



THE MINSTER SCHOOL

Governors' Visiting Policy

School Lead	Head Teacher	
Approved by:	Revd. James Halstead	Date: 03/10/2023
	Chair SD&P Committee	
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2025	

GOVERNORS' VISITING POLICY

Context / Rationale

Governors and staff are committed to working in strong partnership to improve school effectiveness.

The Governors are responsible for ensuring that the school provides good quality education through their roles in:

- Deciding the aims and policies of the school and, with professional advice from the Head and staff, how standards of education can be improved.
- Deciding how to prioritise spending in the school's budget.
- Ensuring that the National Curriculum and Religious Education are being taught.
- Drawing up an Action Plan and monitoring how the plan is put into place.
- Setting Targets for future school improvement.

The Head, all staff and the Governing Body, work together to fulfil the Ethos and Values of the school, monitor school development and support improvement.

A culture of collaboration is essential within which there must be an understanding of the roles, experience and perspectives of other people who work at, or are associated with, the school.

The Head and staff will actively support extending Governors' knowledge and understanding of education in line with their increased responsibilities through:

- Welcoming them into the school.
- Reporting on school development work.
- Encouraging Governors' involvement in professional development and school development through training, professional learning and their involvement in appropriate staff meetings.

DEFINITION AND PURPOSE OF MONITORING AND EVALUATION

Monitoring

The purpose of monitoring is to assess the *progress* that the school is making towards meeting its identified development priorities, in order to raise standards of achievement and the quality of education.

Monitoring should provide some evidence for evaluation, but the two processes have discrete elements.

Monitoring should:

- check objectives are being implemented
- ensure staff are fulfilling their responsibilities
- ensure funds are efficiently managed and applied to meet the objectives
- ensure progress is matched to identified timelines
- check progress is moving towards the success criteria

Monitoring should provide hard evidence about the progress being made. It will also identify where timescale etc. is not realistic.

Evaluation

The purpose of evaluation is to judge the effect of the action taken on pupils' attainment and progress and the quality of education.

It is vital to achieve clarity of understanding regarding the relationship between **success criteria** - "What is the intended outcome?" **monitoring** - "Who is checking it, how and when?" and **evaluation** - "Evidence of effectiveness".

Much evaluation relies upon having precise / measurable success criteria, although we should guard against only evaluating those things which can be so precisely measured. Much that is important to us is much less susceptible to this approach.

Evaluation should be ongoing and at regular intervals. Timing will relate closely to the specific development. It will always be after action has taken place. Evaluation could be half-termly, termly or annually.

Evaluation will help inform the setting of new targets or priorities. Evaluation over time will help establish if development is helping to raise standards and quality.

Key concerns should be **reliability, economy and impact**.

GOVERNING BODY ROLES IN MONITORING AND EVALUATING THE QUALITY OF EDUCATION PROVIDED BY THE SCHOOL.

To provide a strategic view

The Governing Body should help to set, and keep under review, the broad framework within which the Head and staff should run the school.

In all its work, the Governing Body should focus on the key issues of raising standards of achievement, establishing high expectations and promoting effective teaching and learning.

To act as a critical friend

The Governing Body also provides the Head and staff with support, advice and information, drawing on its members' knowledge, experiences and observations. In these ways the Governing Body acts as a critical friend to the school.

Critical in the sense of its responsibility for monitoring and evaluating the school's effectiveness, asking challenging questions, and pressing for improvement. A friend because it exists to support and promote the interests of the school, the law, the parents and most importantly its pupils.

To ensure accountability

The Governing Body is responsible for ensuring good quality education in the school. The Head and staff have a responsibility to report to the Governing Body on the school's performance.

The Governors have a right to discuss, question and refine proposals – while always respecting the professional roles of the Head and other staff, and their responsibilities for the management of the school.

In its turn the Governing Body answers for its actions to the Government, the Diocese, the Trust but above all to parents and the wider local community, for the school's overall performance.

VISITING THE SCHOOL

Governors are welcomed into the school as they seek to learn of the school's work at first hand.

Governors are "linked" to an area of the school's work and Governors and key leaders in the school are encouraged to maintain a dialogue.

Visits will be most effective if there is prior discussion and if there is a clear focus. This could usefully flow from an element of any current team improvement plan, or other significant development. A brief conversation with the member of the Leadership Group, linked to the area, could help to establish the focus.

A mutually convenient time for the visit will be established.

The visit

When a visitor is present in a lesson, the dynamics may be changed. Governors will be sensitive to any situations which arise in the lesson context which may be exacerbated by their presence. Where appropriate a discreet withdrawal should be made.

It is inappropriate for Governors to make professional judgements.

Questions to the staff concerned should not interfere with teaching.

Feedback / Clarification

The Governors should seek an opportunity to discuss what has been seen with the link member of staff, and this an opportunity for clarification and feedback. Often there will be an opportunity to celebrate successes but occasionally issues of concern may be raised. These should be discussed with the link teacher and / or the linked member of the Leadership Group.

Preparing a report

A proforma is available in for the recording of brief visit notes. This should be returned to the Leadership Administrator as soon as possible after the visit. Copies will be forwarded to the link teacher, the linked member of the Leadership Group and the Chair of the Strategic Development and Pupils Committee.

Visit notes will be tabled at meetings of the SDPC.

The outcome of Governors' Monitoring and Evaluation

With the help and support of the Governors the school will be able to:

- Identify strengths and plan strategies to build on them.
- Identify areas for school improvement, prioritise these and, in consultation with the Head and staff, build them into the Development Plan.

The material in this policy is drawn from a variety of sources

Record of a Visit by a member of the Governing Body

Governor Link:

Staff Link:

Date of visit:

Time/Length of visit:

Focus of the visit

(Previously agreed with your area staff lead/link)

Links with the School Improvement Plan

How does the visit link to a priority in the School Improvement Plan?

Governor observations and comments

What did you see? What did you learn? What would you like clarified? Celebration of successes and areas for development.

Any Key issues for the Governing Body

e.g. the way resources are allocated, progress in implementing a key policy etc.

Agreed with: _____

Signature: _____

Date: _____

Email to the l.gallagher@minsterschool.org.uk

Circulate copies to: Head Teacher; Staff Lead/Link; CTL; Chair of Governors and Committee and staff involved in the visit

Governor Links

FOCUS AREA	Including:	Staff lead/link	Policies	Governor link
Achievement and Pupil Premium	Outcomes, targets, progress towards targets, raising boys achievement, KS2, KS3, KS4 and KS5, use of PP funding.	Claire Mazurkiewicz	Pupil Premium Exams	David Shannon Mike Johnson
Safeguarding, Behaviour and attendance	Records of exclusions, bullying, attendance, racist and homophobic incidents, systems in school.	Angela Zannetou Laura Goodhead	Attendance Behaviour Home Learning Home School Agreement Physical Intervention Anti-Bullying Child on Child Sexual Harassment & Sexual Violence Supporting Students with Medical Conditions	Tracey Jevons-Hazzard Mike Johnson
Christian Distinctiveness and Worship, Staff Well-Being	Provision in school, preparation for SIAMS, strategies to support staff well-being,	Andy Wall	Worship	James Halstead Sarah Patten
Health and Safety	Reportable incidents, site walks, liaison with site manager, compliance records.	Caroline Blick	Health & Safety (School additions)	Robert Beckett Peter Gibbins
Finance and GDPR	Budget forecast, budget setting, monthly management accounts, reportable data breaches, SAR requests, compliance.	Caroline Blick	Accessibility Plan CCTV Governors' Allowances Lettings Cold Weather Plan Fire Evacuation	Robert Beckett Peter Gibbins
Curriculum	Coverage and implementation of the curriculum. Intent. Including 6 th form	Andy Wall		David Shannon Mike Johnson
Equality, Inclusivity, Diversity in the curriculum		Angela Zannetou	Minster School Equality Information and Objectives	Ellis May Fi Thompson

FOCUS AREA	Including:	Staff Link		Proposed Governor link
Quality of teaching and careers	PL on offer, overview of the quality of teaching including 6 th form, provision across the school, progress against the Gatsby benchmarks.	Rachel West Pilly Taylor	CEIAG Work Experience Provider Access Marking & Feedback	James Halstead Vicky Wicks
Junior School including Sport Premium	Overview, curriculum, implementation of RSE, music and Cathedral links, sports premium funding,	Derrick Dring	Sports Premium	David Shannon Richard Frith (TBC)
6th Form	Overview of quality of teaching, provision of alternative pathways, support for learners	Andy Wall	Admission to 6 th Form CEIAG	Vicky Wicks Vacancy
SEND	Achievement, attendance, support	Rhod Price	SEND SEND Information Report	Fi Thompson Tracey Jevons- Hazzard Mike Johnson
Mental Health		Laura Goodhead		Fi Thompson