

# BLACKFEN SCHOOL FOR GIRLS GOVERNOR VISITS POLICY

**Date: November 2018**  
**Review Date: November 2019**

**Lead Person: Head Teacher**  
**Reviewed: Annually**

The Governing Body of Blackfen School for Girls adopted this Governor Visit policy on 6 December 2018.

## Rationale

Staff and governors at Blackfen School for Girls recognise that visits, both formal and informal, have an important role to play in helping the Governing Body to effectively undertake their statutory responsibilities.

The potential benefits to staff and governors are that:

### Governors

- they recognise and celebrate success
- they ensure that they have a strategic vision of the school based on the visits they make
- they challenge, and develop supportive working relationships with the staff
- they raise their profile with the student body
- they understand the environment in which the school functions
- they take an active interest in the work of the Faculty or the school leader they are linked with

### Staff

- they get to know the governors
- they understand better the governors' role and responsibilities
- they have their work acknowledged in terms of the school vision
- they ensure that governors support the positive ethos of the school

**Governors' visits are not a form of inspection and can be very wide ranging. Judgements relating to issues of professional expertise are tasks for the Head Teacher and other educational professionals.**

## Procedures

In order that governors' visits are effective, the following protocols will be observed.

- Governors must ensure that they sign in and out for every visit. This must be done at Reception using the Governors'
- signing in book. Governors must wear their identification badge at all times or a visitor's badge.

ALWAYS	NEVER
Arrange details of visit Agree level of confidentiality Agree purpose of visit Ask the faculty or senior leader for a copy of the latest Faculty RAP (Raising Attainment Plan) and obtain a copy of the School RAP from the Head Teacher's PA & Leadership Team Support.	Turn up unannounced Ask to see individual teachers' lesson plans or record keeping Make individual judgements on lessons, etc.

- During and after a visit, governors must follow the procedures set out in this policy to feed back.
- If governors visit classrooms, the teacher concerned should briefly introduce the governor to students & explain why he/she is present e.g. to see how [subject] is taught.
- If a governor has any safeguarding concerns they must immediately report this to Ms Cascarino, the safeguarding officer in the school, or to the Head Teacher.
- The governor will write a short written report using the proforma (appendix 1) and file it in the governors' file at Reception. The file will be available for governors to look at and will be circulated at every Full Governing Body meeting.
- The outcomes from these meetings will be discussed on a regular basis by the HT/Chair and Vice Chairs.
- Faculty Link/Special Interest/Leadership Link Governors should aim to visit their link person at least twice a year. Agreed structures for these meetings are contained in (appendices 2a and 2b).
- Governors with Faculty links will write a summary of their visits annually according to an agreed timetable (see Appendix 3) and present this to a meeting of the full Governing Body.

## Key roles

**Faculty and Special Interest Links:** Governors with Faculty/Special Interest Links are responsible for organising at least two link visits a year.

FLs (Faculty Leaders) and Special Interest Link staff should cooperate fully with the visiting governor and arrange relevant visits to classrooms, meetings with staff etc.

FLs: should also liaise with the Faculty Leadership line manager to assist in arranging the visit and to ensure that the LT line manager attends the last 10 minutes of the meeting, to ensure the effectiveness of the visit.

**Leadership Links:** Members of the Leadership Team are responsible for organising at least two leadership link meetings a year with their Link Governor(s) and should liaise direct with the Link Governor(s) concerned to organise these meetings.

Appendix 1  
Blackfen School for Girls  
Governors Visit

This form should be completed by the visiting Governor(s) whenever they visit the school and be placed in the folder in Reception.

Date and time of visit:

Name of Governor:  
Person visiting:

Reason for visit:

Link with Ofsted/ RAP (Raising Attainment Plan) or SEF (School Self Evaluation Form):

Main areas covered during the visit:

Governor's observations/evaluation:

Follow up action points:  
(including 3 key areas/action points and the focus for and date of the next meeting)

## **Appendix 2a – Faculty Link/Special Interest Governor meetings**

N.B. It is the responsibility of Governors to arrange Faculty and Special Interest Link meetings.

It is the responsibility of the Leadership Team to arrange Leadership Link meetings.

A Faculty Link/Special Interest Link Governor should aim to visit their link person twice a year at the minimum. The meeting should have the following structure:

1. Getting to know the person and the role/Faculty area. Discussion of outcomes and self-evaluation. Staffing in the area.
2. Strategic planning. Faculty Link meetings should be linked to the school's RAP (Raising Attainment Plan) and to the Faculty RAP.
3. Review of the year.

All Faculty Link meetings must focus on the Faculty RAP and actions related to this document.

N.B. The Faculty Leader should arrange for their LT line manager to come along for the last 10 minutes of a Faculty Link meeting, to be given a brief feedback on the meeting. The governor should agree 3 key areas/action points from the meeting and include them in the visit form. These will then be discussed by the Head Teacher, Chair and Vice-Chair at one of their regular meetings. The Chair will report on governor visits to the Full Governing Body under Effective Governance.

While the governor should complete a written report on each Faculty Link meeting, one of their reports each year should provide a broader summary of the governor's meetings with their Faculty Link partner. This report should be submitted in time for the relevant Governing Body meeting. See appendix 3 which provides a timetable for submitting these reports.

At the end of each Faculty /Special Interest Link meeting, the focus for the next meeting should also be discussed and that meeting must be calendared.

## **Possible questions to ask to structure discussion (can be tailored as appropriate for Special Interest Link visits)**

### **Meeting 1 (ideally autumn term)**

#### **The role**

Outline your role in the school and how this links to the vision of the school and the RAP.

#### **Review of the year**

Evaluate the previous school year. What went well? What did not go so well? What did you manage to do?

#### **Achievement**

Are standards, as measured by examination outcomes and progress, rising in your subject(s)? If so, why? If not, why not?

What actions are being taken to further raise standards?

Are standards, as measured by examination outcomes and progress, rising in your subject(s) for all groups (especially the most-able, pupil premium and those with additional educational needs)? If so, why? If not, why not?

Could you please show and briefly talk me through some of the data you and your colleagues use in measuring progress? How is this moderated?

and

What actions are being taken to further raise standards for specific groups?

## **Meeting 2**

### **School and Faculty RAP**

Focus this discussion around the Faculty RAP.

How are you monitoring progress against the actions in your RAP?

What are the three key priorities for the areas you are responsible for next year?

### **Leadership of staff**

Highlight the strengths and areas for development of the staff you lead.

What are the CPD (Continuing Professional Development) priorities for staff?

What are you doing in terms of succession planning in your Faculty?

How does your Faculty contribute to the school vision?

### **You**

What barriers are there to the work you do as a Faculty Leader?

Professionally what are your next steps? How well is the school supporting your professional development?

NB: Governors should write a report on each Special Interest Link meeting but there is not a requirement to produce an annual report, as is the case with Faculty Links.

## **Appendix 2b - Leadership Team Link Governor meeting**

NB It is the responsibility of Leadership Team members to arrange Leadership Link meetings.

There must be at least two meetings a year using the following structure:

1. Getting to know the person and the role.
2. Strategic planning.
3. Review of the year.

All meetings must focus on the School's RAP and actions related to this document.

At the end of each Leadership Link meeting, the focus for the next meeting should also be discussed and that meeting must be calendared.

### **Possible questions to ask the Leadership Team person to structure discussion**

#### **Meeting 1 (autumn term ideally)**

##### **Review of the year**

Evaluate the previous school year. What went well? What did not go so well? What did you not manage to do?

##### **The role**

Outline your role in the school.

How does your role link with one of the key focus areas – behaviour and safety, teaching and learning, leadership and management or raising attainment?

What impact does your role have on the RAP and the school improvement agenda?

What are the strengths and weaknesses of the area(s) you are responsible for?

##### **Strategic planning**

Can you go through an aspect of school improvement that you are strategically leading on this year?

What part do you play in this?

What progress is being made? What impact is it having on the students in the school? Link this to the RAP and areas you discussed in previous meetings.

How do you know (monitoring and evaluation)?

## **Meeting 2**

### **Faculty or team responsibility**

Describe the work you are leading on with a Faculty Leader or another team leader.

What part do you play in this?

What progress is being made?

What data or information do you gather or use in monitoring and evaluation)?

How are the team responding to the work you are doing? What impact is it having on the students in the school?

What are the three key priorities for the areas you are responsible for next year?

### **You**

What barriers are there to the work you do within the Leadership Team?

Professionally what are your next steps? How well is the school supporting your professional development?

NB: Governors should write a report on each Leadership Link meeting but there is not a requirement to produce an annual report, as is the case with Faculty Links.

## Appendix 3

### Governor Faculty Visit Reports

#### Timetable for submission of Reports to Governing Body: School Year 2018/19

##### Governing Body Meeting 6 December 2018

- Vocational Studies (Alex Salter)
- Politics, Philosophy & Enterprise (PPE) (Louise Twiner)

##### Governing Body Meeting 28 March 2019

- English (Janet Phelps)
- Art & Technology (Lee Thomas)
- Science (Anita Dhorajiwala)

##### Governing Body Meeting 27 June 2019

- Mathematics (Stuart Fitz-Gerald)
- Learning Communities (Jane Andrews)
- Creativity and Performance (Jane Andrews)
- Humanities (Carol Townsend)

Reports should be sent to Nicola Rogers, PA to the Head Teacher & Leadership Team Support, at least two weeks before the relevant Governing Body meeting.

This will give the Chair of Governors and Head Teacher time to review any action points and for the reports to be sent out to governors in a timely way.