

BLACKFEN SCHOOL FOR GIRLS GOVERNORS' VISIT POLICY

Date: December 2016

LT Lead: HT

The Governing Body of Blackfen School for Girls adopted this Governor Visit policy on

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 teachers and governors are:

Governors

- To recognise and celebrate success
- To ensure that they have a strategic vision of the school based on visits which take place
- To challenge and to develop supportive working relationships with the staff
- To raise the profile of governors with the student body
- To understand the environment in which the school functions
- To find out what resources are needed to prioritise them
- To provide a link with the community
- To take an active interest in the work of the faculty or the school leader they are linked with

Staff

- To get to know the governors
- To understand better the governors' role and responsibilities
- To ensure that governors will support the positive ethos of the school

Governors' visits are not a form of inspection. 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 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 |
|---------------|--|---|
| BEFORE | Arrange details of visit Agree level of confidentiality Agree purpose of visit Obtain a copy of the latest Faculty RAP (Raising Attainment Plan) and School RAP | Turn up unannounced Ask to see individual teachers' lesson plans or record keeping |

- 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 eg 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 must visit their link person once a term (minimum). Agreed structures for these meetings are contained in (appendices 2a and 2b).
- A summary of Governors' visits for the year will be written by a named Governor and presented to a Full Governing Body meeting.

Key roles

Governors: to organise faculty leader or special interest meetings each term.

FLs (Faculty Leaders): to cooperate fully with the visiting Governor and to arrange relevant visits to classrooms, meetings with staff etc.

FLs: to also liaise with the Faculty LT 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.

LT: to meet with Link Governor at least three times a year and to organise these meetings with the Link Governor.

Chair/Vice Chair/HT: to meet monthly to review governor visit reports.

Date for review: September 2017

Appendix 1
Blackfen School for Girls
Governors Visit

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

Date and time of visit:

Name of Governor:
Person visiting:

Reason for visit:

Link with Ofsted/SEF or RAP:

Main areas covered during the visit:

Governor's observations/evaluation:

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

Appendix 2a – Faculty Link/Special interest Governor meeting

SPECIAL INTEREST GOVERNORS

| | |
|-------------------------------|-----------------------------|
| SEN | Mrs Townsend |
| Looked After Children | Mrs Andrews |
| Health & Safety | Mr Monger-Godfrey |
| Safeguarding/Child Protection | Mrs Andrews |
| Attendance | Mrs Townsend, and Ms Phelps |
| Business Manager | Mr Monger-Godfrey |
| Governor Induction | Ms Phelps |
| Pupil Premium | Mr Fitz-Gerald |
| Performance Management | Mr Stone |

FACULTY LINKS

| | |
|------------------------|---------------------------------|
| English | Ms Phelps |
| Maths | Mr Fitz-Gerald and Mrs Drummond |
| Science | Mrs Dhorajiwala and Dr Hayward |
| Art and Technology | Mr Jones |
| Vocational | Miss Salter |
| Humanities | Mrs Townsend |
| Creativity/Performance | Mrs Andrews |
| Learning Communities | Mrs Andrews |
| PPE | Mr Perrin |
| Sixth Form | Miss Salter |

It is the responsibility of the Governor to arrange these meetings.

There must be a termly meeting using 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. Link this to the RAP (Raising Attainment Plan) and to the faculty RAP.
- 3 Review of the year

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

For the last 10 minutes of the meeting the faculty LT line manager should attend to have a brief feedback on the meeting. The Governor should agree 3 key areas/action points from the meeting. These should be written up and sent to the Chair of Governors. These will then be discussed by the Head Teacher, Chair and Vice-Chair group which meets monthly. The Chair will report to the Full Governing Body on this item under effective governance.

At the end of each meeting the focus for the following meeting should also be discussed and the next meeting must be calendared.

Possible questions to ask to structure discussion

Meeting 1

The role

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

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?

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

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?

Meeting 2

School and Faculty RAP

Focus this discussion around both? RAPs.

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

Meeting 3

Review of the year

Evaluate the year. What has gone well? What has not gone so well? What have you not managed to do?

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 as a Faculty Leader?

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

Appendix 2b - Leadership Team Link Governor meeting

LEADERSHIP LINKS

| | |
|--------------|----------------------------------|
| Dr Valletta | Mr Fitz-Gerald & Mrs Dhorajiwala |
| Miss Hand | Ms Phelps |
| Miss Minnis | Mr Perrin |
| Ms Hayford | Mrs Townsend |
| Mr McGee | Mrs Drummond |
| Miss Hoad | Mrs Dhorajiwala |
| Mr Neil | Dr Hayward |
| Ms Cascarino | Mrs Andrews |
| Ms Brewer | Miss Salter |
| Mrs Brown | Mr Stone |

It is the responsibility of the Leadership Team member to arrange the meetings. There must be a termly meeting 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 RAP and actions related to this document.

At the end of each meeting the focus for the following meeting should also be discussed and the next meeting must be calendared.

Possible questions to ask the Leadership Team person to structure discussion

1 Meeting 1

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?

2 Meeting 2

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 the first meeting.

How do you know (monitoring and evaluation)?

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?

3 Meeting 3

Review of the year meeting

Evaluate the year. What has gone well? What has not gone so well? What have you not managed to do?

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?