

**The Federation of East Cowton and Kirkby Fleetham Church of England
Primary Schools**

Governors School Visits Policy

Document Status			
Date of Next Review	October 2016	Responsibility	<i>Governing Body</i>
Date of Policy Creation	October 2015	Responsibility	<i>Chair of governors</i>
Date of Policy Adoption by Governing Body 12 October 2015		Signed	
Method of Communication : Website			

Background

The Governing Body has appointed link governors to act as the liaison between the governing body and specific aspects of the work of the school. The role of a link governor is as a source of support to the school and a source of information for the governing body. An integral part of the link governor role is to visit the school and gather first hand evidence in relation to their area of responsibility and to learn about the general running of the school.

It is important that visits are conducted in an appropriate way and the purpose of this policy is to provide a framework for visits with the following objectives:

- To enable all participants to make the most effective use of the visit;
- To help the school community to get to know the governors;
- To ensure that visits are conducted properly;
- To contribute to school improvement;
- To enable the Governing Body to carry out its statutory duty to monitor and evaluate the work of the school.

Format of visits

- a) The Governing Body, acting in consultation with the headteacher, will approve a schedule of governor visits to take place throughout the school year. The number of visits per term will be agreed with the headteacher in advance.
- b) All staff will be provided with a copy of the schedule;
- c) Each visit will have a clear focus, linked to an aspect of the work of the school. Visits will normally consider this aspect in relation to both schools within the federation and over time governors will ensure that they see something of the work in both schools.
- d) It is the responsibility of the visiting governor to arrange the date and time of their visit with the headteacher at least two school weeks in advance and agree the purpose of the visit;

- e) At least one school week in advance, the headteacher will notify all appropriate staff of the date, time and purpose of the visit and arrange for any relevant information to be available for the visit;
- f) Governors visiting the schools to observe lessons or part lessons will conduct themselves in a manner agreed with the headteacher that avoids disruption to children's learning.

Aspects for consideration during the visit

- ✓ General ethos and atmosphere of the area/s visited;
- ✓ Attractiveness or otherwise of the area/s visited;
- ✓ Availability of resources;
- ✓ Health and Safety (where appropriate)
- ✓ Pupil/Student behaviour and attitudes;
- ✓ Pupil/Student engagement in lessons;
- ✓ Relationships observed.

Responsibilities of visiting Governors and Staff

- a) Visiting Governors and staff will be courteous and considerate at all times and respect the role that each has to fulfil;
- b) Governors will not make judgements about the effectiveness of the teaching they observe;
- c) Governors will not pursue personal agenda or seek to take advantage of their position;
- d) Governors will express their gratitude, and any immediate positive feedback to staff (and pupils) and provide verbal feedback to the headteacher at the conclusion of each visit;
- e) The Headteacher will provide feedback to appropriate staff as soon as possible after each visit;
- f) Governors will record their visits and observations (non-judgementally) in a written report for consideration initially by the H.T. and then at the next meeting of the governing body.
- g) All parties will agree any appropriate follow-up action;
- h) Governors and staff will respect confidentiality arising from any aspect of the visit.

Link governor roles 2015 -2016

Early years & foundation stage – Collette

This includes:

- Monitoring progress in the establishment and development of our nursery provision, including the quality of children's learning experiences and their progress and outcomes.
- Considering how well provision in each school meets the needs of children and prepares them for the next stage in their learning.
- Arrangements for enabling progression from other pre-school provision into the nursery and foundation stage provision provided by each school.

Achievement and progress – Gerry

This involves all aspects of children's attainment and progress in Key Stages 1 and 2 in each school, especially in relation to:

- Comparative data available at county and national levels
- In respect of specific groups of children, e.g. those attracting pupil premium funding, boy/girl differences, SEND
- Progress made in English and mathematics.

Curriculum including provision for children with SEND – Rachel

This includes:

- Maintaining an overview of how the curriculum is planned in each school and whether it meets statutory requirements
- Being aware of any issues that are preventing children from receiving a high quality of education, e.g. staffing, resources, accommodation
- Acting as the nominated SEND governor and monitoring the extent to which both schools meet national expectations in relation to children with SEND.

SIAMs and provision for sport – Steven

This includes:

- Developing a clear picture of the extent to which both schools are fulfilling their mission statement.
- Confirming for the board of governors that both schools make good provision for religious education and a daily act of worship.
- Identifying ways in which the school develops and maintains appropriate links with the communities they serve and their local churches.
- Maintaining an overview of the spiritual, moral, social and cultural development of children in each school.
- Identifying strengths and areas for development in the provision made by each school for children to engage in a wide range of sporting activities
- Monitoring the impact of sports premium expenditure

Safeguarding – Lynn

This includes:

- Acting as the nominated governor for 'Prevent'
- Undertaking a termly check of the single central register for each school and confirming that there are robust measures in place for the care and protection of children.
- Confirming for governors that all staff in both school have had appropriate recent training in relation to safeguarding children and that appropriately robust procedures are in place for the recruitment of staff at all levels.

Finance, buildings and Health and Safety – Graham

This includes:

- Discussing with the headteacher and relevant NYCC staff relevant policies regarding children's health and safety
- Discussing with the headteacher and relevant NYCC staff budget and financial planning and bringing to governors' attention resources issue that may affect the quality of provision.
- Completing with the bursar the annual SVFS statement for approval of the GB.
- Identifying any significant issues with the buildings and grounds of each school that require attention and advising on priorities for action.
- Undertaking a termly H&S visit at each school with the headteacher.

Children's Health and Well Being – Mike

This includes:

- Discussing with the headteacher and relevant NYCC staff relevant policies regarding children's health and safety and first aid and medicines
- Policies relating to SMSC