



Date	Review Date	Coordinator	Nominated Governor
November 2016	November 2020	Executive Head	Chair of Governors

- Education Act 1996
- Local Government Act 2000
- Parent Governor Representatives (England) Regulations 2001
- Education Act 2002
- Education Act 2005
- Education and Inspections Act 2006
- School Governance (Constitution) (England) Regulations 2007
- School Governance (Federations) (England) Regulations 2007
- School Governance (Parent Council) (England) Regulations 2007
- School Governance (Procedures) (England) (Amendment) Regulations 2007
- School Governance (Roles, Procedures and Allowances) (England) Regulations 2013
- School Governance (Constitution and Federations) (England) (Amendment) Regulations 2014

The following documentation is also related to this policy:

- Governors' Handbook: For Governors in Maintained Schools, Academies and Free Schools (DfE)
- The Constitution of Governing Bodies of Maintained Schools: Statutory Guidance for Governing Bodies of Maintained Schools and Local Authorities in England (DfE)

We are aware that governors do not have an automatic right of access to the school; but we believe it is essential to have in place an excellent working relationship between the school and the Governing Body which can be achieved by governors visiting the school by invitation and meeting with school personnel and pupils in order to have a better understanding of the context in which the school works.

We believe visits should have a clear purpose and can be used to observe policies and plans being implemented, evaluate resources and the school environment, gather information to assist in decision making, support the staff, form relationships with staff and pupils, demonstrate commitment and monitor the work of the school.

We feel that school visits by governors are a key component to being an effective school governor and have potential benefits to both governors and staff.

Governors will be able to:

- develop relationships with the staff and pupils
- see policies in action
- inform decision making
- see what the needs of the school are
- recognise and celebrate success

### ***Northern Parade Schools – Governors in School***

- make informed judgements about the progress being made towards the priorities and targets in the school improvement plan
- identify further areas for school development

Governors will not:

- make judgements on the quality of teaching
- check on the progress of individual pupils
- pursue personal agendas

The school will benefit by:

- understanding the role and responsibilities of governors;
- building relationships with governors;
- highlighting the needs of the school

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

### **Aims**

- To establish good lines of communication and an excellent working relationship that will contribute greatly to the leadership of the school and its successes.
- To have in place a programme of visits that supports and strengthens the already close working relationship between governors and the school.

### **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- responsibility for ensuring that reports of governors' visits will be discussed at meetings of the Governing Body;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- make effective use of relevant research and information to improve this policy;

## **Role of the Executive Headteacher and Leadership Team**

The Executive Headteacher and the Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- work with the governors to plan an effective programme of visits;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;

## **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- be courteous and considerate and recognise the purpose of all visits;
- identify an aspect of the school's work to focus on which will enable governors to develop a deeper understanding of a subject, a policy or policies, a priority of the school improvement plan, or a year group;
- focus on areas where they have an interest or expertise;
- be annually consulted on the success of these visits and on how they can be improved;

## **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- be courteous and considerate and recognise the purpose of all visits;
- liaise with the school council;
- take part in questionnaires and surveys

## **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be asked to take part periodic surveys conducted by the school;

## **Guidelines for School Visits**

Governors are reminded that:

- they must be courteous and considerate at all times respecting the professional roles of the Leaders and school personnel;
- prior to the visit they will confirm with the school the date, time and focus of the visit, and a time for discussion after the visit;
- on the visit they must be punctual, wear a visitors badge, observe any class guidelines/rules, fulfil agreed purpose, thank the Leaders, teachers and pupils;
- after the visit they will discuss what they observed and clarify any points about which they are uncertain and write a brief report for presentation at a future Governing Body meeting;
- they should never turn up at the school unannounced, interrupt the class/es and leave without discussing their visit

During a visit governors should look for:

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- How pupils respond to the teacher or any other visitor to the class.
- How friendly and relaxed are the pupils.
- How concentrated are the pupils on their work.
- Do pupils understand the lesson objectives?
- The behaviour of the pupils.
- The school and class environments.
- Teaching styles.
- Pupil groupings.

The end of visit report must:

- be no longer than a page of A4;
- be informative;
- be to the point;
- not include pupil names;
- set out the objectives of the visit;
- indicate if the objectives were met or not;
- focus on what was actually learnt about the school;
- contain statements of fact of what was observed;
- contain information to assist decision making and evaluation;
- must not contain judgments on the quality of teaching when observing lessons;
- form part of the governors monitoring role;
- be sent to the Chair of the Curriculum Committee for circulation with the agenda for a future meeting

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with school personnel

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### **Linked Policies**

▪ Governance	▪ Induction of New Governors
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<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	