



# **Rowlands Gill Primary School**

## **Governor Visits Policy**





## **RATIONALE**

Every Governing Body has a statutory responsibility to establish and monitor its school's policies and evaluate the effectiveness of the school and its curriculum. Governors are also held to account for their own school's performance. The Office for Standards in Education (OfSTED) assumes that Governors know the strengths and weaknesses of the school, and will test that assumption during a school inspection.

One of the best and most effective ways in which a Governor can get to know about their school is to visit during the school day and see it at work. The Governing Body has appointed link governors to facilitate the liaison between the governing body and specific subject/curriculum areas or aspect of the work of the school.

The role of a link governor is a source of support to the school and a source of information for the governing body. An integral part of the link governor role is to view lessons in particular subject/curriculum areas and to learn about the general running of the school. It is not an inspection but a fact finding and observational opportunity.

The policy includes a sample Governors' Visits report form which will help guide discussion on the issues raised and also provide a formal record for OfSTED of the Governors' structured involvement in the work and life of the school. It should not, however, form part of any other evidence base e.g. a member of staff's performance management.

## **PROTOCOLS**

All visits to be by prior arrangement with the headteacher who will arrange the visit with the staff concerned.

## **ROLES AND RESPONSIBILITIES**

The Headteacher is responsible for ensuring all staff, students and parents are aware of the policy and that the policy is fully implemented.

## **MONITORING AND EVALUATING THE POLICY**

The appropriate Committee will review this policy and report back to the Governing Body.

The review will consider: Are we doing what we set out to do?; Are our visits achieving the potential benefits identified in the policy?; Are we better-informed and enabled to make sensible decisions?; Have we developed a further method of direct communication with staff?; • Do the staff feel affirmed and valued?; Have there been any unexpected benefits?; How can we make the policy and practice even better?