



MARAZION SCHOOL GOVERNORS' VISITS POLICY

Reviewed by governors: November 2014

Approved by FGB: November 2014

Aims:

- **to inform the Governing Body of the context of the school**
- **to enable the Governing Body to fulfil their statutory responsibilities**
- **to foster a sense of partnership between all stakeholders;**

Governors have a responsibility to:

- carry out their statutory duties, such as safeguarding, and understand the boundaries of their role as governors
- ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain
- ensure clarity of vision, ethos and strategic direction, including long-term planning (for example, succession)
- contribute to the school's self-evaluation and understand its strengths and weaknesses, including the quality of teaching, and reviewing the impact of their own work
- understand and take sufficient account of pupil data, particularly their understanding and use of the school data dashboard
- assure themselves of the rigour of the assessment process
- are aware of the impact of teaching on learning and progress in different subjects and year groups
- provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress

- data, examination outcomes and test results; or whether they hinder school improvement by failing to tackle key concerns or developing their own skills
- use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics
 - ensure solvency and probity and that the financial resources made available to the school are managed effectively
 - are providing support for an effective headteacher
 - monitor performance management systems and understand how the school makes decisions about teachers' salary progression , including the performance management of the headteacher, to improve teaching, leadership and management
 - engage with key stakeholders
 - are transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings, and contact with parents and carers.

There is a strong focus on how governing bodies use data to challenge and hold the headteacher to account, and how they evaluate their own impact and develop their own skills.

Governors can get to know about their school in a variety of ways including visits at all times during the school day, talking to staff, pupils and parents, attending school events. This policy clarifies procedures for governor visits.

Organisation

There are Link Governors for areas of the curriculum as well as priority leads in the School Improvement Plan (SIP) and for other areas eg Attendance, Staff Well-Being. There are Cohort Governors who are linked to a cohort and stay linked to the cohort for the pupils' primary education.

See Appendix 1 for the list of Link/Cohort Governors.

An annual programme of visits is planned across the school year to enable Governors to find out and deepen their knowledge and understanding of their linked area of responsibility. There is a Monitoring Calendar with details of this annual programme. See Appendix 2 for an example of a Monitoring Calendar.

Governor Visits

Before making a visit, the following checklist is suggested:

- Please contact a member of staff/other governor to make a date and check with the school diary.

- Fix a timetable - this should include a short meeting with the Headteacher at both ends of the visit.
- There should be a specific focus for your visit (this is usually linked to the SIP) and this is discussed prior to the visit alongside some questions to enable you to deepen your knowledge and understanding.

See Appendix 3 for examples of questions.

After the visit:

Please feed back to the Headteacher before leaving the school. You will then need to complete a Governor Monitoring Discussion Form (GMDF). It would be polite to circulate a draft to the head and any staff/governors involved for them to check the accuracy and clarity. The written report will be agreed between the responsible governor and the member of staff involved which will then be circulated to the full governing body and appropriate staff as required.

See Appendix 4 for an example of a GMDF.

Please be aware that teachers may not be able to have important discussions as they are teaching. Arrangements can be made outside teaching hours for these meetings at a convenient time for all. Staff and governors will feedback on the effectiveness of the visit/discussion as part of this meeting.

Procedures in the event of concern

Where concerns exist, it is vital that they are discussed immediately with the Headteacher. This should be limited to the focus of the visit unless the concern is of a Health and Safety nature or a safeguarding issue. If you are not satisfied with the response and remain concerned, your next step should be to the Chair of Governors.

Conclusion

As governor of Marazion School, you are part of the team aiming to build a good reputation. The governing body is passionate and committed to providing the very best education for pupils at Marazion School. It can be extremely damaging if concerns are expressed to the community. Therefore all Governors need to remember that what is seen, heard or found out is confidential and not for sharing with other Governors (until agreed) or parents in general.

A good reputation is very hard to gain and very easy to lose.

See Appendix 5 for the Marazion School Code of Conduct for Governors.

Appendix 1

LINK GOVERNORS 2014-15	
Achievement (Data)	Jim Allen; Rev Dom; Andy Fox
Quality of Teaching	Del James
Behaviour and Safety	Jim Allen
HT PM Review Group	Del James; Andy Fox
Literacy	Anne Laity
Maths	Del James
SEND (inc. medical conditions)	Pete Hamilton
EYFS	Caroline Peers
Safeguarding and Child Protection	Del James
Attendance	Anne Laity
Staff Health and Well-being and E-Safety	Caroline Peers
Sex Relationships Education	Natasha Diop
Confidential Reporting Governor	Del James
Dignity at Work Governor	Caroline Peers
PE and Sport in School	Mike Udell
Pupil Premium	Natasha Diop; Pete Hamilton

COHORT GOVERNORS	
2015	Natasha Diop
2016	Mike Udell
2017	Jim Allen
2018	Caroline Collins
2019	Anne Laity
2020	Rev Dom
2021	Caroline Peers
Marazion School Council	Beeb Ord

Appendix 2

Governor Monitoring Visits autumn 14:

SEN Monitoring Visit *focus Marazion School Offer and provision mapping*

Maths Monitoring Visit *focus feedback and standards*

Behaviour Monitoring Visit *focus: Marazion Manners - Respect*

Governors' Surgery *focus: Marazion School hot and cold meals*

Learning Walk *focus: learning environments*

Cohort Visits

Governor Monitoring Visits spring 15:

School Improvement Plan visits (*Link Governors who lead on a priority*):

- *Reading: Anne, Laura and Jenny*
- *Feedback: Pete, Kayleigh and Tanya*
- *Curriculum: Del and Abi*
- *Global Links: Natasha and Jo*

Behaviour Monitoring Visit *focus: Behaviour during Games Afternoons*

EYFS Monitoring Visit: *focus: Phonics and reading*

Governors' Surgery *focus: Marazion School Offer*

Learning Walk *focus: TA deployment*

Governor Monitoring Visits summer 15:

Quality of Teaching Monitoring Visit *focus: HT PM*

Behaviour Monitoring Visit *focus: Behaviour for Learning in reading*

SEN Monitoring Visit *focus impact of intervention including feedback*

Governors' Surgery *focus: Games Afternoons*

Learning Walk *focus: Phonics and Guided Reading*

Appendix 3

Effective governing bodies hold their headteacher and other senior school leaders to account for improving school performance by asking the right questions. This might include asking:

- Which groups of pupils are the highest and lowest performing, and why? Do you have credible plans for addressing underperformance or less than expected progress? How will we know that things are improving?
- Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school? What is your strategy for improving the areas of weakest performance?
- How are you going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, boys and girls, those of a particular ethnicity, and any who are currently underachieving?
- Have your decisions been made with reference to external evidence, for example has the Education Endowment Foundation (EEF) Toolkit been used to determine Pupil Premium spending decisions? How will you know if your approach is working? Will the impact of decisions and interventions be monitored and supported, using appropriate tools such as the EEF DIY Evaluation Guide?

Do we have the right staff and the right development and reward arrangements?

- What is the school's approach to implementation of pay reform and performance related pay? If appropriate, is it compliant with the most up to date version of the School Teachers' Pay and Conditions Document?
- Is this a happy school with a positive learning culture? What is our track record on attendance, behaviour and bullying? Are safeguarding procedures securely in place? What are you doing to address any current issues, and how we will know if it is working?
- How good is our wider offer to pupils? Is the school offering a good range of sports, arts and voluntary activities? Is school food healthy and popular?
- Do we listen to what pupils and parents are telling us?

Appendix 4

Marazion School Governor Monitoring Discussion Form	
Name of Governor:	Date:
Discussion with:	
Others present:	
Monitoring:	
Focus:	
Related to (eg SEF / SDP/ Key Issue /General):	
Main points arising from the discussion;	Any action required:

Code of Conduct for Marazion School Governing Board

November 2014

This code sets out the expectations on and commitment required from our school governors in order for the governing board to properly carry out its work within the school and the community

The governing board has the following core strategic functions:

Establishing the strategic direction, by:

- Setting the vision, values, and objectives for the school
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the headteacher
- Monitoring progress towards targets
- Performance managing the headteacher
- Engaging with stakeholders
- Contributing to school self-evaluation

Ensuring financial probity, by:

- Setting the budget
- Monitoring spending against the budget
- Ensuring value for money is obtained
- Ensuring risks to the organisation are managed

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and the role of the headteacher.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open government and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools, including schools which are part of *Penwith Education Trust*.

- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints affecting the school we will follow the procedures established by the governing board.
- We will actively support and challenge the headteacher.

Commitment

- We acknowledge that accepting office as a governor involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school well and respond to opportunities to involve ourselves in school activities.
- We will visit the school, with all visits to school arranged in advance with the staff and undertaken within the framework established by the governing board and agreed with the headteacher.
- We will consider seriously our individual and collective needs for training and development, and will undertake relevant training

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other governors in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the headteacher, staff and parents, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school
- We will exercise the greatest prudence at all times when discussions regarding school business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.

- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing body.

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governor, such as the vice chair will investigate.

The Seven Principles of Public Life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

Selflessness - Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends.

Integrity - Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

Objectivity - In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

Accountability - Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

Openness - Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

Honesty - Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

Leadership - Holders of public office should promote and support these principles by leadership and example.

Adopted by the governing board of Marazion School on 19.11.14