

WORMLEY C of E PRIMARY SCHOOL (VC)

With God, all things are possible
Have Faith, Show Respect, Take Responsibility and Achieve



Governor Visits Policy

Policy last reviewed - Autumn 2024

Policy next review - Autumn 2025

Contents

Rationale	3
Who, Why and How Often?	3
How to conduct a visit	3
GOVERNOR SCHOOL VISIT RECORD	5
Staff & Governor Responsibilities – 2024/25	6
Governor Role Descriptions	7

Rationale

Governors have a responsibility for monitoring standards in school. Visits to observe in class, along with other types of visit, are a useful tool in fulfilling this responsibility. This policy sets out who will visit, with what purpose, how often, how visits should be conducted, recording the visit and feeding back.

Who, Why and How Often?

School visits are a useful tool for the governing board, but like any tool it needs to be applied at the right time for the right job. Visiting the school allows governors to:

- See policies in actions
- Increase their understanding of the school, the pupils and their needs
- Ask questions based on first-hand knowledge of the school
- Feel the culture and ethos
- Build positive relationships with staff
- Demonstrate commitment to the school.

We recognise that it may not be possible for every governor to be available during the day – this will depend on personal and work commitments. However, **all** governors should do **some** visits; the frequency and type of visit will vary according to availability and role.

Each governor has taken responsibility for part of the curriculum or an area of school life, and this will be the focus for that governor's visits. A table is attached at Appendix 2, showing the member of staff responsible for each subject / phase etc and the name of the responsible governor and Appendix 3 details the responsibilities of some of these roles. Governors are also welcome to visit school at other times eg to attend assemblies, sharing events with parents, INSET days. We have a written school development plan (SDP) and policies and annual priorities for all subjects, so the purpose of governor visits should be to ensure that the policy and priorities are being carried out effectively.

Governors should visit once a term. The aim is to find a balance between the need to visit in order to observe and monitor what happens in school, and the possible disruption this could cause.

How to conduct a visit

The following protocols for arranging and conducting a visit have been discussed and agreed by governors and staff, and must be followed:

Before the visit

- Arrange details of the visit at least 5 working days in advance and ensure that all those you are meeting know that you are coming and the purpose - between subject / phase leader and nominated governor(s)
- Agree the purpose of the visit according to the annual priorities in the School Development Plan and the core functions of the governing board – discuss with subject / phase teacher

At the visit

Make sure you fulfill the purpose of the visit

Observe the obvious courtesies. Governors are not there to “inspect” the work of individual members of staff and neither is the role of individual governors to deal with staff complaints

Thank the teacher and children who contributed to the success of the visit

Discuss your observations with the teacher

After the visit

Write up your observations straightaway. This write up can be done at the end of the visit – please allow sufficient time when planning your visit to do this

Provide written feedback to the headteacher and Chair of School Improvement Committee

Make sure that any questions or things that need to be addressed are taken forward and placed on the governing board or relevant committee agenda

Attached at Appendix 1 is a proforma for recording visits.

Signed and agreed by the governing board on 30 September 2024:

Governor Representative: _K Trew_____

SLT Representative: _T Gaiteri____

**WORMLEY C of E PRIMARY SCHOOL (VC)
GOVERNOR SCHOOL VISIT RECORD**

With God All things are possible

Have Faith, Show Respect, Take Responsibility and Achieve

Governor Name:	
Responsibility Area:	
Teacher/Class Visited:	
Date:	

Purpose of Visit
Links With School Development Plan
Governor Observations and Comments
Any Questions Arising
Next steps

**Post copy to GoogleDrive folder for School visits
Copy to: Head teacher & Chair of School Improvement Committee**



Appendix 2

Staff & Governor Responsibilities – 2024/25

Role	Staff	Governor
Linked Governor	Tracy Gaiteri	Deb Harris
Religious Education / Collective Worship	Tracy Gaiteri Laura Harwood Erica Johnson	Ash David
Early Years Foundation Stage	Jane Burling Ellie Harris	Leah Bretton Ellie Ridgeway Karen Trew
Key Stage 1	Britney Jones	Cate Company Joanna Galloway
Lower Key Stage 2	Deb O’Riordan	Ash David Sarah Welch Xiaoxiao Zhao
Upper Key Stage 2	Murray Bruce	Dillena Basra-Phillips Wesley Fox
Inclusion / SEND	Faye Drake Linzi Hawkins	Dillena Basra-Phillips
Safeguarding	Steve Emmett	Cate Company
Children Looked After	Steve Emmett Laura Gilpin	Cate Company
Data Protection / GDPR	Steve Emmett	HfL Education Wesley Fox
PupilVoice	Tracy Gaiteri Steve Emmett	Sarah Welch Xiaoxiao Zhao
Disadvantaged Pupils and Attendance	Deb Harris	Ellie Ridgeway Wesley Fox
Equality & Diversity	Steve Emmett	Ben Webb
Health & Safety	Charlotte Hick	Sarah Welch
Pre School	Deb Harris	Leah Bretton
Policies	Charlotte Hick Steve Emmett	Karen Trew
School Website	Steve Emmett	Ben Webb
Monthly Finance Reviews and SFVS Checks	Charlotte Hick	Karen Trew Cate Company
Governor Development Co-Ordinator		Joanna Galloway

Appendix 3



Governor Role Descriptions

Linked governor responsibilities

Link roles should be agreed collectively by the board as well as by the individual governor, with mutual understanding of the role's expectations.

In broad terms, the role of the link governor is to ensure that all governors:

- o Build productive working relationships with relevant staff while having due regard to their work-life balance
- o Ensure necessary policies and procedures are in place and monitor and evaluate them
- o Arrange focused visits to the school, (normally a maximum of one visit each term), based on strategic priorities and following an agreed visits protocol (ie this policy)
- o Report back to the governor board following monitoring visits or discussions with staff (using the form in Appendix 1 which should be filed in the Google Drive Governor Visits folder)
- o Are well informed and prepared ahead of meetings with staff or the board by reading relevant information, such as policies and data
- o Keep the governing board fully informed about issues and actions in the assigned area
- o Participate in relevant personal development to improve skills and knowledge.

Questions to ask when appointing or reviewing link roles:

- o Why do we need this role, or, do we still need this role?
- o Does this role add real value to the board's monitoring programme?
- o Does the role have a clear set of responsibilities attached to it?
- o What training or CPD is needed and available to those carrying out the role?
- o Is the role duplicating what's done by other governors at full board and committee level?
- o Does the board have more link governor roles than it can effectively manage with its current membership?

Safeguarding

- o Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
- o Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
- o Monitor the implementation of safeguarding policies and the effectiveness of procedures eg Single Central Record, PROMS.
- o Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe

Inclusion / SEND

- o Ensure that the policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
- o Seek assurance that staff are trained to implement pupil strategies and support plans.
- o Ensure pupils with SEND have the resources they need to succeed.
- o Work in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders, where necessary, to ensure that pupils with SEND are well-supported and included in all aspects of school life.

- Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

Health and Safety

- Ensure that the school's health and safety policy is proportionate, compliant and reflects the context
- Seek assurance that procedures set out in the policy are being followed and staff access suitable CPD where required
- Maintain effective risk management – it is good practice for all schools to maintain a risk register
- Ensure that direction from the local authority or Diocese is being followed
- Evaluate reports from school leaders, including data on accidents or near misses
- Monitor the outcomes of independent health and safety audits and inspections, ensuring that any identified areas for improvement are acted upon.

Pupil Voice

- Ensure time, space and resources are provided for pupil participation
- Ensure staff are trained and developed so they can support pupil participation
- Ensure that the voices of all are encouraged and valued

Some questions to ask:

- What mechanisms are in place for regular, meaningful engagement?
- When are pupil views gathered? Are they involved throughout the decision making process?
- Are we involving a range of different pupil groups?
- Are the methods used suitable for different age groups and for those with special educational needs and disabilities (SEND)?
- Do pupils have the knowledge and skills they need to get involved?
- How are pupil engagement activities managed safely (considering data protection, confidentiality and safeguarding responsibilities)?
- Do pupils know how their views will be used?
- How is feedback provided? (a useful method to consider is 'you said, we did')
- Do we explain how decisions were made? (particularly when the course of action differs from what pupils have said)
- Are staff trained to facilitate engagement?

GDPR / Data Protection

Reviews should ensure that:

- Relevant policies are in place and compliant with legislation and GDPR requirements, including data protection and biometric data protection and other policies that reference safety and security
- An adequately qualified and trained Data Protection Officer (DPO) has been appointed and their duties include overseeing policies, coordinating staff training and conducting data audits
- A robust procedure is in place to deal with personal data breaches
- The governing body receives regular reports from the DPO including how personal data is kept safe, specific issues and how the school is responding to them
- All staff have received appropriate training
- Data protection practice is regularly reviewed, at least annually
- Contracts with third parties are GDPR compliant
- All personal data held has been reviewed
- Effective procedures are in place to deal with requests for information
- GDPR compliance is considered when reviewing the school risk register

Website compliance

All schools are required to publish certain information on their websites. While school staff are responsible for maintaining the website, governing boards should ensure compliance with statutory requirements and assure themselves that effective procedures are in place to keep the website up to date.

Department for Education (DfE) sets out the requirements for maintained schools in full on [What maintained schools must or should publish online - GOV.UK](https://www.gov.uk/government/publications/what-maintained-schools-must-or-should-publish-online) (www.gov.uk)

Governor Development Co-Ordinator

- o Ensure that the governing body welcomes and inducts new governors
- o Provide leadership in organising support and training for the governing body
- o Encourage governors to voice their training needs
- o Tries to meet governors' needs by informing them of what is available or by communicating the need to others
- o Act as a link between governors and School Governance
- o Ensure that the governing body agrees and monitors a training and support budget appropriate to their needs.