



St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

<i>Policy Number: C/12/Jan09</i>	<i>Date Agreed: 15th January 2009</i>
<i>Policy Title:</i>	<i>Authorised By:</i>
GOVERNOR MONITORING VISITS POLICY	J.H.Divall
<i>Area: Curriculum</i>	<i>Due for Review: January 2011</i>
<i>The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.</i>	
<i>All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy.</i>	
<i>In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.</i>	

We as governors, have a statutory responsibility to monitor and evaluate the effectiveness of the school and its curriculum. There are many opportunities to visit the school informally throughout the school year, however we also need a system of formal visits in order to:

- Improve governors' knowledge of the ethos of the school and awareness of the work on the curriculum
- Assist the whole governing body to fulfill its statutory monitoring role
- Assess the effectiveness of the current School Strategic Plan
- Improve governor understanding of the needs of the school and the priorities for the future School Strategic Plan
- Improve governor links with staff, pupils and parents
- Help governors to be better able to support the school community
- Highlight the need for particular resources

Timetable of visits

- All governors aim to visit at least once a year during the working day
- All new governors to be offered an introductory visit soon after their appointment to the governing body as part of their induction programme
- Governors to be welcome to visit the school on many occasions during the school year taking into account the needs of all concerned and the appropriate timing of visits
- Specific invitations to be sent for some occasions
- Visits to be planned in advance after liaison with the Headteacher
- Governors to receive copies of all parents' newsletters

Focus of visits

Subject governors should liaise with Subject Managers to enhance their knowledge of the subject. Subject managers may advise the appropriate focus of lesson observations, bearing in mind the School Improvement Plan targets. The attached list of possible focus areas for monitoring visits may be useful to help planning.

Other areas of focus may be Health and Safety, Collective Worship, use of the grounds, SEN, use of the library, school ethos (See last page of this document for more ideas of what to look for when you visit) etc...

What Governor visits are NOT about

- Making judgments about quality of teaching
- Checking on the progress of their own children
- Pursuing personal agenda
- Monopolising teachers' time
- Arriving with inflexible preconceived ideas
- Interrupting, giving ideas or suggestions during teaching time

Format for Visits

1. An initial meeting with the Headteacher or Deputy Headteacher to discuss arrangements for the visit.
2. Most visits take place in the classroom and staff will have been informed of the date and purpose of the visit. This will have enabled them to prepare any information related to the focus of the visit and to set up a programme for the governor. This might include:
 - Supporting a group of children on a set task
 - Informal observation of children at work
 - Opportunities to speak to children on their work in progress
 - Opportunities for observing displays of work in the classroom which show progress over time

Governors will be expected to be present at the beginning of a lesson to enable the teacher to introduce them to the class and explain the reason for their presence.

Governors should be aware of the confidentiality of what they see and hear.

Governors should be discreet so as not to disrupt the lesson in progress.

3. A further meeting with the Headteacher or Deputy Headteacher to review the visit and discuss any queries.

The follow-up

1. Governors to fill in a report for the governing body/staff as appropriate (see attached).
2. Feed back to governing body in main governing body meeting (to be included on the agenda) in the form of a short summary report.
3. Staff and governors to give opinions on the effectiveness and success of these visits

Governor Visit Report Form		
Name	Area/ Responsibility	Date
Class/Staff visited		
Objectives of the visit		
1.		
2.		
3.		
Brief notes		
Three positive comments		
1.		
2.		
3.		
Two questions		
1.		
2.		

What we hope to see when we visit the school in regard to our aims and school ethos, as shown in our Prospectus:

At St Peter's we aim to:

- **Create a secure, safe and caring environment, where pupils feel valued and are listened to.**
 - *School Council - photos of the members around school, minutes of meetings*
 - *Playground "Buddies"*
 - *Clubs- extra-curricular*
 - *Certificates and photos of those who have been recognised as doing well on a weekly basis.*
 - *Posters encouraging good behaviour*
 - *Happy, well-behaved children*

- **Provide a challenging curriculum, which ensures all pupils reach their full potential.**
 - *Children's work displayed*
 - *Evidence of intervention programmes*
 - *Brill book*
 - *Pupil progress data*
 - *Enthusiasm and a busyness in the classroom*
 - *Targets clearly displayed and understood by children*

- **Encourage independence and enthusiasm for learning thus raising pupils' self esteem.**
 - *Children are happy and want to come to school*
 - *Children given responsibilities for P.E., I.T., and "Helping hands" etc*
 - *Children ask questions and know where to look for answers*
 - *Children able to work independently on computers and in library*

- **Encourage respect for themselves and other peoples' beliefs, customs and opinions.**
 - *Children show empathy, tolerance, celebrating differences, respect for property.*
 - *Displays of other religions, cultures.*
 - *Buddies*
 - *Smart appearance*
 - *Feedback from School Council meetings*

- **Create a supportive partnership between the school, parents and the wider community.**
 - *Fairs, PTA events, breakfasts, sports day*
 - *Parents evenings well-attended*
 - *Visitors comments regarding children's behaviour*
 - *Links with the Church*
 - *Newsletters*
 - *Home-School agreement*