of learning
- Interfere with the day-to-day running of the school
- Behave in a manner than would make staff feel that they are there to inspect, e.g. sit at the back of the classroom with a clipboard
- Raise concerns in the moment. Governors should note down any concerns they may have and raise them with the Headteacher after the visit.

After a visit

Governors will complete a written report as soon as reasonably practicable using the form attached as Appendix A. In completing the report, governors will:

- Use neutral language at all times
- Remain observational, and describe only what they see
- Focus closely on the agreed reasons for the visit, and its strategic role.

Once complete, a draft report will be shared with the Headteacher and any other members of staff involved in the visit. Once this draft has been agreed, a final version will be shared with the Chair and Clerk, to be upload by the clerk to GovernorHub for discussion in the next full governing board meeting.

Appendix A

Governor Monitoring Report



Governor Name:		Name of Lead Staff:	
Date of Visit:			

Focus of Visit

Visits should focus on:

- strategic priorities and key policies agreed by the governing board
- the evaluation of progress: are the things people say are happening actually happening?
- seeking assurance that the needs of pupils are being met

Summary of activities

For example:

- meeting staff with responsibility for specific areas (such as safeguarding or SEND)
- talking to staff and pupils
- experiencing a lesson being taught (as part of getting to know the school, rather than making judgements about quality of teaching)
- seeing examples of pupil work

What have I learned and how will I feed this back to the governing body?

- Relate this back to the focus of the visit

Discussion points for the governing body

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Any other comments?

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