



ATLAS Multi Academy Trust

FORMAL GOVERNOR VISIT PROCEDURE

Trust sub-committee: Resources

Co-ordinator: Mrs M Chapman

Last Reviewed: Spring 2022

Next Review: Spring 2024

St Albans Girls' School : Beech Hyde Primary School and Nursery : The Adeyfield Academy

Signed by:
Margaret Chapman
Executive Head Teacher

Signed by:
Rachael Kenningham
Chair of ATLAS Board of Directors

Updated guidance based on the new Inspection Framework 2019 added to Appendix 1

1.	RATIONALE
1.1	<p>The Governing Body:</p> <ul style="list-style-type: none"> • Understand their role and carry it out effectively • Ensure the school has a clear vision, ethos, and strategic direction • Ensure resources are well managed • Hold executive leaders (the headteacher or CEO, for example) to account for educational performance and the performance management of staff • Oversee the financial performance of the school, and ensure money is well spent (including the pupil premium) • Hold leaders to account for the quality of education or training • Ensure the provider fulfils its statutory duties (like the ones placed on school by the Equality Act 2010, the 'Prevent' strategy or Keeping Children Safe in Education) • Promote the welfare of learners • Demonstrate interest in and challenge of all aspects of the school and the community
1.2	There is a clear association between effective schools and effective governing bodies
1.3	School effectiveness and improvement relies on a positive working partnership between Governors and colleagues
1.4	In addition to attendance at the annual Governor Day, informal visits are also encouraged, to familiarise governors with their linked areas. Procedures 3.1 should still operate.
2.	AIMS
2.1	To enable Governors to fulfil their statutory responsibilities.
2.2	To enable Governors to acquire a fuller knowledge and understanding of the routine operation of the school.
2.3	To enable colleagues to report to Governors on successes and the progress towards improvement.
2.4	To ensure at least one annual visit by each Governor to their linked areas and that each visit operates according to agreed procedures.

	2.5	To provide a report of each visit to the Governing Body.
3.	PROCEDURES	
	3.1	The focus, length and timing of the visit need to be agreed between the linked Governor, the Curriculum Leader and the relevant senior line manager. The Headteacher should be informed of all visits.
	3.2	The focus for the visit should be agreed within the context of the School Improvement Plan and the school's monitoring and evaluation schedule.
	3.3	The report should identify strengths and areas for review or improvement, forming part of the school improvement planning process, where appropriate.
	3.4	A draft of the report should be shared with the Curriculum/Senior Leader link and senior line manager, before it is presented as a final report to Governors. Concerns about the report should be resolved at this stage.
	3.5	The final report should be shared with the Governors' clerk for distribution to all governors and retained for records.
4.	MONITORING	
	4.1	The Governing Body should review the outcomes of linked visits during each full governing body meeting to monitor its effectiveness

Appendix 1

Sample Key Questions for governors to monitor school/area improvement

Leadership and Management

- The school's strengths and areas for improvement
- Self-evaluation and the school's improvement plan
- How much pupil premium funding is received, how it is spent, and the impact of the funding. Governors in primary schools should also have this information for the PE and sport premium
- Year 7 literacy and numeracy levels (for secondary school governors)
- The financial security of the school
- Safeguarding, inclusion and what the school has done with regards to radicalisation and extremism
- The school's performance data
- Changes to the school since the last inspection
- How governor visits are organised and how often they take place
- Performance management of the headteacher and teachers
- The strengths, weaknesses and training of the governing body
- How the governing body supports and challenges the school's senior leaders
- Communications with parents and stakeholders
- How the school deals with complaints from parents

The list is intended to represent a range of areas that the governing body could be asked about during an inspection.

Monitoring and Evaluation

- Do you know how the school/area currently monitors/evaluates its teaching and learning?
- When was this last externally verified?
- Are standards improving?
- Do you know how leaders monitor the quality of teaching and learning in school?
- Who is involved in monitoring/evaluation activities?
- How frequently?
- Who quality assures the monitoring in school/area?

Assessment

- What assessment procedures are being used in the school/area?
- Has the assessment policy been reviewed recently?
- Do Governors receive concise, accurate and reliable information?
- Are leaders collecting the right data and is this adding value to pupil progress?
- Is the collection of assessment data purposeful, efficient and valid?

More questions

- Which groups of pupils are the highest and lowest performing and why?
- Do school leaders have credible plans for addressing underperformance or less than expected progress?
- How will we know that things are improving?
- How is the school going to raise standards for all children, including the most and least able, those with SEND, those receiving FSM and those who are broadly disadvantaged, boys and girls, those of a particular ethnicity and any who are currently underachieving?

- Groups or subjects get the best and worst results and why?
- How does this relate to the quality of teaching across the school?
- What is the strategy for improving the areas of weakest performance?
- Is the school adequately engaged with the world of work and preparing their pupils for adult life, including knowing where pupils go when they leave?

School Data

- What evidence is collected by the school to measure attainment and progress?
- Are external, standardised tests used?
- How is this used by leaders/classroom teachers?
- How is it moderated? Is there any external moderation, with staff working with other schools, or verified by an external adviser?
- Does it allow the school to identify any trends or patterns through analysis?
- How is the progress of pupils with SEND assessed?

Curriculum

Three key terms to be aware of: Intent, Implementation & Impact of the Curriculum on all learners

- Do you know what your school curriculum offer is? Is it broad and balanced? How do you know?
- Is there a sequence of learning within each subject? How do you know?
- Do you understand the principles which underpin the curriculum? Do you know how it developed?
- How confident are staff in delivering the curriculum?
- What do pupils and parents think of the curriculum?
- How do you as leaders evaluate the overall curriculum?



Record for Governor School Visits

School: (Delete as appropriate)

St Albans Girls' School / The Adeyfield Academy / Beech Hyde Primary School and Nursery

Name of Governor:

Date:

Curriculum/Senior Leader:

Subject:

Purpose of visit

Links with the School Improvement Plan

(How does the visit relate to a priority in the school improvement plan?)

Observations and comments by the governor to include strengths and areas to develop

(e.g. what you saw; what you learned; what you would like clarified; how long the visit lasted-see guidance below), staffing, resources, accommodation etc.

Any key issues arising for the governing body

(e.g. the way resources are allocated; the way the school communicates; progress in implementing a key policy)

Action following governing body meeting

(Record any action agreed by the governing body with regard to this visit)

What to observe if you visit a classroom:

<ul style="list-style-type: none">• Relationships between staff and students and between different students• Variety of teaching styles• Availability and role of support staff• Behaviour and attitude of students – are they attentive, motivated, listening, questioning, responding?• Enjoyment and enthusiasm of both staff and students• How the students are grouped?• Are you aware of different student groups, such as ethnicity, Pupil premium, SEND etc?• Are all students making progress?	<ul style="list-style-type: none">• How different abilities are catered for?• Is students work presented well, marked and up to date, with student responses?• Displays• Ethos – can you see evidence of the promotion of high expectations, encouragement, praise, equality of opportunity apparent?• Use of space and working conditions• Quality and quantity of equipment and resources• Does the classroom atmosphere promote learning?
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Criteria to use to assess your curriculum link area:

The full governing body retains the responsibility for raising standards. All curriculum areas have a nominated link governor who takes a special interest in a curriculum area and helps to ensure that this issue remains high profile on the governing body's agenda.

The following questions will help you as you find out about teaching and learning across the school. Use them as a guide in a meeting or on school visits – it is not intended that you work systematically through the list.

- What are you proud of?
- How do you feel about the curriculum?
- Is it an ambitious curriculum?
- How is learning sequenced in the subject to show a hierarchy of knowledge development?
- How do you know how well students should be achieving at KS3? (National Curriculum benchmark)
- How well are students achieving at GCSE and A Level?
- What are concerns/negatives?
- What does it feel like to be a student at STAGS?
- What is participation like in extracurricular provision? Impact?
- How are vulnerable groups monitored and supported, such as PP students?
- How are students with special educational needs integrated into lessons?
- How do we know that you are focusing on PP students?
- What does the school/department do well and what could be done better?
- What are the safeguarding arrangements?
- How are NQTs doing? How are they supported?
- How far have you achieved your Department/Area targets?
- How often do you review targets/actions? – should refer to QUADS
- Any other successes of note?
- Any issues to raise?