

# Heritage Park Primary School

## Governor Visits Policy



**Approved by:** Full Governing Body

**Last reviewed on:** December 2023

**Next review due by:** December 2025

**Heritage Park Primary School**  
**Governor Visit Policy and Procedures**

**Introduction**

Throughout this Policy, Heritage Park Primary School aims to embed effective procedures concerning governor monitoring visits. We acknowledge that these visits can be extremely beneficial in helping governors carry out their role. They allow governors to ensure the school vision is being turned into reality, the ethos of the school is being embedded and progress is being made against the strategic plan. Visiting the school in person provides a valuable insight into how the school operates as well as an opportunity to put other information into context. A well-planned programme of visits forms an important element of the governing body's strategic role.

**Possible reasons for visits**

These may include, but are not limited to:

- A tour of the school for new governors as part of their induction
- The use of resources e.g. how the premises are utilised, a new teaching resource in action or a demonstration of an IT system
- Monitoring the implementation of a particular policy or procedure, e.g. safeguarding, homework, health and safety, testing moderation
- Monitoring progress towards specific targets from the School Development Plan e.g. learning about how a strategy is implemented and translates through to classroom practice and children's learning
- Gaining an understanding of a particular curriculum area, year group or attitudes towards a particular area e.g. attendance
- Gaining an understanding of assessment processes and tracking of cohorts
- Gaining an understanding of how a particular issue e.g. IT provision, achievement of particular cohorts is dealt with on a day-to-day basis
- Attendance at parents evening as a way of engaging with parents or school council meetings to engage with pupils
- Understanding school culture, policies and implementation of various aspect linked to an assigned governor link role such as (but not limited to), finance, safeguarding, SEND.

**Booking Visits**

Where possible the Governing Body will agree their visits for the upcoming academic year at the first full governor meeting of the year, usually a logistic/strategic focused session prior to the first FGB.

Should a governor join midway through the year, their visits will be arranged at the first FGB they attend post-election to the Governing Body or as soon as possible thereafter.

**Setting Expectations for Visits**

- Governors will follow the Governor Visit Policy on their visits and each visit should have a clear pre-arranged mutually agreed focus (between governor and the school). This allows all concerned to use their time productively.

- Prior to the visit commencing, governors will ensure they have familiarised themselves with health and safety procedures, including what to do in the event of a fire. This should be explained on arrival to the school on the day of your visit.
- Prior to the visit commencing, governors will ensure they have familiarised themselves with safeguarding procedures, including being aware who the DSLs are in school. This should be explained on arrival to the school on the day of your visit.
- Relevant staff, such as the senior leadership team or subject leaders, will be involved in the visit to provide background and context. Staff will be informed of the purpose of the visit and what to expect. Governors should refer to the Code of Conduct for all Adults as well as their own Code of Conduct during a visit. They will be mindful that they are representing the whole governing body through their words and actions and will not pursue personal agendas during the visit.
- Governors spending time in classrooms will acknowledge they are not there to inspect the quality of the teacher's performance. Book scrutinies and lesson observations are professional tasks and therefore will be carried out solely through the staff appraisal process. It is however within a governor's role to inspect books or observe lessons to see evidence of something, though not to pass judgement on the quality.
- Whilst in classrooms, governors will adhere to their agreed role at all times. They will ensure they do not interrupt the class teacher by talking to children at inappropriate times and recognise that sometimes it might be appropriate to leave the room should a problematic situation arise e.g. a behaviour outburst.
- Governors will avoid taking a clipboard or notebook into the classroom and will thank staff and pupils before leaving the classroom.
- Governors will not turn up to school for unannounced visits and should only visit as part of an agreed programme by the whole governing body.
- Confidentiality should be adhered to regarding visits. Comments should be limited to the Headteacher or subject leader involved in the visit but not with other staff or parents. Individual children or staff should not be identified in school visit reports.
- Governors will be punctual and ensure they dress in a professional manner.
- Governors will be flexible if something urgent crops up which means the arranged tasks cannot take place – they will always keep in mind that the education and safety of the children is of overriding importance.

### **Frequency of Visits**

Individual governors should attend school at least once a term. This allows visits to be kept at a sustainable and pragmatic level and ensures they are well spread out over the year. The length of the visit may vary depending on the purpose of the visit, some visits maybe longer and have more than one purpose, should this be the case this will be agreed with the school in advance of attendance.

Governors may also attend school events on a less formal occasion such as school plays or celebration events. Attendance at these will be recorded at the next full governing body meeting where governors have attended within their governor capacity.

### **Following the visit**

Governors will meet with the Headteacher, or the deputy Headteacher in her absence, to discuss the visit, including any concerns, immediately or soon after the visit.

Governors will then complete a governors' visit report and send the draft to the Headteacher who will also pass this on to any other staff members involved in the visit. When a final version is agreed it will be distributed in the papers for discussion at the next full governing body meeting.

There are two types of report depending on the type of visit to the school, a long report (see Annex 1) and a short report (see Annex 2). A long report should be utilised when the visit is in alignment with a Governors Link role and/or they are reviewing SDP Objectives. A short report is to be used when Governors are attending in an alternative, more relaxed capacity such as, but not limited to, Parents Evening or Open Classroom events. A form does not need to be completed if the governor is attending these events as a parent to their child only if they are attending as a school governor.

It is important that governors take time to reflect and consider anything they might do differently in future visits and discuss this with the Headteacher if they require any clarification.

### **Review**

This policy will be reviewed by the governing body every two years.

## Annex 1

### **Governor Visit Report – Long Form**

**Section 1:** To be completed pre visit and shared with the school in advance of attending.

<b>Name:</b>	
<b>Date of Visit:</b>	
<b>Focus of Visit:</b>	<b>Ofsted Judgement Area:</b> <b>Key Priority within School Development Plan:</b> <b>School Development Plan Outcomes and Activity in Focus of Visit:</b> <b>Link Role Capacity (optional):</b>
<b>Intended Activities of the Visit</b>	Please state who you plan on visiting, who you wish to speak to, what you intend to see, and any additional aspects you intend on visiting/observing. When in a classroom please state what you intend to look at.
<b>Summary of planned activities:</b>	Please detail a planned schedule of your visit, linking the intended activities to the focus of visit. Please state in a chronological order with times to aid school organisation and minimising school disruption.

**Section 2:** To be completed post visit.

<b>Observations, comments, questions asked, and answers reported to the governor:</b> Please link to the summary of planned activities, remember where possible to look for tangible evidence of the verbal information provided (where relevant). When stating opinion, please provide rationale as to why that is your opinion. Please link to data and governing body discussions, if possible. (e.g. in the headteachers report X was mentioned, this was discussed with the teacher who confirmed, and I saw this via Y). Please (if possible and relevant) link any observations to the Ofsted Inspection Framework.
<b>Aspects I would like clarified / questions I have after the visit?</b>
<b>Actions for the governing board to consider / implications/ideas for future visits:</b>
<b>Any other comments:</b> Please include if possible, observations around school culture, staff morale/well-being and pupil behaviour.

<b>Date of Intent to Feedback to Governing Body:</b>	
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GOVERNOR

Signed			
Print Name		Date	

HEADTEACHER

Signed			
Print Name		Date	

## Annex 2

### Governor Visit Report – Short Form

All to be completed post visit

<b>Name:</b>	
<b>Date of Visit:</b>	
<b>Reason for Visit:</b>	
<b>Description of your visit:</b> Please state what you observed/witnessed in your visit. Especially picking up on evidence linked to progress on; meeting the strategic outcomes, school development plan, link roles, ofsted judgement area and/or school culture.	
<b>Actions for the governing board to consider / implications/ideas for future visits:</b> Please include, any further clarifications you've identified and questions you have for future visits if relevant.	
<b>Safeguarding:</b> Please provide a brief overview of what you noticed about the schools safeguarding culture.	
<b>Any other comments:</b> Please include if possible, observations around school culture, staff morale/well-being and pupil behaviour.	
<b>Date of Intent to Feedback to Governing Body:</b>	

GOVERNOR

Signed			
Print Name		Date	

HEADTEACHER

Signed			
Print Name		Date	