



# Governors Visits Policy

Raglan 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.

Staff Responsible:	Head Teacher
Date of Review:	June 2024
Date of Next Review:	June 2026

**Version Control**

<b>Date</b>	<b>Change</b>
03/06/24	P3 Updated Names of Link Governors  P 5 Office procedures eg (This can include safeguarding and evacuation procedures.)  P6 A visit can also coincide with a Trust Subject Review – this is to help Governors understand the school / Trust review process.

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**Aims and Objectives**

Every Governing Body has a statutory responsibility to establish and monitor its school's policies and evaluate the effectiveness of the school and its curriculum. Governors are also held to account for their own school's performance. The Office for Standards in Education (OfSTED) assumes that Governors know the strengths and weaknesses of the school, and will test that assumption during a school inspection.

One of the best and most effective ways in which a Governor can get to know about their school is to visit during the school day and see it at work, talking to staff and pupils and finding out what happens in the school and the classrooms. If school and classroom visits are done well they will add immeasurably to Governors' understanding of their school, its staff and its pupils.

**Types of Governor Visits**

<b>Type of Visit</b>	<b>Link Governors Involved</b>	<b>Staff Involved</b>	<b>Frequency</b>
Focussed Visit	Named Governors with responsibility for area:  EYFS/SEN: Johanna Reed  Finance: NA  Health and Safety: Scott George  Pupil Premium: Dr Tosin Bowen – Wright  EDI: Jake Butterworth  Safeguarding and Online Safety: Dr Tosin Bowen – Wright  Curriculum and Teaching and Learning: James Faiers	Subject leaders	3 times per annum
The School in operations	All available Governors	All relevant staff	Every January

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**Purpose of the Visits**

A Governing Body has a duty to oversee the direction and policies of the school, to monitor its standards and to be held accountable for its conduct and performance. Visits should be undertaken:

A. As Part of the strategic programme to-

- Improve Governor knowledge of the school, its staff, needs, priorities, strengths and weaknesses
- Monitor and assess the priorities as outlined in the development plan
- Help the Governing Body fulfil its statutory duties
- Acquire knowledge to enable the Governing Body to challenge as appropriate

B. As The Critical Friend –

- Monitoring and evaluating plans, budgets, standards of education and achievement

C. To Improve Accountability

- Annual reports and meetings, publication of minutes, surveys of parental views. Many Governing Bodies link Governors to subjects, classes or year groups as a way of monitoring the curriculum and also to the school priorities. This will involve individual Governors visiting the school and classrooms and taking the opportunity to discuss issues with the Head Teacher and relevant subject co-ordinator.

A number of Governors have specific responsibilities eg Safeguarding, Special Needs, Literacy, Numeracy, Health and Safety, Race Equality and Looked After Children. This reinforces the need to visit not just the school but the classroom on a reasonably regular basis. It also allows Governors to focus on particular areas, eg:

- the management of the school's resources
- the condition of the building and its use
- the development of teaching and support staff
- a specific subject area
- a particular year group or class

By visiting school and becoming better informed Governors will be:

- more aware of the needs of the school
- more able to approach staff to meet those needs
- well placed to bring to the Local Authority any matters of concern
- in a good position to support the school in its community

Governors visit school to:

- learn, therefore increasing the Governing Body's first-hand knowledge base and informing strategic decision making
- keep under review the way in which the school is operating
- experience the impact and progress of the implementation of the school improvement plan and school policies

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- demonstrate to staff that the Governing Body takes its responsibilities very seriously
- establish and develop good professional relationships with staff, especially those that are linked with individual Governors' areas of responsibility, e.g. literacy, numeracy, Special Needs or Health and Safety.
- see in context some of the monitoring systems employed by the school
- demonstrate that the Governing Body is contributing to the school's self-evaluation process
- show support and encouragement to staff and children

### **Benefits for Staff**

Regular scheduled visits from Governors allow the staff to get to know them and to build positive relationships. Visits can help staff to feel valued, whilst appreciating the role and responsibilities of the Governors.

Governors' visits to classrooms are not a form of inspection in terms of making judgements about the professional expertise of members of staff, especially with regard to the quality of teaching.

### **Focus of Visits**

A visit can be either to see the school generally in operation or a specific classroom visit. Visits can focus on the following:

#### **The School in Operation**

- The condition and maintenance of the premises
- The use made of buildings and premises
- Security on site
- Break and lunch times
- The monitoring of Health and Safety
- The use and condition of resources eg furniture and subject equipment
- Office procedures eg (This can include safeguarding and evacuation procedures.)
- To see a class or teacher led assembly (to see how well information is provided)
- Pupil behaviour around the school
- Increase Governors' knowledge and understanding of the school through seeing at first-hand how it operates.
- Experience the impact of plans and policies
- Demonstrate to the school community that Governors are taking their roles and responsibilities seriously
- Establish and develop good working relationships
- Be able to contribute effectively to the school's self-evaluation
- Show support and encouragement and be able to celebrate successes and achievements
- See evidence of work matching the individual needs of pupils

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- Be able to see that resources and the learning environment are adapted to meet needs as appropriate.

**Focussed Visits**

- Observation of particular curriculum areas e.g. Literacy, Numeracy, SEN
- The implementation of the curriculum
- Gain an understanding of the process of assessment and tracking pupil cohorts and their attainment
- Assessing a group of pupils working together on a task
- To hear the Pupil Voice
- A visit can also coincide with a Trust Subject Review – this is to help Governors understand the school / Trust review process.

**After the Visit**

A written summary of the visit (appendix 1) should be completed by the Governor and then sent to the Head Teacher within two weeks of the visit and then sent to the Clerk, for inclusion on the agenda for the next meeting of the Governing Body. Governors must report without giving opinions and individuals should not be named.

If Governors do have any issues as a result of a visit they should firstly discuss it with the relevant member of staff concerned and if they still have concerns, with the Head Teacher, but it should be remembered Governors are observers not inspectors.

## Appendix 1

### Record form for a Governor's school visit

Name	Date
Purpose of visit	
Links with the School Development Plan <i>(How does the visit relate to a priority in the School Development Plan?)</i>	
Governor observations and comments <i>(Eg. what did you see? What did you learn?)</i>	
Aspects to be clarified/questions to note.	
Action other comments	