

Original Date Written	Latest Review Date	Date Adopted	Date for Review
March 2018	September 2022	September 2022	July 2025

Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Governor Visits Policy

Together we believe, learn and achieve

MARLBOROUGH ST MARY'S CE PRIMARY SCHOOL

Governor Visits Policy

Governing bodies have a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum.

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

The school welcomes governors into school on informal visits such as assemblies, or as parent helpers throughout the year. This policy is written to cover the more formal visits that enable staff and governors to work more closely together.

This policy aims to ensure that all governors understand:

- the purpose of monitoring visits
- the expectations for carrying out visits including preparation, expected conduct and reporting back to the governing board

Purpose of visits carried out by governors

Visiting school on a planned, regular basis allows governors to:

- better understand their school's strengths and areas for development
- determine if agreed policies and procedures are working in practice
- identify how resources are being used
- show staff and pupils that they are interested in the life, work and achievements of a school
- experience the culture and ethos of the school

Monitoring visits should focus on:

- strategic priorities and key policies agreed by the governing board
- the evaluation of progress: are the things people say are happening actually happening?
- seeking assurance that the needs of pupils are being met (such as safeguarding and SEND)

Frequency of visits

The frequency of governance visits should be in accordance with the schedule established by the governing board and agreed with school leaders and relevant staff. Visits should be scheduled to allow governors to see relevant activities and strategic milestones. The expectation is that Governors will do a minimum of 3 monitoring visits per year.

Arranging and preparing for visits

Visits should be arranged, with the relevant members of staff, with adequate notice, and should not be done on an ad hoc basis.

Due regard should be given to:

- how the visit fits with the schedule of board and committee meetings, to allow for timely feedback and discussion
- how to avoid visits clashing with important events and/or busy periods in school life
- the workload implications for staff who are likely to be involved in the visits and should be time efficient

Governors are encouraged to prepare for their visit. This may include:

- reading and familiarising yourself with the governing board's protocol for visits and the expected conduct
- reading and familiarising yourself with the school's policy for visitors (this is different from the governor visits policy) that includes relevant health, safety and safeguarding instructions
- reading the background information relating to the focus of the visit, such as relevant section(s) of the strategic plan, performance data, policies, stakeholder information
- clarifying the purpose of the visit with the head teacher, chairs of governors and or relevant member of staff
- confirming the visit schedule and activities

Conduct on visits

When visiting the school in a governing capacity, you should:

- arrive in good time and follow the school's procedures (such as signing in Governor's log book and collecting governor lanyard)
- adopt a friendly approach that puts everyone at ease
- be respectful of the school at work and if you wish to take notes, check that those you are with are comfortable with this
- if you are taking notes, be clear with everyone that this is for feedback purposes and that you are not recording judgements (for example on the quality of their teaching)
- ask relevant questions that are closely linked to the purpose of your visit
- acknowledge the staff and pupils you meet
- Use the monitoring Form

Governors are also expected to behave in line with the governing board's code of conduct, being aware of the need to maintain confidentiality. Only discuss any sensitive observations with the Head and Chairs of Governors.

Expectations following a visit

Thank the member of staff you have met with. A report using the Governor's monitoring form should be completed as soon as possible after each visit. A draft should be shared with the headteacher, Chair of Governors and any other members of staff involved in the visit and, when agreed, a final version will be included in the papers for discussion in the next governing board meeting (this may be the full governing board or a committee, as appropriate).

Health & Safety and Website monitoring will report to the FRC

Safeguarding, SEND, Sports Premium & RE/Collective worship monitoring to report to the FGB
Curriculum and Disadvantaged Learners monitoring to TLC.

What this means in practice / Curriculum Monitoring

Our School Vision sets out Marlborough St Mary's long-term aspirations- what we want our pupils to achieve {in terms of personal development, attainment and progress.} As Governors set about their statutory duty of monitoring school policies and evaluating the effectiveness of the school we need to constantly ask:

“Is our school vision being lived out in the curriculum and organisation of the school?”

The Chairs of Governors and Headteacher will draw up an annual monitoring and evaluation calendar focusing on Statutory Roles and priorities in the School Development Plan (See Appendix A).

A range of external and internal methods will be used to capture evidence and deepen our understanding of the school's effectiveness:

External Moderation

IDSR- Inspection Data Summary Report
ASP- Analyse School Performance
SIA- School Improvement Partner Reports
Perspective Lite
End of Year outcomes
Bench marking
SIAMS Report

Internal Moderation

Head Teacher Reports
Subject Leader Reports
Monitoring Visits
Link Governor visits and feedback
Internal reports of monitoring by the school
Pupil Voice interviews
Staff and Parent questionnaires

Named Governors fulfil discrete statutory monitoring roles – Health and Safety, Disadvantaged Learners, SEND, Safeguarding, Whistleblowing, Sports Premium, Data, Pay Panel, Well Being and Head Teacher Performance Management.

The curriculum is the substance of what is taught in school; Ofsted has no “approved Curriculum”- schools are encouraged to develop their own bespoke curriculum. However, Ofsted have identified factors that are related to curriculum quality:

- The importance of subjects as individual disciplines

- Use of the curriculum to address disadvantage and provide equality of opportunity
- Regular curriculum reviews
- Intelligent use of assessment to inform curriculum development
- Retrieval of core knowledge baked into the curriculum
- Distributed curriculum leadership

Governors share collective responsibility for curriculum monitoring- all need to understand the rationale of the Marlborough St Marys' Curriculum Statement which explains the principles underpinning the content and delivery of our school curriculum.

To use time effectively, small teams of Governors are formed to monitor curriculum priorities identified on the annual schedule.

Governors monitor our Curriculum through focussing on:

Intent- what we are trying to achieve through the curriculum

Implementation- how our curriculum is being delivered

Impact- the difference our curriculum is making

Governors should also focus on the school's strategic objectives reflected in the School Development Plan - How are the subject leader's actions helping the school deliver its long-term strategic objectives?

We have provided a range of questions which can be used as prompts during discussions with Subject Leaders:

Intent

Is statutory information in respect of the curriculum present on the website?

What is the rationale for the curriculum design in this subject area and how has it been shared across the school?

Is the curriculum at least as ambitious as the standards set out by the national curriculum?

How has knowledge progression and the sequencing of concepts been incorporated into curriculum design? Why this, why now? Do you have the time and resources to teach this curriculum?

Is the curriculum inclusive?

Is there an action plan for the subject area?

Cultural capital- how does the curriculum reflect the school's local context – highlight local strengths and address typical gaps? We need to look beyond Pupil Premium as our only measure of disadvantage.

Implementation

What is the approach to measuring progress and summative assessment?

Are there any concerns about the progress of any groups of children- SEND, Disadvantaged, high ability?

Has the school collaborated with other schools, LA in this area?

Is there evidence in books that the curriculum plan for the subject is being delivered and is on schedule?

How do you ensure pupils remember the curriculum long term- examples of retrieval practice and use of knowledge organisers?

Does CPD support staff in teaching this subject area confidently?

Impact

Have the pupils “learnt” the curriculum; how do you know?

Progress of different groups.

Was there any mismatch between the planned and delivered curriculum in any year group? If so, why?

Are planned interventions impacting on progress for targeted children- how is the impact being measured?

For use during discussion with children { use with Knowledge Organisers }

I know you have been learning about a, b and c choose one of these and tell me something about it.

I see you learned about x. Can you tell me what you learned?

Is there anything in the classroom that helps your learning?

Annual Governors Monitoring Schedule

This document is not a document that is put together by governors but the HT and the CoG's in partnership, using the SDP and the in year school calendar. The SLT link is there to guide the more detailed planning of each visit and support planning of next step (impact)

Statutory roles see below	Governor involved and Link SLT member	Visit 1 date and area reviewed (as statutory or from SDP)	Visit 2 date and area reviewed (as statutory or from SDP)	Visit 3 date and area reviewed (as statutory or from SDP)
SDP priority 1	SLT link: Gov:			
SDP priority 2	SLT link: Gov:			
SDP priority 3	SLT link: Gov:			
SDP priority 4	SLT link: Gov:			
Safeguarding <i>(some examples shown)</i>	SLT link: Gov:	<i>T1 – SCR check & policy + process update</i>	<i>T2 complete audit, action plan following site visit with DSL</i>	<i>T6 – site visit, meeting DSL to review action plan, check SCR and write annual report.</i>
SEND <i>(some examples shown)</i>	SLT link: Gov:	<i>T1 – meet with SENCo, discussion action plan priorities & provision map</i>	<i>T3 review progress of SEN pupils and impact of provision, + changes in pupil numbers etc</i>	<i>T6 – meet and review with SENCo + write annual report</i>
PP/Disadvantaged groups	SLT link: Gov:	<i>T3 – Meet with PP Lead to consider impact of targets and provision, review pupil progress.</i>	<i>T5 – conduct in school monitoring as appropriate with PP Lead ,eg interventions pupil feedback etc.</i>	<i>T6 – meet and review with PP Leader + finalise PP Strategy targets for following year.</i>
Health and Safety	SLT link:	<i>T1 - Complete H&S audit,</i>	<i>T3 or 4 - Complete H&S</i>	<i>T6 Complete H&S audit,</i>

	Gov:	<i>check fire drill and premises log?</i>	<i>audit, check actions from previous audit, fire drill and premises log?</i>	<i>check actions from previous audit etc.</i>
School Website And Compliance	SLT link: Gov:	<i>End T1 / Early T2 Full Website audit to check statutory compliance</i>		End T6 – check Evidencing the impact of Sports Premium uploaded
Policy review (optional re monitoring but review process needs to be on annual Governor agenda in some way)	SLT link: Gov:			
RSE/Collective Worship if a Church school	SLT link: Gov: Foundation			

Governors Monitoring Form
MARLBOROUGH ST MARY'S CE PRIMARY SCHOOL

Date:

Name(s) of Governors involved:

Name(s) of staff involved:

Focus of Monitoring (Link to SDP priority area or statutory role of Governor):

Specific aspect to be reviewed: [this should be pre-populated with relevant information-previous internal reports or external validation. Question prompts about Intent, Implementation and Impact of Curriculum.

Observations/questions/key findings around discussions in the meeting/visit:

Follow up Strategic Discussion with link SDP & SLT member of staff (*which could take place as part of the visit or soon after*)

What was the purpose of this visit?

What was the outcome?

What was the potential or anticipated impact?

Impact of monitoring and next steps:

Next Visit date:

Name of Governor completing form:

Names of staff (confirm discussion has taken place):