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| Wibsey Web Logo |

**WIBSEY PRIMARY SCHOOL**

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| **Governor Visits Protocol** |

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| Agreed by Governors    Date: | Full Governors | x |
| Finance and General Purposes |  |
| Teaching and Learning |  |
| Signed on behalf of Governing Body by Chair of Committee: |  |  |
| Approved | September 2021 |  |
| Review | September 2024 |  |

Governor Visits Protocol

Rational

The Governing Body at Wibsey Primary School has important responsibilities but limited time and resources. It is therefore important that Governor’s focus on adding value by establishing the strategic direction of the school. To do this effectively Governors need to understand the school’s strengths and weaknesses. The more they know and understand, the better equipped they will be to contribute to the quality of the pupils’ education and to support the school within the community.

Governors can learn much from the various forms of documentation relating to the school: the School Improvement Plan, the School Prospectus, the latest Ofsted report, the Primary Inspection Data Summary Report and the Self Evaluation Form (SEF). These, together with termly updates from the Headteacher, provide the information to allow Governor’s to fulfil their role and responsibilities.

Visits to the school are also a major source of information if used purposefully and in full cooperation with the Headteacher and staff. All visits should have a clearly defined objective agreed in advance with the Headteacher and the relevant staff members. Such visits may include an introductory visit for a new Governor, a meeting with a subject leader or a visit to a classroom.

When in school, Governors always remember that they are there to gain information and impressions, to observe and learn, and in so doing, to gain knowledge and understanding – Governors are not inspecting. Governors must be sensitive to the fact that they are entering another person’s professional arena and that their presence may affect proceedings. Governors should avoid taking notes in class as this can be intimidating. Instead, time should be set aside after the visit for jotting things down. Time should always be planned at the end of a visit to talk through what has been seen with the teacher or Headteacher.

New Governors

All new Governors should arrange an introductory visit to the school with the Headteacher. This is an invaluable way of getting a feel for how the school works, to meet the staff and to become familiar with the layout and resources. It provides some background knowledge for the papers and discussions at Governing Body’ meetings.

Timetable of Visits

* All Governors should visit the school at least once a year during the working day;
* All new Governors should be offered an introductory visit soon after their

appointment as part of their introductory programme;

* Governors are welcome to arrange a visit to the school, but must ensure that one

weeks prior notice is given with the PA to the Headteacher; this is so that the visit

can be planned and a focus can be agreed;

* Specific visits will be sent for some occasions e.g. Celebration Assemblies etc;
* Governors have access to parents’ newsletters via the website. These contain notice

of events which they are welcome to attend by arrangement.

Focus of Visit

Visits will focus on aspects of the School Improvement and carrying out the work of the Governing Body e.g. SEN, Health and Safety, Safeguarding, Link Governor etc.

The visits could have a particular emphasis on one year group, or on one major aspect of delivery of the curriculum. The Governing Body, in partnership with the Headteacher, will discuss the focus of these visits in advance.

What Governor visits are not about:

* Making judgements about the quality of teaching or management of the school;
* Checking on the progress of own children;
* Pursuing personal agendas;
* Interrupting, giving ideas or suggestions during teaching time.

Format for Governor Visits

1. Arrange a visit with the PA to the Headteacher and agree the aims of the visit and arrangements for it, at least one week in advance. The Headteacher will brief the staff involved about the discussion and subjects to be covered in advance.
2. The visit – some visits will take place in the classroom and staff will have been consulted about the date, time and purpose of the visit. This will enable them to prepare information related to the focus of the visit, this might include:

* Informal observations of children at work;
* Opportunities to speak with children about their work;
* Opportunities to look at displays and the learning environment;
* Supporting a group of children on a set task.

Governors would be expected to be present at the beginning of a lesson as this will give the teacher time to make the relevant introductions. Governors are also aware of confidentiality of what they see and hear.

1. A meeting with the Headteacher to review the focus of the visit.

The Follow Up

* Governors to complete a Governor Visits Form (Appendix 2)
* Feedback to the Governing Body in the appropriate committee that the visit has taken place;
* Staff and Governors to review the effectiveness of visits;
* Governors and staff to update the protocol every three years.

**Appendix 1 – Protocol for Visits**

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|  | **ALWAYS** | **NEVER** |
| **BEFORE** | Agree purpose of the visit.  Agree the time schedule.  Agree when you will discuss the visit with the Headteacher.  Consider practicalities (parking, time of arrival, how to make notes etc.)  Find out how each teacher wants you to contribute (or not). | Turn up unannounced. |
| **DURING** | Introduce yourself to staff and pupils.  Note and praise the positive.  Ask questions to increase understanding.  Remain focused on the purpose of the visit. | Interrupt the teacher.  Make judgements i.e. good, satisfactory etc.  Pursue your own agenda. |
| **AFTER** | Thank the teacher and pupils.  Discuss the visit with the teacher.  Complete a Governors Visit Form.  Review the visit with the Headteacher. | Leave without a word. |

**Governor visit to school report**

**Name of Governor**

**Date of visit**

**Does the visit relate to monitoring of the School Improvement Plan?** Yes / No

**Purpose of the visit**

*(e.g. to see a new initiative in practice, find out about SEN issues)*

**Describe what you saw during the visit**

*(e.g. what the children were doing during new learning initiative, book scrutiny, SEN policies in practice)*

**How has the visit strengthened governance?**

*(e.g. better awareness of initiative that has had funding approved by governors, strengthened knowledge and ability to question senior leaders)*

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| Report Date |