



*Connect,  
Learn & Grow*

# **FRINTON ON SEA PRIMARY SCHOOL**

## **GOVERNOR MONITORING & VISITS POLICY**

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**Executive  
Head Teacher:** Mrs T. Caffull

**Ratified/Approved:** by School Governing Body  
Autumn 2020

**Chair of Governors:** Mrs S. Young

**To be reviewed:** Autumn 2022

Please note Appendix A refers to COVID 19 – Please sign the Zoom Acceptable Use form at the end of this document respecting Zoom confidentiality – thank you.

# Introduction

The Governing Body has a duty to oversee the direction and policies of the school, to monitor its standards and be held to account for its conduct and performance. Visiting the school is the best way to learn how it functions, and to keep under review how it operates so that you can increase the Governing Body's firsthand knowledge, informing strategic decision making.

The aim of the Governor's monitoring is to have an overview knowledge of the school and enough information to hold the senior leaders to account to improve the education for all our children.

**Governor Resource Pack has been used in relation to this policy.**

Documents to be aware of are our Key Facts Document and SEF.

Our Governors should follow SMART Thinking:

- S Specific
- M Meaningful
- A Achievable
- R Relevant
- T Time Based

Example questions	Feedback/Comments	Evidence/How do we know?	Action/Impact/Follow up
<p>INTENT</p> <p><i>What is the school's priority area? What are you hoping to achieve? Why has that been selected?</i></p>	<p><i>The school has made 'maths problem solving' a priority because SATS analysis shows that this is an area that children struggle with'</i></p> <p><i>The school has made SEND progress a key priority this year as SEND progress data was below the national average when a bench marking exercise was completed</i></p>	<p><i>SATS analysis</i></p> <p><i>Benchmarking data (national comparison)</i></p>	

<p><b>IMPLEMENTATION</b></p> <p><i>How is the school going to deliver it? Training? Coaching? Peer work? Individual CPD? How will this be seen in children's work? Books? Pupil perception views?</i></p>	<p><i>A cycle of improvement has been dedicated to it</i></p> <p><i>6 weeks training</i></p> <p><i>Coaching plans for individuals</i></p>	<p><i>Read cycle of improvement</i></p> <p><i>Discussed with teacher to check that it has been delivered</i></p> <p><i>Look at the children's books to see demonstrate the training</i></p>	
<p><b>IMPACT</b></p> <p>How will you know if the school has achieved it? Are there data targets linked to the projected outcome? What will change for the children so know that it has made a difference?</p>		<p>TT results – verbal knowledge of the children – content of books – SATS results.</p>	

**Annual Schedule of visits**

A schedule of visits should be planned and spread evenly across the school year. Below is an example of Governor Visits to be presented at the AGM

**Schedule for Governor Visits**

Term	Governor Visit
Autumn 1	
Autumn 2	
Spring 1	
Spring 2	
Summer 1	
Summer 2	

## Protocols or ground rules for visits

Governors should observe school protocol and safeguarding procedures and be sensitive to the surroundings at all times

### **How to feed back after the visit**

- If there is an urgent concern during your visit, please see Executive Head Teacher or Senior member of staff before leaving.
- The 'Record of the Governor Visit' should be forwarded to the Executive Head Teacher, which will then be forwarded to the staff monitoring lead.
- Positive comments, areas of concern, questions and suggestions should all be reported.
- All Governors should use the agreed proforma which is available from the school office and at the back of this policy.

### Monitoring and review of school visit policy

- What has been the impact of Governor visits?
- Have there been any unexpected benefits?
- Is there a suitable balance of challenge and support?
- How can we make our practice even better?

### Preparing for a visit

- Check the agreed policy for governors' monitoring and visits
- Clarify the purpose of the visit. Is it linked to the School Development Plan? What are the relevant school policies? How does this determine the areas I am interested in?
- Discuss an agenda with the Executive Head Teacher well in advance. Make sure that the date chosen is suitable.
- Use the proforma provided
- Send the proposed agenda to the staff involved. It might be possible for you to see a copy of any documents beforehand. Discuss with the subject leader if any supporting information is available – Ofsted report, development plan, performance data.
- Be clear beforehand exactly what you are looking for. Try to prepare questions and submit to staff in advance.

### **During the Visit**

- Remember you are making the visit on behalf of the governing body; **it is not appropriate to make judgements regarding the quality of teaching and learning or to make promises on behalf of the governing body.**
- Be punctual.
- Keep to the agreed timetable but be flexible.
- Decide with the teacher how you will be introduced and what your role in the classroom will be.
- Get involved with the children
- Remember it is a visit not an inspection.
- Observe discretely.
- Don't distract the teacher during the lesson from his/her work but be prepared to talk and show interest.
- Be courteous, friendly not critical.

- Interact, don't interrupt.
- Remember why you are there. Do not lose sight of the purpose of your visit.
- Listen to staff and pupils.

## **After**

- Discuss what you have observed with the monitoring lead. Use the opportunity to clarify any issue you are unclear about. For example, did your presence have any impact on the atmosphere in the classroom? If so, how?
- Refer to the purpose of the visit. Consider together whether it has been achieved.
- Thank the teacher for supporting you in your role as a governor. Be open, honest, positive.
- Make notes as soon as possible after your observation while it is still fresh in your mind.
- Submit your 'Record of Governor Visit' to the Executive Head Teacher and Office PA – to pass on to the Clerk and the Governing Body
- Reflect: how did that go? Has the visit enhanced relationships? Have I learned more about the school? Have I helped the governing body fulfil its duties with regards to challenge and accountability?

## **Reporting your visit – completing your 'Record of Governor Visit'**

- Write a short summary using the 'Record of Governor Visit' of what you learned during the visit and the overall impression that was made. This will be easier if the visit had a focus.
- You must circulate the 'Record of the Governor Visit' to the Executive Head Teacher and the school office PA (who will keep a copy in the main Governor file in the school office) who will then forward on to the Clerk and Governors.



## **APPENDIX A**

### **Monitoring during COVID 19**

- **Prior to visit speak to Executive Head Teacher to discuss nature of visit and access required and agree time and room allocation**
- **Follow Visitor Flow Chart**
- **Sign Visitors COVID 19 Form**
- **Use Record of Governor Visit**
- **Follow all procedures**

### **Online Monitoring**

- **You will be able to monitor online**
- **Governor will be invited into school and a room provided with laptop and zoom codes**

## **Governor Zoom Acceptable Use Form**

In order to create a safe environment for pupils and staff, when taking part in Zoom Conference Sessions, the following considerations must be observed:

- By accepting the Zoom meeting ID and joining the meeting you agree to the terms set out in this document.
- Zoom is only to be accessed by a device in a confidential, private area.
- The meeting ID is to remain confidential and not to be shared to anyone that it was not designated to.
- Recordings, photos or screenshots of the Zoom meeting are not allowed by participants.
- The Zoom meeting may be recorded by the host (Executive Head/Chair of Governors) and stored in line with the school GDPR and ICT policy.

I have read and agree to the above considerations.

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_