



HAMPDEN HOUSE MANAGERS VISITS/PROTOCOL POLICY

Introduction

Key Principles of The Management Committee

- We act with integrity, objectivity and honesty and in the best interests of Hampden House.
- We work as members of a team at all times and we are loyal to collective decisions made by the management committee.
- We recognise that all managers have the same rights and responsibilities unless particular responsibilities are conferred on them by the full management committee.
- We understand that no manager can act alone except in exceptional circumstances prescribed in the regulations - the power of the management committee rests in it acting as a single body.
- We recognise that the Headteacher is responsible for the implementation of the policy, day-to-day management of the school and the implementation of the curriculum.
- We agree to abide by our code of conduct, see **Appendix D**.

The management committee is responsible for the:

Strategic View – Values, Mission, Vision

Critical Friend - Monitoring and evaluating school improvement and pupil progress

Ensure Accountability – High Standards, value for money, agreed aims and objectives.

Visiting Hampden House is the best way to learn how it functions, and to keep under review how it operates so that you can increase the management committee's first hand knowledge, informing strategic decision making. Through visits, managers will have the opportunity to observe policies and plans being implemented on a day-to-day basis, and their findings should help the whole governing body and its committees make well-informed judgements about progress being made towards the priorities and targets in the school improvement plan. It may not though be possible for every governor to be available during the day – this will depend on personal and work commitments. However, all managers should do some visits; the frequency and type of visit will vary according to availability and role.

Visits should generally relate to the priorities determined by the School Improvement Plan and cover a wide range of schoolwork. Each visit should be agreed and have a clear purpose. Managers should arrange these visits with the head teacher who has the responsibility for the day-to-day management of Hampden House.

Potential benefits to managers

- Recognise and celebrate success
- Develop relationships with staff
- Get to know the children
- Recognise different teaching styles
- Understand the environment in which teachers teach



- Monitor policies in action
- Find out what resources are needed and prioritise them
- Deepen understanding and increase confidence and knowledge
- Inform decision making

Potential benefits to teachers

- Ensure managers understand the reality of the classroom
- Get to know managers
- Understand better the managers' roles and responsibilities
- Have an opportunity to reflect on practice through discussion
- Highlight the need for particular resources

What a visit is not

- A form of inspection to make judgements about professional expertise of the teacher
- Checking on progress of own children
- Pursuing personal agenda
- Monopolising school/teacher/Headteacher time

Roles and responsibilities of managers, head teacher and other staff

The management committee will, with the help of the head teacher and staff, organise an annual schedule of school visits throughout the year. The aim will be to achieve a minimum of one visit per manager per year. Visits may be conducted in pairs. The head teacher will guide the management committee on the areas of the curriculum; policies and school improvement plan priorities and targets to be covered each term. Individual managers or pairs of managers will, with the guidance of the whole management committee, identify an aspect of the school's work to focus on in order to deepen their understanding.

Monitoring and review of managers' school visit policy

- This policy should be monitored and reviewed bi-annually.
- Are our visits achieving the potential benefits we identified?
- Have there been any unexpected benefits?
- How can we make our practice even better?

Preparing for a visit

- Check the agreed policy for managers' visits
- Clarify the purpose of the visit. Is it linked to the School Improvement Plan? What are the relevant school policies? How does this determine the activities I am interested in?
- Discuss an agenda with the head teacher, and or subject leader/coordinator well in advance. Make sure that the date chosen is suitable.
- Use the school visits pro forma
- Send the proposed agenda to the staff involved. Ask how they want managers to integrate into the lesson or learning walk? It might be possible for you to see a copy of any documents beforehand. Discuss with the coordinator if any



supporting information is available e.g., Ofsted report, improvement 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 management committee; it is not appropriate to make judgements or promises on behalf of the management committee.
- Be punctual, courteous and considerate at all times, respecting the professional roles of the head teacher and staff.
- Decide with the teacher how you will be introduced and what your role in the class 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 but be prepared to talk and show interest
- Interact, don't interrupt
- Listen to staff and pupils

Teachers and support staff will at all times be courteous and considerate, recognising the contribution made by the management committee to the school.

They will make practical suggestions on the focus for managers' visits so as to ensure that they are productive and enjoyable for all concerned. This will include specifying the evidence that could be shared with managers. See **Appendix A** for a list of things which managers could examine/explore, this is not exhaustive. Whenever practical they will invite managers to relevant staff meetings and training sessions.

Questions will be invited from managers, while being sensitive to issues of confidentiality. See **Appendix B** for examples of questions which could be asked. Although these focus on literacy, numeracy and SEN, many of the questions can easily be adapted to other areas of the curriculum.

After the visit

- If you get the opportunity discuss what you have observed with the teacher. 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, and positive.
- Make notes as soon as possible after your observation while it is still fresh in your mind and share the report with the Head Teacher for agreement that it is a true reflection of the visit.
- Reflect: how did that go? Has the visit enhanced relationships? Have I learnt more about the school? Have I gained more confidence in helping the governing body fulfil its duties?



Reporting your visit

- Write a short summary ‘as a lay person’ of what you learned during the visit and the overall impression that was made. This will be easier if the visit had a focus. See **Appendix C** for a report format.
- You must circulate a draft by email to the head teacher and staff involved for them to check the accuracy and clarity. Be prepared to amend it. Aim to achieve a report that is agreed by all those involved.
- Circulate this at the next appropriate meeting.
- Keep a copy in your personal file.

Visit Focus?

Although not an exhaustive list visits may focus on:-

- Particular subjects, key stages or classes
- The use made of the building or the site
- The condition and maintenance of the premises
- Special educational needs
- Literacy and numeracy
- The use of ICT equipment
- The impact on the school of any changes, e.g. reduction/increase of classes
- Impact of specific targets identified in the School Improvement Plan
- Impact of Staff Development Training

Informal Visits

- Visits may also take place in an informal capacity **but not without prior arrangement with the Headteacher**. It is vital that everyone is clear about the capacity in which they are visiting and not to confuse the role.
- Chair making a regular visit to the head teacher
- Volunteering at school events/trips/in the class
- Obtaining information from the office relating to meetings

Date policy reviewed June 2017

Date of next review June 2019

Signed Chair of Governors _____



Appendix A

Monitoring

Manager Monitoring can take several forms

- Pupil interviews
- Meeting with subject leaders/support staff
- Snapshot of a lesson
- Walk around the school

Aims:

- To know and understand the level of enjoyment pupils have about their learning
- Understand what pupils like best/least in the school
- Know the standards of achievement in a subject area
- Know what steps are being taken to improve standards
- Know how well strategic policies approved by managers are working
- To report main findings back to the full governing body

Observations to make when visiting a classroom

- Relationship between all staff in the classroom and pupils
- Relationship between pupils
- Variety of teaching styles
- Availability and role of support staff
- Behaviour and attitude of pupils – are they attentive, motivated, listening, questioning, responding
- Enjoyment and enthusiasm of both staff and pupils
- How pupils are grouped
- How different abilities are catered for
- Children's work
- Displays
- Ethos – the atmosphere and values that are evident (are expectations high, encouragement, praise, equality of opportunity apparent?)
- Use of space and working conditions
- Quality and quantity of equipment and resources
- Health and safety regulations practiced i.e. fire exits kept clear



Appendix B

Questions To Ask Pupils

- Tell me about what you are learning today
- Do you like (select curriculum area being monitored)
- Tell me what you most like doing in (select curriculum area being monitored)
- Is there anything you don't like in (select curriculum area being monitored)
- Do you know how you can improve/what your next target is in (select curriculum area being monitored)

To ask subject leaders/coordinators

- What is your vision for the subject? Do you have a set of minimum expectations?
- What were the Ofsted findings about the subject? (This questions is mainly for Literacy, maths, science and ICT. Other subject may have been the focus of a curriculum inspection)
- What are the strengths of the subject? How do you know?
- How do you keep a track of standards and progress across the school in this subject?
- What improvements have you made/planned for this year in the subject?
- What resources does the school have for the subject and how are these organised? Are there any additional resource needs?
- How do you help develop other teachers' skills in teaching this subject?

Questions about teaching English/Maths

- Achievements and attitudes
- What are the broad trends in the school's achievement in English/Maths?
- In relation to the national rates of increase?
- Where have we improved? Do we know why?
- Are there differences between the achievement of different year groups, and if so, why?
- How do our results in English/math's compare with other subjects?
- What aspects of the subject do pupils find easy and which hard?
- Are there significant differences in reading and writing between?

In meetings to understand how much pupil progress is being made you could look at

Pupil progress data from baseline

The work of a range of pupils – average, below average and above average

Other evidence, Special Needs



- How are pupils with special educational needs integrated into the daily literacy/math's lessons?

Management of the subject?

- How is the role of the English/math's coordinator developing?
- Does the school improvement plan match the identified needs?
- How has the budget for this area been spent?
- Is there a need for additional resources for any aspect of the work?
- How much additional adult support does each class have? How do you decide how to deploy additional support?
- (Literacy only) What type and how do you ensure there are a range of reading books available that cater for all abilities, cultural backgrounds and tastes?
- How does the school use all its resources (books, materials and displays, as well as electronic media) to promote reading and writing/numeracy?

In the classroom

Question to ask

Possible features of answer

Help me to understand how you plan your lessons: how do you get from the National Curriculum to deciding what a pupil will be doing in Science today?

National Curriculum
Key stage plan
Scheme of Work
Year/termly/weekly/daily plans
Individual plans

How do you judge how well pupils are learning and making progress?

Questioning in lessons
Marking
Assessments, including tests
SATs
Target-setting and achieving

What learning resources are available to your pupils and how do they learn effectively?

Value added data
ICT – access to computers
Classroom library
Use of basics like pens and pencils.
Good labelling
Borrowed resource

How do you cope with the needs of different pupils?

Disabled
Most able/ SEN
English as an Additional Language
Badly Behaved

How do you decide to seat the pupils and arrange the classroom? Does it ever vary and why?

Ability groups
Mixed or single age groups
Patterns
Different for different activities

How do you encourage parents to be involved in their children's

Regular contact
Reports
Parent evenings

learning?

Letters

Diaries



Communication

- How are parents kept informed of progress?
- How do you gather parents' views?
- What steps are taken to encourage parents to support their children in reading/writing at home?



Appendix C Record form for reporting manager's school visit.

Name:
Date:
Governor Responsibility
Staff seen during visit
Focus of visit;
Reason for visit (i.e. routine monitoring, specific focus):
Links with School Improvement Plan
Preparation/background to visit (eg reading policy, discussion with Head/teacher, LA focus)
Information gathered during visit (e.g. What you saw, what you learned, would you would like clarified. How long the visit lasted)
Any key issues arising for the governing body (e.g. the way resources are allocated; the way the school communicates; progress in implementing a key policy)
Action following governing body meeting (record any action agreed by the governing



body with regard to this visit e.g. training for governors)

Appendix D Hampden House Managers Code of Conduct

We, as managers, accept that we must:

- respect confidentiality
- declare openly and immediately any personal conflict of interest or pecuniary interest arising from a matter managers or from any other aspect of being a manager
- support decisions of the management committee in public
- know, understand and work within legal requirements
- consent to a confidential DBS check, to ensure we are not disqualified and to meet child protection requirements

We, as managers, accept that we should:

- listen to and respect the views of others
- express our views as clearly and succinctly as we can
- take our fair share of work and positions of responsibility
- prepare for meetings by reading the papers beforehand and gaining an understanding of the issues to be discussed
- attend training and take responsibility for our own learning and development
- attend meeting promptly, regularly and share an expectation of attending the whole management committee meeting
- get to know the school well and respond to opportunities to be involved in school activities
- undertake visits to school and care within our framework

Breach of this code:

- should we feel that this code has been breached by any of our membership the issues will be raised with the Chair who will investigate. The management committee will only move to suspend a manager as a last resort after seeking to resolve the issue or dispute in more constructive ways
- if it believed that the Chair has breached the code, another manager will investigate.