

Spalding Parish Church of England Day School

*We are a caring Christian Community built on Compassion,
Trust, Friendship and Hope.*

Governor Visits Policy



Date of Policy: July 2017

Date of Review: July 2019

Adopted by Governing Body: September 2017

Signed by Chairman of Governors: Katherine Wright

Handwritten signature of Katherine Wright

Governor Visits Policy Spalding Parish Church of England Day School

Statement of Intent

We are a community dedicated to learning. We support children to develop the skills for life. As learners we will make mistakes and learn from them; always making new mistakes. We will not fault find and blame others. We will listen and ask questions, discussing things openly. We will keep ourselves informed. We will have fun and laugh together. We will spend time becoming emotionally and inter-personally competent.

1) Rationale

Governor Visits are a continuous process integral to the Governing Body fulfilling its' strategic role. It provides a framework for the Governors of SPCEDS to make focused visits into school. It is how the Governing Body gains knowledge of the day to day work of the school. This process recognises and celebrates the efforts and successes of children and staff and identifies further areas for development.

2) Aims and Objectives

The aims and objectives of a Governor Visit are:

-  To maximise the effectiveness of the Governing Body;
-  To support the full governing body and committees make informed judgements;
-  To observe policies and plans being implemented;
-  To build effective working relationships with staff;
-  To develop a deeper understanding of the context in which staff work;
-  For each governor to complete a minimum of one visit every two years;
-  To provide a report to the Governing Body on an identified area of focus.

3) Roles and Responsibilities

Board of Governors

With the support of the Head Teacher and staff, the Board of Governors will organise a schedule of visits throughout the year. The aim will be to achieve a minimum of one visit per Governor every year. Visits may be conducted in pairs.

Individual or Pairs of Governors

With the guidance of the Board of Governors, identify an aspect of SPCEDS'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 a Phase. They will focus on areas where they have an interest or expertise. See Annex A Governors' Specialities Form.

Working to the annual schedule agreed with the Head Teacher and staff, they will confirm the date, timing and focus of each visit at least one week in advance with the School Office. This will include agreeing what will be observed and to whom it would be useful to talk to. 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) gives brief feedback to the member of staff and will clarify any points they are uncertain about. They will discuss their observations with the Head Teacher. The Governor Visit Report Form is completed and presented to the Board of Governors.

Head Teacher

The Head Teacher will guide the Board of Governors on the areas of the curriculum; policies and core milestones and targets to be covered each term. The Head Teacher will make time to discuss the date, timing and focus of each visit with individual or pairs of Governors.

The Head Teacher will be available at the end of the visit to discuss findings and agree when the report will be given to the Board of Governors. See Annex B Governor Visit Report Form.

Teachers and Support Staff

All staff will support and 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 Governor to relevant staff meetings and training sessions. See Annex C Things to Observe.

4) Code of Conduct

Governors and staff will at all times be:

-  Courteous;
-  Considerate;
-  Respectful of the roles of the other;
-  Sensitive to issues of confidentiality.

5) Monitoring and Evaluation

Governor Visits will be an agenda item at all Full Board of Governor meetings. At the end of the academic year a report will be given as to the number of visits conducted and the areas of focus. From the reports received the Board of Governors will judge the extent to which the information gathered informed their understanding of progress made towards meeting priorities and targets set.

Staff Governors will feedback from their 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 Board of Governors role has been enhanced.

6) Policy Review

This policy will be reviewed in two years.

Spalding Parish Church of England Day School
Governors' Specialities Form

Governor(s)	Role

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Governor Visit Feedback Form

Name:	Responsibility:	Date:
Phase/Year/Staff Visited:		
Objective/Purpose of Visit: Why are you making this visit? It may be relevant to complete this prior to visit to identify key points to be explored.		
Outcomes of the Visit: What did you see? What did you learn?		
Head Teacher/Staff Comments: Feedback from meetings/discussions.		
Points for the Board of Governors attention: Points for discussion as a result of potential impact. Areas that could be covered in future visits.		
Action following the Governor Visit/ Subsequent Board Meeting: Record any action agreed by the Board of Governors, including follow-up visits.		
How do you feel the visit contributed towards your development as a Governor? Indicate how the visit has made you a more effective Governor.		
Signature:		

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Things to Observe

You may find it useful to observe and comment on some of the following:

- Relationships between children and staff.
- Relationships between children.
- Relationships between staff.
- Variety of teaching styles.
- Availability and role of support staff.
- Behaviour and attitude of children – are they attentive, motivated, listening, questioning, responding, active?
- Enjoyment and enthusiasm of both children and staff.
- How the children are grouped.
- How different abilities are catered for?
- Children's work – how is it displayed, celebrated, marked?
- Displays – are they engaging, informative, celebratory, thought provoking?
- Ethos – the atmosphere and values that are evident. Are expectations high, encouraging, equality of opportunity apparent, good use of praise, no shouting?
- Use of space and working conditions.
- Quality and quantity of equipment and resources.