

St Matthew's CofE Primary School
Governor Visits to Schools

1. Background

The Policy relating to Governor Visits to Schools was approved In December 2013 and it was agreed that the feedback from the July Visits (Appendix 1) would be provided and a Plan for further visits.

2. Plan for Governor Visits

Governors should commit to visit the School at least once per term. It is important that Governors are aware of expectations of staff and children in terms of teaching and learning and are also familiar with support aspects and how these are organised and monitored. Governors receive and approve the School Development Plan each year and receive a Pupil Premium Report each term. It is important that the Governors are satisfied that these elements are being delivered well and are being monitored successfully. It also very important that Governors meet staff and pupils and get to know the School, its culture and its processes, which underpin and push forward the education of the children.

The visits will be organised as follows:

Visit 1 (Autumn) – Using the School Development Plan to inform your visit and to consider what you see that responds to the SDP Priorities (2013/14):

- (1) Provide opportunities for individual leadership development that increases personal development and school improvement.**
- (2) Increase the rate of progress made by all pupils and pupil groups in English and Mathematics.**
- (3) Personalise learning – meeting more of the educational needs of our children more fully than before.**
- (4) Improve the way ICT is used to promote whole school improvement.**
- (5) Strengthen the planning, monitoring and evaluation of the school's Christian character.**
- (6) Sustain the effectiveness of worship in an Anglican school.**
- (7) Improve the physical environment so that we present a warm and inviting welcome to all stakeholders.**

Visit 2 (Spring) – Using the latest Pupil Premium Report to inform your visit and Governors with specific responsibilities to meet with subject/area lead:

Pupil Premium Areas	Governor Responsibilities
Reading Recovery – Teacher Better Reading Partners – Year 6 TA First Class @ Number – TA Maths Whizz Music Tuition Gifted and Talented – Academic Achievement Senior Learning Mentor Counsellor Tracking System Out of hours: morning club, after school activities. Enrichment and educational visits.	Literacy – Deborah Murdock Numeracy – Nigel Oram SEN – Elva Galloway-James/Jackie Lewis Safeguarding - Barbara

Visit 3 (Autumn/Spring) – Using the proforma and list of questions in appendix 2 visit a year group or year groups to review teaching, learning and assessment (target setting and monitoring) activities, as well as, reviewing the environment and behaviour.

3. Policy Relating to Governor Visits to Schools

Introduction

One of the important responsibilities of governors is that of monitoring progress in the school and visits play an important part in this. Through our programme of individual governor visits we aim to: -

- Improve governor knowledge of the ethos of the school and awareness of the work on the curriculum.
- Assist the whole governing body to fulfil its statutory role.
- Improve governor understanding of the needs of the school and the priorities for the future school development plan.
- Monitor and evaluate the current school development plan especially in relation to curricular issues• Improve governor links with staff, pupils and parents•
- Help governors to be better able to support the school community.
- To highlight the need for particular resources.

Framework of visits

It is very important that visits by governors are conducted in a positive and supportive way, whilst giving the governor an opportunity to ask questions about a particular aspect of school life. For these visits to be informative and useful to all parties, **it is necessary for the protocol of visiting to be observed.** The Governing Body acknowledges that **governor visits are not to** inspect the school, make judgements about the quality of teaching or an opportunity to question pupils unless this is a pre-agreed aspect of the visit.

Visit Protocol

Governors are welcome to visit the school however, **the visit must be pre-arranged with the Head Teacher or an appropriate member of staff (e.g. Deputy, subject leader etc.)** and take into account the needs of all concerned, their availability and important other elements of the school day such as assemblies, staff meetings etc.

When pre-arranging visits governors should ensure that the purpose of the visit is clarified (preferably linked to the school's development plan) and outcomes are agreed. If possible the visit should follow a broad plan or agenda that refers to those that governors will be spending time with, how they will be introduced and relevant school protocols, rules, health and safety issues that must be observed.

All new governors should be offered an introductory visit soon after their appointment to the governing body as part of their induction programme.

Governors visiting the school should arrive in good time, keep to the agreed framework, actively participate and show interest and enthusiasm. Governors are encouraged to recognise good practice and give praise wherever possible.

After the visit governors should be prepared to provide feedback to the Head Teacher or relevant member of staff and prepare feedback for their colleagues on the Governing Body. Feedback should ideally be in the form of a short written report that is tabled as an agenda item at the next full governing body (or relevant committee meeting).

Visits to discuss specific issues or concerns

Governors wishing to visit school to discuss specific issues or concerns that fall outside of this general visits policy **should respect the school by observing the same procedures and protocols that exist for parents and members of the public wishing to raise specific issues or concerns.** In particular **governors should ensure that these visits are made by appointment with the Head Teacher or member of staff.**

This policy was agreed on: 5th March 2014

This policy will next be reviewed on: (Annual – March 2015)

St Matthew's CofE Primary School
Governor Visit Report

Name of Governor	
Date of Visit	
Focus of Visit	
Classes/staff visited	
Development Plan/Action Plan Priority Link	
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, lunch etc	
What I have learned as a result of my visit •	
Positive comments about the focus •	
Aspects I would like clarified/questions I have •	
Ideas for future visits •	
Any other comments	

Signed : _____
(Governor)

Signed _____
(Headteacher/Staff member)

Feedback from July 2013 Visits

CLASS / AND LESSON	Can children speak confidently about what they are learning? Do groups of children have different tasks to complete?	Look at the learning walls and look in pupils' books. Do the support materials on the walls match up to the topic being taught? Are targets highlighted in books and signed off on the record sheet in front of books?	What is the TA doing – is she supporting with learning or just doing the work for the children? Are the children's books marked up to date?	Overall impression of the class. Is the teacher confident delivering the lesson? Is behaviour exemplary? Is the classroom tidy and resources organised?
RECEPTION		No children in Maths area of book corner. Heritage work being done in line with the rest of the School.		Behaviour good. Good support being provided by Assistant. Classroom is tidy.
YEAR 1	Children doing different tasks. Children seem interested in their tasks.		TA supporting with reading. Books marked. Listening to word sounds. Noise level very high – has an effect on the children.	Classroom untidy, needs to be better organised. Children quite fussy. Teaching shouting across the room – could have walked over to groups.
YEAR 2	Children confident, attentive and excited to learn. Different groups with different tasks depending on understanding (level) and skills. Groups well organised.	Children are still on the carpet at 10.35. Wrong targets are stuck in books. Not all targets are highlighted. Some need to be updated.	Mental maths – children showing great interest. One student not sitting down!	Classroom exceptionally tidy, resources well organised. Students attentive. Teacher very confident, knowledgeable and organised. Excellent teaching methods used.
YEAR 3		Children have little understanding of the purpose of their targets. No targets were highlighted. Literacy and numeracy boards are good.		Good behaviour and the classroom is mainly tidy. Some children had completed their work, but no extension work had been given
YEAR 4	Majority of students seem confident about the lesson (maths) – a few struggling.	No targets in some children's books – SEN – why? No targets highlighted in June for Abuzah.	TA sitting with group, explaining what teacher is saying. Some books have no target sheet, not marked, no evidence sheets & no targets identified.	
YEAR 5		Books are marked – evidence of level identified.		Well organised classroom.

		<p>Excellent learning walls. Quite impressive support material, easily understood walls – relative to topics included in books.</p> <p>Targets highlighted and signed off in books.</p>		
YEAR 6	<p>Different groups. Children confident in what they are learning.</p>	<p>Books marked. Children talking confidently about their targets. Work in books matched to working walls.</p> <p>Books marked.</p>	<p>TA working with children.</p>	<p>Lots of active learning post SATS!</p> <p>Learning walls clearly annotated.</p> <p>Behaviour very good.</p> <p>Untidy bookshelf – needs clearing of clutter.</p> <p>Teacher very confident, expects/demands excellent behaviour. Knowledgeable, clear, challenges learning, supportive. Children's behaviour – excellent.</p> <p>Classroom tidy and organised.</p>

Governor Visit Proforma – Teaching, Learning, Assessment, Behaviour and Environment.

CLASS / AND LESSON	<p>Can children speak confidently about what they are learning?</p> <p>Do groups of children have different tasks to complete?</p>	<p>Look at the learning walls and look in pupils' books. Do the support materials on the walls match up to the topic being taught?</p> <p>Are targets highlighted in books and signed off on the record sheet in front of books?</p>	<p>What is the TA doing – is she supporting with learning or just doing the work for the children?</p> <p>Are the children's books marked up to date?</p>	<p>Overall impression of the class. Is the teacher confident delivering the lesson?</p> <p>Is behaviour exemplary?</p> <p>Is the classroom tidy and resources organised?</p>
RECEPTION				
YEAR 1				
YEAR 2				
YEAR 3				
YEAR 4				
YEAR 5				
YEAR 6				

EXAMPLE QUESTIONS FOR SUBJECT LEADERS

SUBJECT AREA	QUESTIONS
INCLUSION	<ul style="list-style-type: none"> • Children seem to remain on the SEN register for some time – why is this? • How do we support EAL children? • What are reasons why girls do so much better than girls at St Matthew’s School? What are you, as the Inclusion Lead, doing about this? • Tell us about the support for gifted pupils? • What are some of the talents that our children have? • How has the school supported children who are talented
LITERACY	<ul style="list-style-type: none"> • Why do children seem to do so much better at writing than reading at St Matthew’s? • I’ve heard the Head refer to ‘Talk for Writing’ what is this? • How does your work with the Local Authority help improve standards at St Matthew’s? • How do we teach spelling at St Matthew’s School? • What will be some of the key changes for English, when the new curriculum is introduced in 2014? • What should we, as governors, expect to see in a good English lesson?
NUMERACY	<ul style="list-style-type: none"> • Can you talk us through some of the changes for maths when the new National Curriculum is introduced in 2014? • How are children introduced to Maths in Reception? • People are often apprehensive of maths, how do you support teachers in being more competent and confident in the teaching of maths? • How do you monitor maths at St Matthew’s School? • You are the full time Year 6 teacher and the Maths leader – how do you manage your workload? How could we, as governors, help to support you in your role?
SCIENCE	<ul style="list-style-type: none"> • What will the changes for the teaching of Science in 2014 be? • How is Science assessed at St Matthew’s? • What Science enrichment opportunities are provided for students at St Matthew’s school? • If you were an Ofsted inspector what grade would you give for the teaching of Science at St Matthew’s and why? • How is Science taught in Reception?
ICT	<ul style="list-style-type: none"> • How do you help other staff members to overcome their difficulties/reluctance in using ICT in the classroom? • What is the quality of ICT teaching like at St Matthew’s and how do you know? • What changes would you like to bring to the school and in what length of time would this happen? • How are you working with parents to ensure that they have a good understanding of what St Matthew’s is trying to achieve with ICT? • How has ICT been used raised standards in English and Maths? • How do you ensure the children are ‘safe’ when using IT?