



## Governor Visits Policy

Date of policy: 13th October 2022

Frequency of review: 3 years

### 1. Statement of intent

Writtle Infant School acknowledges the importance of governors visiting school as a vital tool in ensuring that the governing body can evaluate the impact of their plans and policies on the day-to-day operation of the school, raise their awareness of life in the classroom and develop positive relationships between teachers and governors, fostering a sense of partnership. Governors are not inspectors and are visiting to gain knowledge or to monitor the development of items on the School Improvement Plan. Governors are asked to record their visit as evidence for any subsequent Ofsted inspections.

### 2. 3 steps to a visit

1. Before the visit agree with the Head teacher the focus of the visit.
2. Arrange a time to visit with the class teacher - informing him/her of the focus of the visit. It is helpful to meet the teacher prior to entering the lesson.
3. Ask if there is any information that should be read prior to the visit.

The visit may be focussed on an action from the School Improvement Plan or be a general visit to learn about your specific curriculum or year group link.

### 3. What can governors observe on a visit?

- External appearance
- Are the school grounds tidy, attractive and well maintained?
- What is the general state of external decoration?
- Is the school entrance welcoming?
- Are there adequate signs directing you to the reception?
- Are there adequate references to safeguarding?
- Are GDPR expectations followed?

### 4. The school in general

- Is the reception area well maintained?
- Is there an adequate visitor signing-in procedure?
- Are there lots of examples of children's work displayed?
- What is the overall atmosphere in school?
- What sort of a general welcome did you receive?
- What is the general state of the internal decoration?
- Are there any obvious examples of community links?
- What is the general standard of pupil dress and behaviour in school?
- How effective are communications, within and outside of school, with parents, governors, community and interest groups?
- How is success and behaviour measured and rewarded in schools?

- Are the schools values and key policies such as behaviour followed consistently?

## **5. The classroom**

- Are the pupils busy and active within the classroom?
- Are the pupils interested in their topic?
- How is the classroom resourced?
- Are there any areas where resources could be improved with extra finance?
- Were you welcomed into the classroom?
- Is plenty of the pupils' work displayed?
- What is the standard of the displayed work?
- What is communication like in the classroom?

## **6. On the visit day**

- Arrive on time and ensure you can access online reporting form
- Please take informal notes if it will help you prepare feedback for other Governors.
- When visiting classrooms always be mindful to be supportive to teaching staff and pupils.
- Please be aware that teachers are working during your visit, and lengthy discussions are not possible when teaching. Arrangements can be made to discuss the visit afterwards, which staff welcome and appreciate.
- After the visit, thank the members of staff and the children.

## **7. Prepare your feedback**

Please send your completed visit forms to the Headteacher via email and where possible discuss your findings with her. Reports will be saved in governors shared area.

## **8. Procedures in the event of concern**

Where concerns exist, it is vital that they are discussed immediately with the Headteacher or Deputy Headteacher. If you are not satisfied with the response and remain concerned, your next step should be to talk to the Chair of Governors.

You may observe children's work, health or they may innocently reveal things about their home life – please discuss with the DSL (Headteacher) or Deputy DSL (Deputy Headteacher and SENCO) immediately.

## **9. Focus of visit/Ideas for questions**

- Is your visit linked to a School Improvement/Development Plan Priority?
- What are the steps taken so far and the impact?
- The quality of Headteacher reports, which links to the questions below.

## **10. Outcomes for children**

- How does attainment at my school compare to national and local averages and the government's floor standard?
- How does the curriculum fit the needs of the children
- What is the intent of the curriculum? How is it implemented?
- How do we measure the impact of the curriculum

- How might the context of our school affect our performance?
- Are we relatively stronger or weaker in English compared to mathematics?
- How does pupil attendance compare to national averages?
- How might the context of our school affect performance?
- Are standards at the end of Key Stage 1 declining or improving?
- Are targets likely to be met?
- Are the outcomes different for individual subjects/groups of children? Examples could be Boys v Girls, Summer Born, Pupil Premium, medical, PLAC, LAC, English not as first Language, Traveller community,
- What additional steps are being taken to 'close the gap' for these children?
- Are the right priorities identified in the improvement plan or School Development Plan?
- What are the key actions/programmes/interventions planned to address these?
- How will the impact of these actions/interventions be monitored/by whom/when?
- Do we need to make changes to current provision/resource deployment given the needs within each year group?
- Is spending correctly prioritised?
- What is the profile of the quality of teaching across the school? How do you know?
- What steps will be taken to secure at least 'good' teaching in all classrooms?
- How reliable/accurate is the assessment data which is used to track individual progress? Are there inconsistencies? If so, what is being done to address this?
- What is the impact of your interventions? How do you know?
- What do you know about the Data dashboard?
- How much Pupil Premium does the school receive? How do you spend your Pupil Premium? How do governors track how pupil premium is allocated and the impact that is having on standards? How do you know?
- How is Sports Funding put to use and does it benefit the pupils?
- How do you use your upper pay scale staff to drive up standards?
- What are your three year trends in terms of progress and attainment? How do you know?

## **11. Personal Development, Behaviour and Welfare**

- What have you done to improve your attendance figures? Has it worked?
- How is challenging behaviour dealt with?
- What is your exclusion policy?
- What is behaviour like at your school? How do you know?
- What underpins your behaviour policy?
- Do your children feel safe while at school? How do you know?
- How many exclusions have you had in the last three years?
- What do your parents think of your behaviour policy? How do you know?
- Is there bullying at school?
- How is bullying dealt with?
- Are there safeguarding procedures in place? What are they?
- How many people have completed safer recruitment training?
- Is the Single Central Record in place and is it checked regularly by governors?
- Are child protection procedures in place?
- Are health and safety procedures in place? How are they monitored?

- What can you tell me about Safeguarding? Who is responsible in school? Who is contacted and when should an issue arise?
- Who on the Governing body has responsibility for safer recruitment and how is that covered in interviews?
- A specific safeguarding issue that had arisen at school; who knew, who dealt with it, outcome?
- How do you manage bullying?
- Quality of teaching, learning and Assessment/Leadership and Management
- Is the quality of teaching the same throughout the school? How do you know?
- How are you raising the quality of teaching?
- How do you monitor the quality of teaching?
- Where is the best teaching? How do you know?
- What do you know about the CPD of your staff? What is the impact of CPD? How do you know?
- How do you deal with underperformance in teaching?
- How does performance management improve the quality of teaching? How do you know?
- Are there any concerns or issues with teaching?

## **12. Subject specific**

- How do you know about the quality of teaching and outcomes in your subject?
- How do you monitor these?
- What can you tell me from your work scrutiny/lesson observations/data analysis?
- How do you assess in your subject?
- How does your subject link to the School Development Plan? What progress has there been on key improvement?

## **13. Inspection history**

- What were the key findings of the last Ofsted report? What were the strengths?
- Which were the areas identified for further development?
- What progress has been made against these?
- How has the school changed since the last inspection – e.g. expansion, demographic changes, staff changes, new projects? Have the changes had any impact on pupil attainment, attendance, safety etc., and if so, how has this been addressed?
- Relationships with the wider community
- What do parents think about the school?
- In what ways does it support the community and the community support it?
- What are the ways in which the school works collaboratively with other schools and institutions?

# Writtle Infant School

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## Governor Visit Report

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<b>Name</b>	
<b>Date of Visit</b>	
<b>Focus of Visit</b>	
<b>Classes/staff visited</b>	
<b>Summary of activities seen</b>	
<b>What I have learned as result of my visit/Key questions asked</b> <b>Outcomes for Pupils</b>	
<b>What I have learned as result of my visit/Key questions asked</b> <b>Leadership and Management</b>	

<b>What I have learned as result of my visit/Key questions asked</b> <b>Quality of teaching, learning and assessment</b>	
<b>What I have learned as result of my visit/Key questions asked</b> <b>Personal Development, Behaviour and welfare</b>	
<b>Positive comments about the focus</b>	
<b>Aspects I would like clarified / Key questions for future visit</b>	
<b>Ideas for future visits</b>	
<b>Any other comments</b>	
<b>Signed (Governor)</b>	<b>Signed (Headteacher / Co-ordinator)</b>