

## **POLICY: GOVERNOR MONITORING VISITS**

**PERSON RESPONSIBLE:** I BRIERLY

**MONITORING:** J BAILEY

**REVIEWED:** September 2018

**REVIEW DATE:** June 2019

---

Adopted by the Governing Board on 24<sup>th</sup> March 2018

### **RATIONALE**

One of the key roles and responsibilities for the Governing Body is to monitor the progress and performance of the School. Undertaking visits demonstrates the Governors' role in the strategic management of the school by helping to hold to account and evaluate its progress. The Governors' visiting programme is an integral part of the school's annual monitoring cycle.

In terms of Governor monitoring visits, the below extract has been taken from '*The Governors' Handbook*'.

*'Governors need to know their school if accountability is going to be robust and their vision for the school is to be achieved. Many Governors find that visiting, particularly during the day, is a helpful way to find out more about the school. Through pre-arranged visits that have a clear focus, Governors can see whether the school is implementing the policies and improvement plans they have signed off and how they are working in practice. Visits also provide an opportunity to talk with students, staff and parents to gather their views.'*

*Governors are not inspectors and it is not their role to assess the quality or method of teaching or extent of learning. They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of the Headteacher. If Governors wish to spend time within the classroom, they need to be very clear why they are doing so.'*

Governors are an important part of the school team and are welcome into the school by staff. It is important that Governors remember to respect the professionals and students, support the Headteacher and the staff and acknowledge that they represent the Full Governing Body. If the agreed principles and procedures are followed, then your visit will be an enjoyable experience for all involved, and will result in effective monitoring by the Governing Body, which will contribute to the overall school improvement journey.

### **PURPOSE**

A visit to a Faculty is not to make judgements or to criticise. There will be no formal minutes taken, but the already existing Governors' School Visit Form will be completed, as it is every time a Governor visits school for whatever purpose.

- Governors cannot bring about specific change, but a greater understanding of Faculty issues will be beneficial in Committee Meetings and will better enable us to support SLT in policy making and help to steer overall direction.
- To build trust between Governors and Staff.
- Better prepares Governors for an Ofsted inspection.
- Better prepares Governors for interviewing prospective staff before appointment.
- To enable Governors to have a greater understanding and therefore more participation during exam debriefs and Faculty review meetings
- A verification tool – Governors will be able to see for themselves what they are being told.

#### **Visits enable Governors to:**

- See the school at work and observe the range of attitudes, behaviour and achievements.
- Get to know the staff and demonstrate their commitment to the school.
- Give active support to the staff and the activities of the school.
- Discuss with Head of Faculty information about the faculty and progress on key issues.
- Be aware of the effect of change and different approaches to teaching and learning.
- Evaluate resources and discuss with staff further requirements.
- Gain first-hand information to assist with policy making and decision taking.
- Work in partnership with the staff.

## **CONCLUSION**

***It is important to remember that visits are a snapshot in time, and judgements should not be made arbitrarily. The visit is NOT about:***

- Inspection.
- Making judgements about the professional expertise of the teacher.
- Checking on your own children.
- Pursuing a personal agenda.
- Arriving with inflexible pre-conceived ideas.

Governors will, under normal circumstances, visit the school by appointment with the Headteacher or other appropriate members of staff as agreed organised via the clerk to the Governors. Governors will, at all times, report to reception upon arrival and follow the procedure for visitors in order to set a good example for other visitors.

New Governors will be offered, at an early stage, an opportunity to visit the school, singly or as a group, at a date and time agreed with the Headteacher, in order to gain an understanding of systems, practice and current issues.

All Governors will be expected to visit the school at least twice a year.

## **WORKING PRACTICE: 2018 - 2019 GUIDELINES FOR GOVERNOR MONITORING VISITS**

**PERSON RESPONSIBLE:** I BRIERLY

**MONITORING:** J BAILEY

**REVIEWED:** May 2018

**REVIEW DATE:** June 2019

---

### **WORKING PRACTICE**

Governors need to make monitoring visits. Ofsted expect us to do this.

### **PURPOSE**

- Governors cannot bring about specific change, but a greater understanding of CA issues will be beneficial in Committee Meetings and will better enable us to support SLT in policy making and help to steer overall direction.
- To build trust between Governors and Staff.
- Better prepares Governors for an Ofsted inspection.
- Better prepares Governors for interviewing prospective staff before appointment.
- To enable Governors to have a greater understanding and therefore more participation during exam debriefs and CA review meetings
- A verification tool – Governors will be able to see for themselves what they are being told.

### **Before attending a joint monitoring meeting, Governors will:-**

- Contact the office manager in the first instance and then the Head of Faculty as mutually agreed. Identify and agree a date, time and focus for the visit.
- Clarify the etiquette, purpose and expectations for the visit.
- Request and read any appropriate policy documents and/or curriculum / staff / data information.
- If one of the Governors linked to a Faculty is subsequently unable to attend, the meeting should go ahead between the remaining Governor and HoF regardless.
- There should not be a second meeting to accommodate the absent Governor and re-arrangements should be kept to an absolute minimum.
- One visit per half term, to last approx 30-40 mins. It is hoped that the timing will fall half way between Full Governor Meetings, depending on the availability of the HoF.
- The meeting should take place in the Faculty office, but the main office will make alternative arrangements if this is not possible.

### **Before making a classroom visit Governors will:**

- Contact the office manager in the first instance and then the Head of Faculty as mutually agreed. Identify and agree a date, time and focus for the visit.
- Clarify the etiquette, purpose and expectations for the visit.
- Plan which classes will be visited.
- Read any appropriate policy documents and/or curriculum/data information.
- Ensure the member of staff alerts staff of the visit and what the expectations are.
- These visits to Facultys are not to make judgements or to criticise. There will be no formal minutes taken, but the already existing Governors' School Visit Form will be completed, as it is every time a Governor visits school for whatever purpose.

### **On the day of the visit the Governor will remember to:**

- Arrive on time and clarify with the member of staff the purpose of the visit.
- If in lessons, observe discreetly and only participate in the class at the invitation of the teacher.
- Respect the professionalism of the teacher, supporting but not interfering.
- Be calm and enjoy the visit.

### **After the visit the Governor will:**

- Remember to thank the Head of Faculty, teachers and the children.
- Feedback to the Chair of Governors via email to raise any issues that arose from the visit to raise with the Headteacher.
- Complete the Monitoring Visit Feedback Form, reporting on the focus. Ideally the Monitoring Visit Feedback Form should be agreed with the teacher before being given to the Headteacher. After any possible and agreed alterations, send it to the Link Coordinating Governor, who will coordinate all the Link Governors' reports and feed back at the next Governors' meeting.

## Governor Monitoring Visits: Summer Term 2018 – Getting to Know Your Faculty

Following our report and our areas of focus, we are asking that Governor visits during 2018 - 2019 should focus on:

- Pupil Premium, its use, effectiveness and impact.
- Challenge and progress of higher prior Attainers (HPAs).

However, in order to prepare for the new academic year, we would like the first meeting with the Head of Faculty to focus on familiarising the link governor with the faculty.

In order to support governors to have quality conversations with the Head of Faculty and to obtain consistent information in the course of your discussion, please could you ask about the following topics:-

- Data and predictions for Year 11.
- Data for Year 10.
- Data for Key Stage 3.
- New school policies: Implementation of the new Behaviour for Learning Policy.
- Syllabi for Key Stage 4 and Key Stage 5.
- Assessment in the faculty.
- Staffing / new staff.
- Resources and budget.

## Governor Monitoring Visits: Winter Term 2018 – PP and HPAs

Governors need to make monitoring visits. Ofsted expect us to do this.

Following our report and our areas of focus, we are asking that Governor visits during 2018 - 2019 should focus on:

- Pupil Premium, its use, effectiveness and impact.
- Challenge and progress of higher prior Attainers (HPAs).

In order to support Governors to have quality conversations about Pupil Premium and HPA with Heads of Faculty and to obtain consistent information in the course of your discussions, please would you ask the following:

1. How is Pupil Premium money used in your Faculty? Please give examples.
2. What impact has it had? Can you give me some examples which were particularly successful? Why were they successful?
3. How has Pupil Premium directly benefitted students? Can you give some examples?
4. In our Raise on Line data from last year, Pupil Premium students show up as not making enough progress. What are the particular complexities and barriers for these students? What more could you and we, be doing to change this?

(These are the same questions as appear on the Monitoring Visit Feedback Form)

### Timing and arrangements

- Please could you make at least one visit each term.
- Please could you obtain specific examples of successes, activities and impact that you can put on the Monitoring Visit Feedback Form which is attached.
- The Policy and Guidelines document reminds you how to arrange your visit.
- Once you have agreed your report with the member of staff and shared it with the Chair of Governors and the Headteacher, please could you return it to the office manager ([office@paget.staffs.sch.uk](mailto:office@paget.staffs.sch.uk)). It will then be combined with all the other reports into one for presentation at the Summer Governors' meeting.

**Pupil Premium explained:**

The Pupil Premium is additional funding given to state-funded schools in England to raise the attainment of disadvantaged students and close the gap between them and other students.

The government believes schools are best placed to assess what additional provision their students need and therefore how to spend the additional funds, however schools are accountable for how they use this funding to support the students eligible for it.

Ofsted does look at how well Governors hold school leaders to account for using the Pupil Premium effectively. They also compare the attainment and progress data for students eligible for the fund with data for other students. The school's strategy and evaluation should be published on its website.

Students are eligible if they match any of the following criteria:

- They have been in receipt of free school meals at any point in the last six years.
- They are classed as a looked after child.
- They are service children.

**HPA Students explained:**

HPA students are defined as those students achieving over 110 (Year 7 and Year 8) in the Key Stage 2 SATs (formerly L5+ in Year 9 to Year 11). These students should have a target grade to achieve a Grade 7+ in their GCSE Exams at the end of Year 11.

In order that HPA students achieve their target grade, they, like other students, need high expectation and need to be challenged and have their learning experience extended.

In 2017, HPA students under-achieved and did not make the progress that they were expected to make.

HPA -0.59  
MPA -0.17  
LPA -0.32



## Governor Monitoring Visit: 2018 - 2019

Governor Monitoring Visits: Summer Term 2018 – Getting to Know Your Faculty			
<b>Governor Name:</b>		<b>Date of Visit:</b>	
<b>Member(s) of Staff Involved:</b>			
<b>Purpose of Visit:</b>	Getting to know your faculty		
<b>Activity / Discussion undertaken:</b> <i>(please tick all that apply)</i>			
<ul style="list-style-type: none"><li>• Data, predictions.</li></ul>			
<ul style="list-style-type: none"><li>• New School Policies.</li></ul>			
<ul style="list-style-type: none"><li>• Staffing / New Staff.</li></ul>			
<ul style="list-style-type: none"><li>• Faculty Area Budgets.</li></ul>			
<ul style="list-style-type: none"><li>• Resources e.g Text books, equipment.</li></ul>			
<ul style="list-style-type: none"><li>• Assessment in the Faculty.</li></ul>			
<ul style="list-style-type: none"><li>• Are there any safeguarding issues?</li></ul>			
<b>Points to take forward to Full Governors' Meeting for discussion:</b>			
<b>Additional focus required for future visits:</b>			



## Governor Monitoring Visit: 2018 - 2019

Governor Monitoring Visits: Winter Term 2018 – HPA	
<b>Governor Name:</b>	<b>Date of Visit:</b>
<b>Member(s) of Staff Involved:</b>	
<b>Purpose of Visit:</b>	HPA
<b>Raise on Line 2017 highlighted that HPA students are not making enough progress.</b>	
<ul style="list-style-type: none"><li>• How do HPA students achieve in your faculty?</li><li>• How does it compare to the national average and similar schools?</li></ul>	
<ul style="list-style-type: none"><li>• What progress do HPA students make in your faculty?</li><li>• How does it compare to the national average and similar schools?</li></ul>	
<ul style="list-style-type: none"><li>• What does your faculty do in order to improve outcomes for HPA students?</li></ul>	
<ul style="list-style-type: none"><li>• Are there any safeguarding issues?</li></ul>	
<b>Points to take forward to Full Governors' Meeting for discussion:</b>	
<b>Additional focus required for future visits:</b>	



## Governor Monitoring Visit: 2018 - 2019

### Governor Monitoring Visits: Winter Term 2018 – PP

<b>Governor Name:</b>		<b>Date of Visit:</b>	
<b>Member(s) of Staff Involved:</b>			
<b>Purpose of Visit:</b>	PP		
<b>Raise on Line 2017 highlighted that PP students are not making enough progress.</b>			
<ul style="list-style-type: none"> <li>How is Pupil Premium money used in your Faculty? Please give examples.</li> </ul>			
<ul style="list-style-type: none"> <li>What impact has it had? Can you give me some examples which were particularly successful? Why were they successful?</li> </ul>			
<ul style="list-style-type: none"> <li>How has Pupil Premium directly benefitted students? Can you give some examples?</li> </ul>			
<ul style="list-style-type: none"> <li>In our Raise on Line data from last year, Pupil Premium students show up as not making enough progress. What are the particular complexities and barriers for these students? What more could you and we, be doing to change this?</li> </ul>			
<ul style="list-style-type: none"> <li>Are there any safeguarding issues?</li> </ul>			
<b>Points to take forward to Full Governors' Meeting for discussion:</b>			
<b>Additional focus required for future visits:</b>			