



GOVERNORS VISITS – POLICY AND PROCEDURES

Ethos Statement

I have come that they might have life, and have it to the full.

John 10, v10

At All Cannings Church of England School, everyone embarks on a unique journey of learning, personal development and faith.

We consider our school a family, travelling together with support from people at home, the community and the church.

Our attitudes to learning and our attitudes to life are interwoven, with the Christian values of the school evident in all aspects of daily life.

By being fully involved in our own development and an active member of both the school and wider community, we leave All Cannings equipped to achieve personal success and shape the future.

Version Control

Approved on:	13 th May 2024	
Approved by:	Full Governing Body	
Review Period:	Three Years	
Review:	May 2027	
Chair of Governors:	Pam Moscrop	
Headteacher:	R Borman	

Context

It is important that governors know their school and, therefore, essential that they visit from time to time to develop a full understanding to support other sources of information and evidence. The visits enable them to demonstrate their role in the strategic management of the school and to fulfil their statutory responsibility. They are an integral part of the school's yearly monitoring calendar. Trustees and Ofsted inspectors will look at the extent to which governors are involved in the life of the school. Following visits and meetings within school, it is important that governors complete a short monitoring report, reflecting on the visit and considering what they have observed, or discussed, and how it fits in with the School Improvement Plan.

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
- 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 e.g. A Curriculum Link Governor could act as a voluntary helper by getting involved in class/group activities
- Be a conduit for staff to the governing body
- Share outcomes/learnings with other governors.

Informal Visits

Some visits to the school will be informal. It is important that the governing body maintains a profile at school events – school fete, trips, plays, sports day, church services, performances, TD days and parents' evenings for example, so that both staff and pupils feel supported and the Governing Body can engage in conversation and praise the work done by the school community.

Formal Visits

More formal visits, where governors are acting as representatives, taking part in decision-making panels, or have specific responsibilities (e.g. SEND, Safeguarding/Child Protection, Health & Safety, Disadvantaged), need more careful planning. For the majority of roles, there is an expectation that there will be at least three meetings a year between link governors and the school based responsible person. Formal visits should have a clear focus and should be linked to priorities in the school improvement plan (SIP) and create an opportunity to see policies in action.

Arrangements

Keep an open mind about what you see. Education and classrooms have changed a great deal and practice is often very different to what governors experienced themselves.

Some suggestions for questions to ask during subject link governor visits are in Appendix A.

	Always	Never
Before	Arrange details of visit with the member of staff/ subject leader (by telephone or email) Agree purpose of visit (e.g. the main focus from the School Improvement Plan) Ensure you sign in with the office and wear your lanyard throughout your visit, so all staff and learners can easily recognise you and know why you are there.	Turn up unannounced
During	Keep to the role agreed, participate as agreed/requested If taking part in a lesson, keep questions for the class teacher until the visit is over Remember confidentiality Stick to the times and purpose agreed When talking to any member of the school community, please use the appropriate tone and language, as you are speaking on behalf of the governing board. Be sensitive to the mood in the classroom and the expectations of the children Use the appropriate monitoring form and complete during the visit. Be mindful that you are monitoring and not making judgements about teaching	Assume a different role Walk in with a clipboard Interrupt the teacher Distract the pupils from their task
After	Thank the teacher and the pupils Discuss the visit with the teacher/school based responsible person at their convenience and ask any questions that arise from the visit Prepare a visit monitoring report and ensure the Clerk to Governors has this 7 days prior to the next meeting, so that the governing body has chance to review your report prior to the meeting. Be prepared to answer questions from the governing body. Set the next review date/meeting	Leave without acknowledgement Break rules of confidentiality

Feedback

Following a visit to school, it is important to spend time discussing this with the teacher/ subject leader/ responsible person. The aim would be to review the learnings and insights and discuss any points that may need clarification prior to preparing/circulating the visit report. This discussion may include:

1. Providing any positive comment.
2. Asking for any further clarification.
3. Giving your own impressions on what you saw
4. Raising any issues/ questions you may have.

At the end of the feedback both you and the responsible person in school should be clear about what you will be sharing with the governing body – there should be no surprises!

Monitoring Visits and Reporting Requirements

Appendix C details fully the number of monitoring visits that should take place each year and the reporting requirement.

In summary, governors should ensure they complete one of the following reports, as soon as possible after the visit:

- Pupil Premium/ Disadvantage Link—complete Disadvantage Governor Visit Recording Template (**Governor Hub***)
- Health & Safety Link—complete H&S Governor Visit Recording Template (**Governor Hub***)
- Safeguarding Link—complete Safeguarding Governor Visit Recording Template (**Governor Hub***)
- SEND Link - complete SEND Governor Visit Recording Template (**Governor Hub***)
- Other Link Governors (e.g. (Numeracy/Literacy/Curriculum/EYFS/PE/Foundation/RE/PSHE/SRE) – Complete All Cannings Link Governor Monitoring Report (**Appendix B**)

** Please note the templates can be found in the following location: Resources\Monitoring Visits\ Monitoring Visit Reporting Templates*

Each written report should be agreed and signed off by the responsible member of staff you have visited. You should submit a copy to the Clerk to Governors, so that it can be included on the agenda of the next Governors Meeting and included as supporting documentation, uploaded to Governor Hub and so the Governors Visits Schedule can be updated. Governor Updates will be a standing item at meetings and governor reports will be sent out to governors prior to the meeting, so that they can prepare questions/comments. Therefore, within the meeting you may be asked to respond to questions.

School Monitoring Code of Conduct

Governors should make sure they are familiar with the Equa Monitoring Visit Code of Conduct, which can be found on Governor Hub (Resources\Monitoring Visits\ School Monitoring Visit Code of Conduct)

It is important to remember that visits are a snapshot in time and judgements should not be made arbitrarily. They should not be used as an opportunity to make judgements on the quality of teaching, teacher, assistants or class; this is the Headteacher's responsibility. Nor are they about checking on the progress of the governor's own children, pursuing personal agendas, or arriving with inflexible pre-conceived ideas.

Ideally, the role of class/key stage link governor would not be undertaken by a parent governor. However, this isn't practical so the following key principles should be applied when nominating individuals to roles:

- Parent should not be link governor if their child(ren) are in that class
- The class link governor role for a parent should be for classes that their child(ren) have already passed through.

Link governors should familiarise themselves on SIP focus areas together with any theme(s) for staff ahead of arranging meetings/visits.

Policies

Each area of the curriculum has its own policies. Subject link governors, in particular, should ensure they are familiar with the contents of the policy covering their subject area and, if necessary, meet with your link member of staff to recommend policy changes to be considered, as appropriate. Curriculum policies are normally updated every three years (or sooner if there are any significant national changes).

Governors are an important part of the school team and are welcomed into the school by staff. It is important that governors remember to respect the professionals and the children, support the Headteacher and the staff, and acknowledge that they represent the Full Governing Body. If the agreed principles and procedures are followed then governor visits will be an enjoyable experience for all involved, and will result in effective monitoring by the governing body, which will contribute to school improvement.

Time off work for public duties

Governors' work is a public duty and as such, employers should allow reasonable time off for public duties. You are allowed reasonable time off to go to meetings or to carry out your duties. The time must be agreed with your employer beforehand and your employer can refuse request if it is unreasonable. Whilst a specific amount of time off is not laid down in law, under Section 50 of the Employment Right Act 1996, employers must give reasonable time off for public duties. Whether your time off is classed as reasonable will depend on:

- What your duties are
- The time you need to carry them out
- The impact on your employers business
- How much time off you have already had for public duties or trade union duties

Appendix A

Useful questions to ask when meeting with a subject leader

The Full Governing Body retains the responsibility for ensuring standards are maintained. As a governor linked to a specific subject area, you can help to ensure that this issue remains high profile on the governing body's agenda. The following questions are suggestions. You are not expected to work systematically through the list!

Achievement and Attitudes

What are the broad trends in the school's achievement in English and Maths (for governors linked to core subjects)?

- Compared to similar schools?
- In relation to the national rates of increase?
- In relation to the national picture in terms of gender

All subjects – where have we improved? Do we know why?

Are there differences between the achievement of different year groups, and if so, why?

What aspects of the subject do pupils find easy and which hard?

Are there significant differences in the performance of:

- Girls and boys
- Vulnerable groups, e.g. SEN, FSM, EAL
- Very able pupils

How much progress are pupils making? e.g. you could look at key stage results and teacher assessments, the work of a range of pupils, other evidence

Do pupils know their individual targets?

Special Needs

How are pupils with SEN integrated into lessons?

How are children supported in their lessons?

Management of the Subject

How is the role of the co-ordinator developing?

Does the School Improvement Plan address the identified needs?

What is the allocation of funding to the subject for this financial year?

How has it or will it be spent?

Is there a need for additional resources for any aspect of the work?

What further training do you think staff need?

How much additional adult support does the class have?

(Literacy) Does the school offer a range of reading books catering for all abilities and backgrounds? Are pupils using the library?

How does the school use all its resources (ICT, books, materials and displays) to promote reading and writing or numeracy?

Communication

How are parents kept informed about pupil progress?

What steps are being taken to encourage parents to support their children's learning?

How are governors' kept informed about standards and the progress of pupils?

How do governors celebrate the school's success when things go well?

Appendix B**All Cannings Primary School Link Governor Report**

Area of Responsibility		
Date of Visit		
Governor name		
School Based Responsible Person		
Focus of Visit Area of SIP Follow up from Previous Visit		
Key Points from this Visit		
Notes from subsequent discussion with Responsible person		
Additional Comments		
Actions	Governor	
	School-Based Responsible Person	
Signature of Governor		Date
Signature of School Based Responsible Person		Date

Appendix C

All Cannings Primary School Link Governors – Monitoring Visits/ Reporting Requirements

Role/ Responsibility	Requirements regarding meetings in school/monitoring visits	Reporting
Chair of Governors	Meet 6 times per year with HT/Clerk prior to the LGB meeting	No specific requirement
Chairs' Group Rep.	Meet 3 times per year (Terms 2,4 6)	Report back to AC Local Governing Body following each meeting
Health & Safety (Sept 2021-)	3 monitoring visits per year Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4 Visit 3 – Term 5 or 6	Following each meeting complete Health & Safety Link Governor Visit Recording Template (Governor Hub\Resources\Resources\Monitoring Visits\Monitoring Visits Reporting Templates), or follow the link below: https://app.governorhub.com/document/601937586521911dbc575456/view
Financial Link	To scrutinise financial information presented to governors and raise questions/report back at LGB meeting.	No specific requirement
Vice-Chair of Governors	No specific requirement	No specific requirement
SEND/Inclusion/Equality Named Governor	3 monitoring visits per year Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4 Visit 3 – Term 5 or 6	Following each meeting complete SEND Link Governor Visit Recording Template (Governor Hub\Resources\Resources\Monitoring Visits\Monitoring Visits Reporting Templates), or follow the link below: https://app.governorhub.com/document/600ebb96f5c3e9beadb2c2c7/view
Numeracy Link Governor	3 monitoring visits per year Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4 Visit 3 – Term 5 or 6	Following each visit complete the AC Link Governor Monitoring Report April 2021 https://app.governorhub.com/document/608965f0baee880022346f8e/view
Whistleblowing	No requirement unless required	No specific requirement
Safeguarding & Child Protection Named Governor	3 monitoring visits per year Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4 Visit 3 – Term 5 or 6	Following each meeting complete Safeguarding Link Governor Visit Recording Template (Governor Hub\Resources\Resources\Monitoring Visits\Monitoring Visits Reporting Templates) or follow the link below: https://app.governorhub.com/document/600ebb96d30880399ad879b4/view
Online Safety Link Governor	Discussions/reporting should be undertaken as part of Safeguarding requirement	The above Safeguarding Recording Report should contain some reference to Online Safety.
Anti-Bullying Governor	Discussions/reporting should be undertaken as part of Safeguarding	The above Safeguarding Recording Report should contain some reference to Anti-bullying.

	requirement	
Pupil Premium/ Disadvantaged/ LAC Link Governor	3 monitoring visits per year Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4 Visit 3 – Term 5 or 6	Following each meeting complete Disadvantage Link Governor Visit Recording Template (Governor Hub\Resources\Resources\Monitoring Visits\Monitoring Visits Reporting Templates) or follow the link below: https://app.governorhub.com/document/600ebb97a6681a4250a4187b/view
Early Years Foundation Stage Link Governor	3 monitoring visits per year Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4 Visit 3 – Term 5 or 6	Following each visit complete the AC Link Governor Monitoring Report April 2021 https://app.governorhub.com/document/608965f0baee880022346f8e/view
Safeguarding & Child Protection Named Governor	3 monitoring visits per year Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4 Visit 3 – Term 5 or 6	Following each meeting complete Safeguarding Link Governor Visit Recording Template (Governor Hub\Resources\Resources\Monitoring Visits\Monitoring Visits Reporting Templates) or follow the link below: https://app.governorhub.com/document/600ebb96d30880399ad879b4/view
Health & Safety Link Governor (AG will take this over Sept 2021-)	3 monitoring visits per year Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4 Visit 3 – Term 5 or 6	Following each meeting complete Health & Safety Link Governor Visit Recording Template (Governor Hub\Resources\Resources\Monitoring Visits\Monitoring Visits Reporting Templates) or follow the link below: https://app.governorhub.com/document/601937586521911dbc575456/view
Literacy Link Governor (PB will take this over Sept 2021-)	3 monitoring visits per year Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4 Visit 3 – Term 5 or 6	Following each visit complete the AC Link Governor Monitoring Report April 2021 https://app.governorhub.com/document/608965f0baee880022346f8e/view
Teaching & Learning/ Curriculum Link Governor	3 monitoring visits per year. Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4 Visit 3 – Term 5 or 6	Following each visit complete the AC Link Governor Monitoring Report April 2021 https://app.governorhub.com/document/608965f0baee880022346f8e/view
Literacy Link Governor	3 monitoring visits per year Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4 Visit 3 – Term 5 or 6	Following each visit complete the AC Link Governor Monitoring Report April 2021 https://app.governorhub.com/document/608965f0baee880022346f8e/view
PE Link Governor	3 monitoring visits per year. Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4 Visit 3 – Term 5 or 6	Once per year complete the AC Link Governor Monitoring Report April 2021 https://app.governorhub.com/document/608965f0baee880022346f8e/view
Foundation Governor	2 monitoring visits per year Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4	Following each visit complete the AC Link Governor Monitoring Report April 2021 https://app.governorhub.com/document/608965f0baee880022346f8e/view
RE Link Governor	Discussions/reporting should be undertaken as part of Foundation Governor requirement	The above Foundation Governor Report should contain reference to the teaching of RE.
PSHE/SRE Link Governor	2 monitoring visits per year	Following each visit complete the AC Link Governor Monitoring Report April 2021

	Visit 1 – Term 1 or 2 Visit 2 – Term 3 or 4	https://app.governorhub.com/document/608965f0baee880022346f8e/view
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Procedure to follow, once reports have been completed:

1. Email report to the school based responsible person for checking.
2. Once agreed and signed by both parties, submit to AC Clerk to Governors to:
 - include on the agenda and as supporting documentation for next LGB meeting
 - upload to Governor Hub
 - update Governor Visits Schedule.
3. If you are link Governor in one of the following areas: Safeguarding, SEND, Disadvantaged & PP, Health & Safety and are, therefore, using one of the EQUA LGB monitoring forms, please ensure this is also emailed to the Link Trustee responsible for that area (detailed on the Monitoring Form Template).