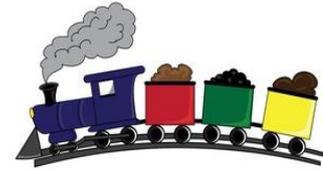




Placing children's rights at the heart of all we undertake.
respect integrity humility equality care towards all



Pride in myself; Pride in my work;
Pride in my school; Pride in my community

Glascote Primary Academy

Governor Visits to school 2019-2020

At the heart of our School are both the UNICEF Rights Respecting values and articles and Learning Behaviours. Through these, we aim to put children's rights at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

Dyslexia: The Fierté Trust recognises the unique contribution of every individual in the school community. It is an inclusive school in which adults and pupils of all abilities and from all cultures and backgrounds are valued. Pupils' wider achievement is encouraged and celebrated and the good progress of all our pupils is of paramount importance as is the safeguarding and wellbeing of all pupils.

Reviewed by: Michelle Powell

Date: December 2019

Approved by:

Date:

Next review due: December 2020

1 Aims and objectives

1.1 The school welcomes the governing body's active involvement in its life. Governors are encouraged to visit the school during the working day to:

- Advise the whole governing body on its fulfilment of its statutory role;
- meet with the headteacher, senior staff, staff, ELT or Trust Board members;
- improve governor knowledge of the ethos of the school and Trust and awareness of the work in the curriculum;
- observe school policies in action;
- carry out specific responsibilities on behalf of the governing body, e.g. health and safety checks;
- Visit classrooms to witness first hand first quality teaching and learning;
- develop governor links with staff, new staff, pupils and parents/carers;
- attend school functions;
- assist with understanding the effectiveness of the current Academy Improvement Plan (AIP)
- have an enhanced level of understanding of an aspect of the school's work so that the governing body as a whole has a deeper context for its decision-making and monitoring roles;
- assist the headteacher in staff selection, job descriptions, person specifications and interviews;
- Highlight the needs for particular resources.

1.2 We recognise that the role of a governor on a school visit does not include making a qualitative judgement about a professional matter, i.e. the quality of teaching in individual lessons.

2 Timetable of visits

2.1 We hope that all Governors will be able to visit the schools during the working day at least once a term during our Governor Days but are welcome to the school whenever their work commitments allow but the protocol below must be followed. We encourage link Governors to meet with their link teacher termly.

2.2 We offer all prospective new Governors an introductory visit prior to their appointment or as soon as possible after their appointment. All new Governors will be given an induction by the CoG.

2.3 We recognise that pre-planning is essential if the Governor's visit is to be of worth, and that professional courtesies are to be observed. Members of the Governing Body agree that visits will always be discussed and arranged through the headteacher. Staff will always be notified of the purpose of the visit in advance.

3 Visits to classrooms in each academy

3.1 The school welcomes governors' presence in lessons. The school will prepare for such visits by providing visitors with information about the purpose of the lesson and suggestions for the role a governor might play, e.g. a sample list of questions that pupils might be asked during their independent work.

3.2 The Governing Body agrees that any report, written or oral, made to the Governing Body following classroom visits, will have been discussed with the headteacher and member(s) of staff beforehand. The Governing Body recognises that no teacher or other member of staff should be identifiable through the report, and that no qualitative judgement about a professional matter, i.e. the quality of teaching in individual lessons, will be made.

3.3 The Governing Body recognises that any information about any individually named pupil's attainment or progress should not form part of the visit or be communicated in any subsequent report.

3.4 Governors recognise that no comment about the lesson, its content or the pupils should be made within the hearing of any pupil.

3.5 Governors agree that visits to classrooms containing pupils from their own families should be avoided where possible.

4 Activities away from classrooms

4.1 Individual Governors are encouraged to gain a deeper understanding of the work of the school through links to specific subject's/key stages. Subject Leaders are given time within their work plans to discuss subject policies, strengths and weaknesses within their subjects including overall standards, and action plans for school improvement. Governors, for their part, are encouraged to report the main points to the Curriculum and Standards Committee.

4.2 Governors are encouraged to attend all events at which parents/carers are present. They should wear an identification badge and encourage parents and carers to discuss the school. Any feedback should be discussed with the headteacher and reported to the Local Governing Body in such a way that no parent or carer can be identified.

4.3 Governors are encouraged to attend and play a full part in staff professional development days (e.g. KCSIE updates/Level 1 safeguarding). Governors planning to attend should inform the headteacher beforehand.