



St John's C of E VC Infants' School
&
Jumping Johns Nursery
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Governors Visits Policy

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1. Introduction

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, talking to staff and pupils and finding out what happens in the school and the classrooms.

If school and classroom visits are done well they provide the most effective support for Governors' understanding of their school, its staff and its pupils. Governors witness the improvements their work supports. Visiting the setting is the best way to observe its functioning on a day to day basis so that you can increase the governing body's first hand knowledge and inform strategic decision making and the review of school improvement.

Governors will agree the formal visits programme at the Full Governors Meeting on a termly basis. The programme of visits will be published on the school website following the approval of the visits programme by the senior management team.

It is anticipated that each governor will make 3 formal visits per year and attend one Learning Walk in order to meet the requirements of the policy. Informal visits will be in addition to this.

The outcomes of the School Visits programme will be reviewed annually by the governing body. Any necessary changes to this policy will be agreed at that time.

For the purpose of this policy the term 'Setting' will refer to St John's C of E VC Infants' School & Jumping Johns Nursery.

2. Supporting Teachers.

The main purpose of the policy is to support the teaching and learning experience in the setting. This cannot be achieved unless all staff see Governor Visits as a positive and supportive experience.

It is vital that both teachers and governors understand that the purpose of the visit is not to evaluate the work of a teacher - nor will many governors be competent to do so. This is often a difficult divide since governors may wish to comment on the quality of the learning experience and this, by its nature, may reflect on the teacher. To this end St. John's will observe the following safeguards:

- visits formal or informal must be agreed with the teacher in advance,
- visits will be conducted in an open, friendly and supportive manner,
- teachers will be made aware of the specific purpose of the visit,
- visits will be distributed on an equitable basis,
- teachers will be able to respond to any feedback given and to suggest amendments to a written report if it is inaccurate or is an evaluation of their teaching,
- teachers will sign the visit by way of consent for a formal lesson visit report to be forwarded to governors,
- names will not be given in any report,
- formal visits of a given teacher will not take place more than once a term without the express consent of the member of staff concerned,
- Governor Visits experiences will be an item on staff meeting agendas on a termly basis. The Head teacher will report back any comments to the governing body.

3. Purposes of Visit/ Types of Visit

There are four types of Governor visit.:

Type of Visit	Purposes	Staff Involved	Report Necessary/ frequency?
1. Lesson Visit (curriculum) (formal)	EYFS, Literacy, Maths, Pupil Premium, SEN etc..	The appointed governor and staff member.	Yes. 4 visits per term (1 for each year including Nirsery). To be agreed in advance at FGB
2. School Improvement Visit (formal)	Specific Visits of Assemblies, H & S improvements, behaviour and Safeguarding etc...as raised in the SDP and at Governors Meetings generally.	The appointed governor and the relevant staff member.	Yes. As required to inform committee reports and general business. To be agreed in advance at FGB.
3. Learning Walk (formal)	Safeguarding appraisal. Health & Safety, outdoor learning, Pupil Premium overview, P.E., SDP theme, research for committee reports, building fabric etc..	Up to 4 governors led by the most appropriate member(s) of staff.	Yes. At least one to be offered each term with up to 3 governors attending & one report to be produced. To be agreed in advance at FGB
4. Informal Visit	Supporting school activities including school trips, attending performances helping with reading.	The relevant teacher	No required frequency. No report necessary.
5. Annual Safeguarding Visit	To monitor the implementation of the Safeguarding Policy across the school.	The Safeguarding governor lead, the designated person for Child Protection and relevant staff with safeguarding responsibilities.	Once a year to complement and inform the Headteacher's Safeguarding report.

4. Informal Visits

Informal visits may take place for a number of reasons, including:

- **Class Assemblies**

- School Plays
- Trips out of school
- Parties/special occasions/special visitors
- To spend some time with them in school to find out what they are doing
- To support pupils in their learning as a volunteer

Governors are NOT required to produce a report for this type of visit. If questions/issues arise as a result of the above visits this MUST be shared with the Head teacher first.

5. Formal Visits.

Main purpose of formal visits

The purposes of the formal visits will normally be to experience the teaching and learning in the setting and/or to ensure that the targets outlined in the School Development Plan are being met.

Governors will plan a visits programme on a termly basis to cover themes and topics that are considered necessary to interrogate school improvement.

During the course of the academic year it is anticipated that each governor will make a minimum of 3 formal visits. Normally the visits made by an individual governor will include two lesson visits. All formal visits will be reported back to the full Governing Body.

The report must be written. Ideally it will be forwarded in electronic form and emailed to the Head teacher and chair of governors. Handwritten copies will be scanned and stored electronically. A copy will be held in the school office and the chair will also retain a copy. As a written report, like other papers from the Governing Body, it is open to public inspection, it should never name a pupil or refer to a pupil in such a way that they can be identified.

The reports should be with the Clerk in time for distribution with the agenda of the next meeting of the FGB. They will be discussed by the Head teacher and chair of governors at the agenda-setting meeting held prior to full governors prior to issue to the Clerk of Governors.

6. Frequency of Visits.

It is anticipated that each governor will make one formal visit each term and produce a report.

7. School Visit written Report Protocols

- Write your report of the visit as soon as possible
- Send each visit report to the Head teacher and Chair of Governors, who will read the report.
- If a lesson visit, a copy will be forwarded to the teacher concerned by the Head teacher. The teacher will have the opportunity to respond to the report and give their consent for it to go out to governors.
- The chair and Head teacher will review the reports together and issue to the Clerk of Governors prior to the next FGB who will distribute them in electronic form to governors with the papers of the next FGB.
- The report author may be asked to comment on their report at FGB if it is pertinent to the

agenda item. The chair will give an overview of reports received.

- A file of all governor visits will be kept in the school office.

8. Agreeing the termly Visit Programme

- At the beginning of each term the Head teacher or deputy, in consultation with staff will identify areas in which Governors' visits could add greatest value. Visits will normally be linked to the School Development Plan. Governors may also identify areas at committee meetings.
- The Head teacher will then meet with the Chair of Governors to discuss the topics to be observed over the coming term.
- At the next Full Governing Body the Chair of Governors will agree the programme with governors and share out the planned visits amongst the non-teaching governors.
- Governors will then arrange dates and times for their allocated visits through the Head teacher or deputy and with the relevant teachers' approval.
- Governors must record their visit in the Governors' Visit Book located in the office, wear a visitors Badge and complete a Governors' Visit Proforma (See appendix B).
- Governors must submit a written report in time for distribution at the next FGB.

9. Safeguarding & Child Protection Matters.

As well as the annual Safeguarding visit it is understood that governors will be mindful of Safeguarding

TERMLY SCHOOL VISIT PLAN (Non Teaching Governors will aim to visit the school formally once a term)

Visit Topic	Visit Focus	Area Visit Links to SDP	Feedback by email to be given to	Date Visit Scheduled	Governor Visit Assigned to (Please give governor name and date of visit)

Appendix B

Governor Lesson Visit Proforma – N.B. You are not here to make a professional visit or evaluate the teacher. You are here to observe the learning experience, the implementation of the curriculum and the specific measures set out in the School Improvement Plan to raise attainment.

Governors Name	
Date of Visit (<i>Previously agreed with the Head teacher</i>)	
Lesson Observation – Age group/ Theme of the Lesson	
Links to the School Development Plan. <i>Identify the purpose of your visit from the current School Development Plan.</i> <i>Does this link to an Ofsted recommendation? Yes/No</i>	
Comments by the governor	
Have you been able to review 3 Exercise books (when appropriate)? Yes/ No Is there written guidance from the teacher to support progress in each instance? Yes/No Is there evidence that the pupil is responding to the guidance? Yes/No Is there overall evidence of progress in the 3 exercise books you have sampled. Yes/No	
Governor's Signature	Date
I give my consent for this visit to be forwarded to the governing body. Teacher's Signature	
Head teacher's Signature	Date

This form should be held in the Governors visits file in the School Office.

Appendix C.

Lesson Visits – things to look for.

Before the Lesson. Agree with the teacher, where to position yourself. If you wish to chat with the children or support their work in any way agree this with the teacher first. Remind yourself of the purpose of the visit and focus on the task in hand. It may, for example, be to report on the deployment of teaching assistants purchased with Pupil Premium Funding.

Here are some things you may wish to comment on when appropriate to your visit.

General Classroom Observation.

- Observe pupils as widely as possible. **Look for focus, enjoyment and ongoing engagement from the pupils. Are children attentive, motivated, listening, questioning, responding?**
- **What teaching strategies and resources are being deployed?**
- **Are the children helped by the techniques and resources utilized to access the different tasks and raise attainment?**
- Are the teaching assistants sufficient for the needs of the group? Do you understand their deployment?
- Is the classroom well-equipped in terms of layout and materials for the activities? Is the environment pleasant and adequate for the activity?
- How are the children grouped? Do you understand the grouping?
- **Is behavior appropriate? Are you satisfied there are sufficient resources in terms of staff and equipment to manage children with learning/behavioural issues?**
- Keep an eye on the time. **Are the activities sufficient in terms of pace and challenge to keep the children fully engaged?**
- **Are all children, regardless of ability, getting the support they need?**
- Classroom ethos - do the children support each other? Is support and praise by adults a present theme throughout?
- Make brief notes when you can - you may well forget the important detail.

Pupil Progress.

- **Where appropriate, ask for three exercise books to evidence progression – from a pupil that is exceeding expected age-related expectations, meeting age related expectations, and working towards age related expectations.**
- **Is there evidence of progress?**
- **Is written guidance being given to support progress?**
- **Is there evidence that teacher comments are having an impact?**

After

- Share what you have observed with the teacher. Be positive and supportive. Use the opportunity to clarify anything you are unsure about.
- Refer to the purpose of the visit. Do you have the information you came for?
- Thank the teacher for supporting you in your role as a governor.
- **Reflect:** Have I got what I came for? Has the visit enhanced relationships?

Appendix D

Governor General Visit Proforma - N.B. You are not here to make a professional visit or evaluate the teacher. You are here to observe the learning experience, the implementation of the curriculum and the specific measures set out in the School Improvement Plan to raise attainment.

Governors Name	
Date of Visit (<i>Previously agreed with the Head teacher</i>)	
The Purpose of your Visit	
Links to the School Development Plan. <i>Identify the purpose of your visit from the current School Development Plan. Does this link to an Ofsted recommendation? Yes/No</i>	
Comments by the governor	
Are there Safeguarding, Child Protection or Health & Safety matters pertinent to this visit? yes/no <i>Please outline issues in respect of these that have arisen during your visit. Report any matter affecting the safety of a child or a member of staff to the Headteacher with immediate effect.</i>	
Governor's Signature	Date
I give my consent for this visit to be forwarded to the governing body.	
Teacher's Signature	
Head teacher's Signature	Date

This form should be held in the Governors visits file in the School Office.

Appendix E

Visits where Safeguarding is a Theme – Key Issues

1. Have you checked that the school Safeguarding Policy and other policies relating to your visit are available online and readily accessible. Are they up to date?

During Your Visit.

1. Is the Safeguarding Lead or her deputy on site and available?
2. Was all relevant safeguarding information available at reception? Were you appropriately badged?
3. How are pupil attendance figures? Have all unexplained absences been followed up?
4. Are there any individuals that are giving significant cause for concern? (*reported anonymously*). What is being done about this?

Senior Member of Staff.

Is the single central record up to date? Is it accessible?

Can you appraise me of the present Safeguarding and Child Protection training levels of staff recruited over the past twelve months?

Outside.

Were you satisfied with perimeter security- appropriate challenges on entering the site and school with no observed compromises? (e.g. people slipping past when a door has been opened for someone else?)

3. Was the level of supervision in the playground adequate and appropriate?
4. Was the general behaviour of the pupils safe and any behaviour interventions by staff prompt?
5. Is the outside clean, organised and free of any obvious hazard?
6. Is there any 'safe space' or similar signage?

Inside.

5. Were all adults you came across identifiable or appropriately badged?
6. Can you locate the Safeguarding Notice Board? Is the information on it up to date.

Interview of Staff Member.

7. Are you regularly briefed on Safeguarding issues?

8. When was your most recent Safeguarding Training? What was the theme?

9. Are you satisfied that Safeguarding and Child protection matters have the highest priority?

10. Are you clear about procedures for reporting Safeguarding and Child Protection concerns and to whom?

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Annual Governor Safeguarding Lead Visit

The school provides regular updates to governors in respect of Safeguarding, Health & Safety and Safeguarding matters in the form of periodic and annual reports at committee meetings and full governor meetings. OFSTED expect governors to support the reporting process by incorporating safeguarding matters into their school visits and independently monitoring the updating of policies, maintenance of the single central record, the training of staff and the general implementation of all Safeguarding, Child Protection and other relevant policies.

At St. John's the monitoring of Safeguarding is a feature of all school visits and provision is made for reporting Safeguarding matters on the general visits proformas. The governor lead for safeguarding will make one visit a year, usually in autumn, specific to Safeguarding. This report is ideally compiled by two governors who will aim to complete it in a single session (half day). *Some of the matters in respect of policy updates etc can be completed prior to the day to save staff time.*

Name of Governor(s)	
Date of Visit	
Visit Focus	Annual Governor Safeguarding Lead Visit
School Improvement Plan link	
Where visited?	
Designation of staff spoken to.	

Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, had lunch etc.

Legal Policies and Documents	Date last updated
Safeguarding & Child protection policy	
Health and safety policy	
Behaviour and discipline policy	
Allegations against staff guidance	
Equality Duty	

Supporting Children with Medical Needs	

Other relevant policies	Date last updated
Safer recruitment guidance	
Induction of Staff/ Safeguarding training	
E-Safety	
Physical Intervention	
Whistle-blowing	
Volunteer Policy	
Code of Conduct – Staff/Governors/Volunteers	

This part of the monitoring visit is not in as much detail as a health and safety visit would be in specific areas, but it should give governors an overview of the whole subject of safeguarding.

	Comments/ dates & Action
Are risk assessments in place for all buildings/ rooms and for the grounds? When were they last updated and have previous recommendations been followed up? Location of documentation.	
Does a risk assessment exist for each school visit that has taken place in the last year? Where are the risk assessments logged?	
Does the school appear to be safe and secure? Walk the site inside and out to check for any areas of concern. Sample fire extinguishers and portable appliances to ensure they have been checked annually, ensure fire escape routes are clearly marked and fire doors are kept clear. Are any doors unlocked/ open that could pose an unacceptable risk to security? <i>Ideally carry this out with the designated Health & Safety Governor.</i>	
Are visitors checked in and out of the building? Are procedures for signing in and out robust? Are there procedures for visually identifying visitors so that any potential intruders can be challenged?	
Are the records available for servicing fire extinguishers, emergency lighting, checking water tanks, sampling the chlorine level in swimming pool etc. up to date? Note any gaps in available records.	
Provide the date of the last fire extinguisher & fire alarm service.	
Provide the date of the last fire drill.	

Single Central Record of Recruitment and Vetting Checks (SCR)

The SCR must include the following information.

- Identity, name, address, date of birth
- Qualifications where these are legally required for the post
- GTC Registration – qualified teachers only
- List 99
- Enhanced DBS Disclosure
- Right to work in the UK
- Overseas checks
- *The SCR must indicate whether particular checks are required and when and by whom each check was carried out, for example, the identify check, the qualification check and the DBS check. It might be a good idea to jointly do this SCR check with the person responsible for updating it, so that they can clarify any issues which arise.*

Single Central Record Check	Checked? Comments & details
Is a single central record (SCR) of staff available to you?	
Does the SCR indicate that identity checks have been carried out and by whom? <i>Note: although good practice, it is not required to show addresses on the SCR.</i>	
Is there evidence on the SCR that all teachers have been checked against the Children’s Barred List (previously List 99)? (If a teacher has an enhanced DBS/ CRB disclosure in place they have been checked against List 99 or the Children’s Barred List.)	
Is there documentary evidence that all staff have been DBS checked (previously CRB) unless they have unbroken service from prior to 2002? Do all staff appointed since 12 th May 2006 have a DBS check?	
Does the SCR include evidence that supply teachers have been checked against the Children’s Barred List (or List 99) or have an enhanced DBS (CRB) disclosure? <i>Note: in the case of agency staff it is sufficient that the employer has provided written confirmation that the required checks have been carried out. There is no requirement for separate or individual dates when these checks were done or the names of those who carried out the checks.</i>	
Does the SCR include all others who work regularly or intensively with children at the school, for example volunteers or governors who also work as volunteers within the school?	
Does the SCR record the date when the DBS (CRB) or Children’s Barred List (or List 99) check was carried out (and who carried out the check) except in the case of agency staff?	
Does the SCR record show that a Childcare Disqualification Declaration has been completed?	
Does the SCR record qualifications – where the qualification is a	

requirement of the job, for example those posts where a person must have qualified teacher status or national professional qualification for headship?	
Does the SCR record evidence of 'right to work' in the United Kingdom and suitability checks for those who are not nationals of a European Economic Area country who were recruited after 1 January 2007?	

Discussion with designated child protection person and other relevant staff.	Comments/ information
Who is the Designated person for child protection? Who is the deputy?	<i>Are the cover arrangements for the designated child protection lead satisfactory? Are they satisfactory for the Nursery out of school hours?</i>
When did the most recent training take place for the designated person? What training has the deputy designated person had?	
When did the governor safeguarding/child protection lead last receive safeguarding and child protection training?	Safeguarding Lead training on 7 th Dec. 2016 by SCC
How are governors kept up to date on Safeguarding matters?	
When did the governors last receive Safeguarding training and in what areas (e.g. Prevent Strategy)	
When did the last child-protection training for all other staff last take place? How does the school ensure that nobody is missed out e.g. due to absence on the day of training/ part-time staff etc?	
Which members of the staff and governors have undertaken the safer recruitment training? Have sufficient members undertaken the training to ensure that safe recruitment procedures are being followed.	
Does the school's log show any incidents of bullying and/ or harassment in the last 12 months? Is the follow-up logged? Do the same names appear more than once? Do any pupils being bullied have anything in common?	
Does the school's log of racist incidents show any records in the last 12 months? Is there evidence that these have been appropriately followed up? Do the same names appear more than once?	
<p>Are the procedures for recording minor and more serious accidents sound and are the methods for contact with parents reliable? For more serious injuries such as a 'bump to the head' how does the school know that the parent or carer was informed? Is there any pattern to where or how accidents are occurring?</p> <p>Can the school demonstrate that actions following any concerns raised about a pupil have followed correct guidelines and that the subsequent impact of any actions have been supportive to the pupil concerned? N.B. no pupils' names should be discussed and any records shown should have the identity of the child removed.</p> <p>Are the procedures in terms of form-filling, record-keeping and follow-up when a member of staff has concerns about a child being adequately evidenced?</p>	

Are school contacts with social services logged in writing? Are records securely locked away?	
How is the absence of 'at risk' pupils monitored? Does the follow-up procedure show evidence of positive impact? If not why not and how could it be improved?	
Who is the designated teacher for Looked After Children? How do they work with the Designated Safeguarding Lead?	

Discussion with 2 available members of staff (1 teaching and 1 non-teaching).	Comments/ information
Do these staff understand and follow 'routes' for concerns regarding child protection? Do they know who the designated person is, who to talk to in their absence and what forms (if appropriate) they should complete from the child protection policy? Do they feel that the training they have received has adequately prepared them for knowing what to look out for and how to proceed if they have a concern?	
<p>Awareness of the Child Protection Policy.</p> <p>Are staff fully aware of the expectations of them and other relevant adults in identifying and reporting possible or actual instances of abuse? Are they completely clear about who to approach and what the procedures are?</p> <p>How are parents or carers will be made aware of the policy and relevant procedures?</p>	
How are children taught about Safeguarding including E-Safety, through teaching and learning opportunities in the curriculum? What examples do the school have of delivery of Safeguarding awareness through the curriculum.	
How are the promotion of British Values being addressed in the curriculum?	
<p>How is the school fulfilling its duties under the Prevent duty?</p> <p>When did the staff received their specific Prevent training? Is there a training policy and provision for new members of staff?</p>	
<p>E-Safety –What evidence is there that the E- safety policy is being implemented? How is the content filtering implemented?</p> <p>How are children being supported in school to protect themselves?</p>	

Discussion with children. *The children selected for this should be confident with adults who they may not know well – perhaps members of the School Council. The conversation should take place with a group of children – probably from Years 1 & 2. Ideally the children will have had some contact with the governor before this so that they feel confident to talk. Questions from the adult should not be probing and this report should not refer to any adults named by the children. Should there be a disclosure relevant to a Safeguarding or Child Protection issue this should be reported directly to the Designated Safeguarding Lead.*

How safe do you feel in school? What makes you feel safe?	
What do you do if someone in school hurts you or calls you names?	
Do you like the playground and the paddock? Are you happy playing there?	
Do you get ideas about being safe in assemblies? What kind of ideas?	
Do you know which adults to go to if you have a problem? Are you happy to talk to adults about your problems?	
Do other children help you if you have got a problem? How do they help you?	
Does the School Council do things that help you to stay safe? Can you tell me about what they do?	
What things do you learn about in class with your teacher that help you to stay safe and look after yourself?	

Was the information for doing this monitoring visit available, easily accessible and well organized?	
Overall, do you feel that the school is following its own policies for safeguarding?	

Comments and Recommendations/ Action for Governors.



Signed _____ (Governor)

Signed _____ (Headteacher)