



Director & Governors Visits Policy

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The Three Saints Academy Trust
Members, Directors and Governor Visit Policy

Guidelines for visits

Without a good knowledge of the Trusts Academies it is impossible to govern effectively. In order to assist and inform their governance, Directors and Governors of the Three Saints Academy Trust will visit the academies on a regular basis, insofar as their own commitments allow. This may include, but need not be restricted to:

- attendance at and/or participation in Worship including end of year events
- attendance at sports days or at other sports events
- attendance at and/or participation in school council meetings
- visiting classes/participating in lessons (as agreed with the Principal and individual teachers in appropriate circumstances)
- assisting in any areas in which they might be individually skilled
- attendance at Governor open mornings(Governors only)

Directors and Governors with special responsibilities will also visit the academies as required to enable them to fulfil their roles effectively. This will include Directors/Governors with responsibility for:

- curriculum teams
- special educational needs
- looked after children
- safeguarding children
- health & safety
- Director school link (half a day annually)

When visiting Directors and Governors will agree in advance a mutually convenient time and duration for the visit with the Principal and (where appropriate) other members of staff affected and will make every effort to minimise any disruption caused by their visit. Throughout visits Directors, Governors and staff will do all they can to further positive and mutually supportive relationships between staff and Directors/Governors. Directors/Governors will feed back to the full Board/school committee observations and outcomes from their visits. It would be good practice to share this feedback with the Principal in advance of the meeting.

Directors/Governors accept that the day to day management of the school is the responsibility of the Principal. Included within the Principal's responsibility is that of ensuring pupils receive high quality teaching, and Directors/Governors accept that it is not appropriate for them to conduct visits with a view to forming judgements on the quality of teaching and learning within the school. However, Directors/Governors will have access to monitoring information regarding the quality of teaching and learning within the academy and Principals and Directors/Governors will agree effective ways of involving Directors/Governors in School Improvement Partner visits and reporting the outcome of these meetings to the Board/school committee.

When visiting during the school day Directors/Governors will be aware of safeguarding and confidentiality issues in their interactions with pupils. Directors/Governors should abide by the Safeguarding procedures as laid down in this Policy.

The Principal and staff accept that, while Directors/Governors do not have an automatic right to enter the school, it is appropriate for Directors/Governors to do so and will not unreasonably refuse a request made to visit the school. The Principal is committed to involving Directors/Governors in the life of the school and will provide them with sufficient information about school events and activities to facilitate this.

When visiting lessons, this should always be done by prior appointment with the Principal and teacher concerned. The Principal will keep in mind regulations concerning the number of observations per year each teacher is subject to.

The Three Saints Academy Trust Visit Record

Name of Academy	
Name of Director/ Governor	Date
Purpose of visit	Questions to consider/ Evidence to look for
Link with the Trust Business Plan/ School Improvement Plan	
Observations and comments	
Evidence of Trust vision and ethos during visit	

Key Issues/ Action required from the visit
Date and description of action taken

School performance monitoring questions for directors/governors

Standards	Quality of Teaching	Leadership & Management
<ul style="list-style-type: none"> • How is our school currently performing? • Are our children making better than expected rates of progress? • How do standards in year groups, classes, and / or subjects compare with national standards? • How does the school’s performance compare with that of similar schools? • How does the school’s current performance compare with its previous performance? What is the trend in results over the last three years? • Have some subjects / year groups shown a marked improvement this year? If so, why? • Are some groups of pupils doing better than others? If so, why? (e.g. Disadvantaged, looked after children, gender, ethnicity, SEND) • What are the attitudes of pupils towards their learning? 	<ul style="list-style-type: none"> • How do teachers plan for their lessons? • How do teachers ensure that all pupils are appropriately challenged? • How do teachers explain to pupils what they are going to teach? • How do teachers keep track of progress? • What do teachers do when they see pupils under-achieving? • To what extent do teachers seek the views of their pupils about learning? • Does the school know what teaching styles work and why? • Can these styles be applied in those parts of the school where results need to improve? • What professional support do teachers get to help them teach more effectively? • How do support staff contribute to teaching and learning? • How do support staff support pupils to ensure they have equal access to opportunities to learn and develop? • How do support staff support pupils to help them make their own decisions and take responsibility for their own actions? • What professional support do support staff get to help to maintain and improve their contribution to raising pupil achievement? 	<p>Does the school committee and the leadership team:</p> <ul style="list-style-type: none"> • provide a clear vision and sense of common purpose among key stakeholders? • foster high aspirations? • maintain an explicit focus on pupil achievement? • plan strategically? • adopt a proactive stance to change • demonstrate a commitment to equality and inclusion? • promote the personal development and well-being of learners • ensure that rigorous self-evaluation keeps the Self Evaluation Form current and informs plans? • make effective use of performance data • ensure sound financial and resource management? • practice distributed leadership? • ensure that all judgements about performance are based on sound evidence