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| **Governor visit proforma** | | | | |
| Date of visit: | | | Broad area of focus1: | |
| Contextual notes2 | | | | |
| Specific focus3 | | |  | |
| What was the quality of the provision you were looking at? | | | Excellent/ Strong/ Sufficient/ Weak\* | |
| What are your triangulated sources for this information? | | | Which professional gave you this judgement? |  |
| What was your supporting documentary evidence for this judgement? |  |
| What did you see which supported this judgement? |  |
| Written account  *(minimum 50 words,*  *maximum 200 words)* |  | | | |
| Who did you discuss your findings with? | | Exec Head/ Head of School/ Subject leader/ Class teacher/ Chair of governors/ trustees\* | | |
| Who else did you talk to as part of your visit? | | Pupils/ parents/ Governors/ Others (specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\* | | |
| Does this area need further governor attention? | | Yes/ no/ further visit recommended\* | | |
| Recommendations arising from this visit | | 1.  2.  3. | | |
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| *Notes*  *1e.g. ‘History’; ‘Behaviour’; ‘Health and safety’*  *2extraordinary items or events which impact upon the usual organisation or management of what is being observed*  *3e.g. ‘Y3’; ‘School trip’; ‘Forest school’; ‘Collective worship’, etc.* | | | | |

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| **Guidance for governors during a visit** | | |
| Who met you when you arrived? Did they talk to you about what you would see, and its quality, before you went to the classroom? Have you made notes about what they said? |  |  |
| When you arrive in the classroom (or observation point), take a few minutes to understand what it is you are seeing. Make some notes about your initial impressions. As you are not observing as a professional, use questions similar to the ones below: |  |  |
| * Is the classroom vibrant, noisy or quiet? * Is it an interesting place to be? Why? * What is displayed on the walls? Is this to help pupils learn? * Is the classroom neat and tidy? * Do pupils have ready access to what they need (pencils, books, equipment, etc.) * Are pupils able to talk to each other about their work (and do they have opportunities to do so)? * Are routines well-established? * Is behaviour for learning in place? (see separate document) |  |  |
| Talk to some pupils. Ask them: ‘What are you learning today?’ Write down what they say.  If you can sit with a group whilst they are working, ask them to explain what they are doing, and how this is helping them to learn. |  |  |
| Do not talk to the teacher whilst she is teaching, unless she engages you in conversation. Write down any questions you would like to ask them later. |  |  |
| Does the lesson appear to be well organised? |  |  |
| Is every single pupil engaged fully in the lesson?  Do all pupils have the same work to do, or do some have different work or tasks to others? |  |  |
| If you have the chance to talk to the class teacher, ask:   * What worked well in your lesson today? * What works well for your teaching in the school? * Do you have all the resources you need to teach the best you can? * How can I, as a governor help to support you in your teaching, and in good provision for pupils? |  |  |
| If you have the chance to talk to the subject leader, ask:   * What should I have noticed in the school/ class today? What would you like me to see and why? * What works well in this subject? * What are you working to improve, and how will that differ when you have made the changes from what I see now? * What are standards like in your subject compared to other subjects/ other similar schools/ other schools in the trust? * How can I, as a governor, support and help you in what you are doing? |  |  |
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