



Governor Visits Policy

Ofsted Subsidiary Guidance April 2013 Extracts from paragraph 76

'Governors hold important strategic responsibilities for the development and improvement of the school.

The expectation is therefore that governors both challenge and support the school and hold senior staff, including the Headteacher, to account for the achievement of the pupils.

Governors are not expected to be routinely involved in the day- to-day activity of the school.

Governors are not expected to undertake lesson observations, unless the school has clear protocols for visits so that their purposes are understood by school staff and governors alike.'

Purpose of Governor Visits at St Ann's

Governor visits are an important mechanism by which governors can get to know St Ann's and monitor the work of the school. Governors can see policies and practice in action, experience first hand some of the opportunities and challenges that the school engages with, and form a view as to whether St Ann's demonstrates full commitment to the United Nations Convention on the Rights of the Child and succeeds in its core aim of enabling young people to 'Enjoy and Achieve'.

However governors are not visiting school to make judgements on the quality of teaching as this is a matter for the professional leadership within the school. The Department of Education's website states 'it is important that governors remember the purpose of governor visits is not to assess the quality of teaching provision'.

Focus of Governor Visits at St Ann's

Governor Visits at St Ann's are focussed around individual Case Study students. In each academic year six Case Study students are selected by the Senior Leadership Team who are felt to be representative of the spectrum of need within the student population. Three students are selected from the Upper School department and three are selected from the Lower School department. Within each department each phase is represented by one

student, so that in total, two of the six students are within the SLD phase, two are within the PMLD phase and two are within the ASD phase. In addition care is taken to ensure that the multi-cultural nature of the school population is mirrored through the Case Study group and that both male and female students are included.

From time to time governors may decide that an additional 'category' should be represented within the Case Study group eg a Year 7 'starter student' or a Year 14 'leaver student' in which case the population of the Case Study group may be more than six students.

During the visit the governor will track an individual Case Study student as he/she moves between activities and from lesson to lesson. This will provide a valuable insight into the teaching and learning experience from the student's point of view as well as first hand information about the care, guidance and support of the young person.

Organisation of the Governor Visit

Individual governors will elect to make either a whole morning visit (8.45-12.15pm) or a whole afternoon visit (1.00-3.30pm) At the beginning of the visit the governor will be briefed by the Headteacher or another member of the SLT to confirm which Case Study student is going to be tracked, the nature of the timetable for that morning or afternoon and any pertinent health and safety issues.

The governor will be provided with the following paperwork relating to the individual student.

- Case Study of a St Ann's Student summary sheet
- Class timetable
- Pen Portrait of Case Study student
- End of Year Report for Case Study student
- Governor Visit comments sheet.

In addition the governor can refer to the centrally held Case Study file which contains all of the above information for all six Case Study students. In addition the file contains the most recent Annual Review report, additional information on attendance and further assessment information (MAPP, Mapping and Assessing Personal Progress), P level milestones and at KS3 and KS4 progress towards the median or upper quartile within the P levels Progression Guidance.

The governor will be introduced to the class team and the students within the class group by the Headteacher or another member of the SLT and the class teacher will ensure that the governor is supported to carry out their visit throughout the designated morning or afternoon period.

During the visit it is extremely helpful if the governor is able to complete the Governor Visit comments sheet (Appendix A)

At the end of the visit the governor will again briefly meet with the Headteacher or another member of the SLT to share the completed Governor Visits sheet, discuss his/her findings and to ask any questions he/she

may have. All paperwork relating to the individual Case Study student must remain on the school site so that student confidentiality is not breached.

Where possible as from January 2015 we are recommending that two governors make a Governor Visit simultaneously but with each governor focussing on a different Case Study student. At the beginning of the visit both governors can attend the same briefing session with the member of SLT and after the visit this arrangement will better facilitate discussion, as a group of three, as to pupil progress, perceived strengths of the school and areas for development.

After the visit

1. A copy of the governor's completed Governor Visit comments sheet will be shared with the class teacher.
2. The next meeting of the Curriculum and Pupil Progress Committee will consider the governor's written reports together with the information held on the Case Study student within the case study file. The attendance and progress of the individual Case Study student will be discussed together with any general areas for school development highlighted through the governor visit.
3. The governor will provide a verbal report, based on his/her Governor Visit comments sheet to the next full governing body. Fellow governors will have an opportunity to ask questions and discuss the feedback received.
4. Governing body minutes will not identify individual students. Case Study students will be referred to as Student A, Student B etc.

Frequency of Governor Visits

Two formal Governor Visits will be undertaken during the course of each term. Other informal visits may also take place throughout the year eg to participate in whole school celebrations or Super Learning Days.

Allocation and timing of visits

The clerk to the governing body will ensure that Governor visits are a standing item on the agenda of each full governing body meeting. Individual governors volunteer to make a visit and the date of the visit is finalised following discussion between the governor and the Headteacher.

Over the course of an academic year the aim is that six different governors will have conducted a governor visit ie two each term, and that six different Case Study students will have been tracked.

Informing staff as to the date and time of each Governor Visit

The list of chosen Case Study students will be published to all staff by the end of September in each academic year.

Following each governing body meeting the Headteacher will advise staff as to the date of the next Governor Visit during a whole school briefing, a memo will be sent to the appropriate class teacher and the visit will be listed in the weekly school bulletin which is normally published on the Friday morning prior to the following week.

Informing Parents/Carers

Parents/Carers will be informed through the Home School Agreement that a programme of half termly Governor Visits focusing on Case Study students will take place each year in order to assist Governors in monitoring the work of the school.

Date policy last reviewed April 2016

Date of next review April 2018

Governor Visits Comments Sheet : Appendix A

Date of Visit	
Name of Governor	
Name of Case Study student	
Name of 'host' class teacher	
Name of supporting member of SLT	

Focus Area	Comments
How is the student being supported to communicate?	
How is the student being supported to maintain appropriate behaviour?	
How is the student being supported to access the curriculum?	
What is the learning you have seen the student engage in during your visit?	
Any other observations regarding student progress, strengths of the school or areas for development?	
Does the practice you have seen today meet the requirements of 'Keeping children safe in education' legislation?	
Does the practice you have seen today reflect the school's commitment to upholding the United Nations Convention on the Rights of the Child (Unicef Rights Respecting Schools)?	