



## beatrice tate school

Policy status	Non-statutory
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<b>Review date</b>	January 2025

### Safeguarding Statement

At Beatrice Tate School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

# Governor Visits and Protocol Policy

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# Governor Visits and Protocol Policy

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## Introduction

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 keep under review how it operates so that Governors can increase the governing body's first-hand knowledge, informing strategic decision making.

Visits should generally relate to the priorities determined by the School Improvement Plan. The governing body should plan visits to cover the key priorities of the School and each visit should be agreed and have a clear purpose.

Governors should arrange their visits with the Headteacher who is responsible for the day-to-day leadership and management of the school.

## Potential benefits of Governor visits to governors

- To recognise, share and celebrate student achievement
- To develop positive relationships with staff
- To get to know the students
- To recognise different teaching styles
- To understand the environment in which teachers teach
- To monitor policies in action
- To inform decision making
- To find out what resources are needed and prioritise them

## Potential benefits of Governor visits 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

- 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

## Protocols or ground rules for visits

Governors should at all times observe protocol and be sensitive to the surroundings

- Consider what should happen and what should not
- Ensure that visits are no longer than 1 hour

## How to feed back after the visit

- Governors should provide feedback on their visit to the head teacher in the first instance.
- The governor should share their record of the visit with staff members if they were observed.
- The visit record should be available for the next full meeting of the governing body.
- Governors should use the agreed proforma attached to this policy. Additional copies are available from the school office.

# Governor Visits and Protocol Policy

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## Annual programme of visits

A programme of visits should be planned and spread evenly across the school year in consultation with the Headteacher and member of staff responsible for the area being monitored/visited.

## Monitoring and review of school visit policy

This 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?

## Preparing for a visit

- Check the Governor Visit Policy
- Clarify the purpose of the visit
- Read any relevant policies before the visit
- Discuss an agenda if necessary with the Headteacher in advance
- Be clear beforehand exactly what you are looking for
- If necessary, prepare questions and submit to key staff in advance

## During the Visit

- Governors visit on behalf of the Governing Body. Therefore, **it is not appropriate to make judgements or promises on behalf of the governing body**
- Keep to the agreed timetable but be flexible
- Get involved and engage with students where appropriate
- If visiting a lesson try not to distract the teacher but be prepared to talk and show interest
- Remember why you are there. Don't lose sight of the purpose of your visit

## After the visit

- Discuss what you have observed with the Headteacher. 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.
- Make notes as soon as possible after your observation while it is still fresh in your mind.
- Submit your report to the Headteacher for discussion.
- Reflect: How did that go? Has the visit enhanced relationships? Have I learned more about the school? Have I helped the Governing Body fulfil its duties?

## Reporting the visit

- Use the Governor Visit Form to write a short summary of what you learned during the visit and the overall impression that was made. This will be easier if the visit had a focus.
- You must circulate a draft to the head and any staff involved for them to check the accuracy and clarity. Be prepared to amend it. Aim to achieve a report that is agreed by those involved.
- Circulate this at the next appropriate committee/Governing Body meeting.

## Model of Governor engagement

### *Links to School Improvement Plan and OFSTED framework*

Governors will monitor and evaluate each of these areas to ensure school self-review is in place. The Headteacher and Chair of Governors will review the Link Governor Visits Plan annually or as required to ensure Governor engagement is effective in monitoring and evaluating school

improvement.

The format of the Link Governor Visits Plan includes the following areas, linked to the School Improvement Plan and Ofsted Framework:

GOVERNANCE LINK AREA	OFSTED FRAMEWORK LINK	SIP FOCUS
<b>Quality of Education</b> - Curriculum - Teaching and Learning/ARR - Outreach and Parental Engagement	<ul style="list-style-type: none"> <li>Quality of Education</li> <li>Effectiveness of the Sixth Form Provision</li> </ul>	<b>SIP 2</b> <b>SIP 2.1</b> <b>SIP 2.2</b> <b>SIP 4</b>
<b>Safeguarding</b> <b>Mental Health and Well-being</b> <b>Behaviour and Attitudes</b> <b>Equality</b>	<ul style="list-style-type: none"> <li>Personal Development</li> <li>Behaviour and attitudes</li> <li>Effectiveness of the Sixth Form Provision</li> </ul>	<b>SIP 3</b> <b>SIP 4</b>
<b>Health and Safety</b> <b>Premises and Facilities</b> <b>Finance</b> <b>Expansion/Post-19 Expansion</b>	<ul style="list-style-type: none"> <li>Leadership and Management</li> <li>Effectiveness of the Sixth Form Provision</li> </ul>	<b>SIP 1</b> <b>SIP 4</b>

### *Governors who cannot visit school (apart from Governing Body meetings)*

If Governors are unable to visit school during a working day they can still engage with staff and students through regular contact via email or video-conferencing.

### Questions for Governors to ask

Please use these questions as a guide in a meeting or on school visits. It is not intended that Governors work systematically through the list.

#### All Link areas

- What is the school doing within this area of focus?
  - Ask open questions beginning with ‘what’, ‘how’, ‘when’, ‘how often’, ‘why’, ‘who’ and ‘where’.
  - Don’t be afraid to clarify any terms or acronyms you’re not familiar with.
- How do you know the school’s actions are having an impact?
  - Include specific evidence that demonstrates the positive impact the school is having in this area.
  - Where a positive impact hasn’t been made yet, note down why that is and what steps are being taken to make progress.
  - Add any further evidence you’d like to see to help you make a better assessment of the impact.

## Quality of Education

- What are the broad trends in the school's achievement across the subject range?
- How well does the school think it is performing compared to similar schools?
- Where have we improved? Do we know why?
- How much progress have students made since they joined the school? How well are students learning?
- Are there differences between the achievement of different year groups, and if so, why?
- What does lesson observation tell us about the quality of teaching and learning across the school?
- How are weaknesses identified and improved?
- How does the quality of teaching compare to similar schools?
- Who is responsible for monitoring and improving the quality of teaching and learning and how is it achieved?


## Behaviour and attitudes

- Consider students' attitudes to learning and conduct in lessons and around the school.
- How well is behaviour managed by staff?
- How is attendance monitored and improved?
- It is important not to judge behaviour and safety just on what you see on your visit as you need to take account of the school's analysis of behaviour and the impact of the school's strategy to improve behaviour and attendance.

## Leadership and Management

- How does the leadership team set high standards for quality and performance?
- How does leadership evaluate the school's strengths and weaknesses and use these findings to promote improvement?
- How does leadership ensure that students are safe?

## Appendix 1: GOVERNOR SCHOOL VISIT RECORD



### Governor Visit Form

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<b>Governor:</b>	<b>Date of visit:</b>
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**Purpose of visit or Governance Link area:**

**Relevant school objective or priority:**

*From the school improvement plan (SIP) objectives or the school's vision/aims.*

**Key personnel to meet:**

Position	Name

**Key questions for Governor to explore:**

**What is the school doing within this area of focus?**

*Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who' and 'where'.  
Don't be afraid to clarify any terms or acronyms you're not familiar with.*

**How do you know the school's actions are having an impact?**

*Include specific evidence that demonstrates the positive impact the school is having in this area.  
Where a positive impact hasn't been made yet, note down why that is and what steps are being taken to make progress.  
Add any further evidence you'd like to see to help you make a better assessment of the impact.*

## Governor Visit Form



**Governor's observations/evaluation:**

What successes stood out and why?

Questions and clarifications to follow up with the Headteacher or Chair of Governors

**Any issues arising for Governing Body or other Link Governors:**

**Any action for follow-up in next Governing Body meeting:**

**Governor Signature:**

**HT/DHT Signature:**

**Date:**