



Trustee Visits

Approved: Spring 2019
Date of Next Review: Spring 2021

Equality Impact Assessment - Policy Review

In reviewing this policy we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

Responsibility

Trustees have a duty to oversee the direction and policies of each of the schools within the MAT, to monitor standards and to be held accountable for the schools' conduct and performance. By visiting the schools and becoming better informed, trustees will be:

- more aware of the needs of each school;
- more able to approach staff to meet those needs;
- in a good position to support the schools in the community.

Purpose

The main purpose of school visits is to provide a source of support to the schools and a source of information for the Trust Board.

Trustees will:

- increase the Board's first-hand knowledge base, informing strategic decision making;
- keep under review the ways in which the schools are operating;
- experience the impact and progress of the implementation of the schools' improvement plans and school policies;
- demonstrate to staff that the Board takes its responsibilities very seriously;
- establish and develop good professional relationships with staff, especially those that are linked with your individual area of responsibility;
- see in context some of the monitoring systems employed by the schools;
- demonstrate that the Board is contributing to the schools' self-evaluation processes;
- show support and encouragement to staff and children.

Trustee visits to classrooms are not a form of inspection in terms of making judgements about the professional expertise of members of staff, especially with regard to the quality of teaching. Trustees may undertake observations of learning. Professional judgements of teaching are undertaken by the Executive Headteacher, Headteachers, Leadership Team and Teaching Team Leaders only. Trustees must not check on the progress of their own, or known children, monopolise staff time, arrive with inflexible or preconceived ideas or pursue personal agendas or issues. It is not an inspection but a fact-finding and observational visit.

Process

Visits must be arranged in advance with the relevant members of staff or through the Governance Clerk. Please ensure that all correspondence is copied to the Governance Clerk to enable the visit to be recorded appropriately. Please ensure you arrange a mutually convenient time to meet with staff. If your visit includes any form of learning walk around the school, it is essential that you are accompanied by a member of staff.

In preparing for your visit, Trustees may make use of the Trustee Visit Preparation template below, making notes of areas of focus and questions for staff and students where relevant. These focus areas should be taken from the School Improvement Plan (SIP) for the school in question, with regard given to the MAT Improvement Plan (MIP). Any questions relating to these documents should be raised in advance with the Governance Clerk or relevant school lead.

The Trustee Visit Preparation template should be used during the visit to record your notes and comments. Whilst conducting your visit please remember that as a Trustee you are making a visit on behalf of the Board and not in a personal capacity. It is not appropriate to make either a judgement or promises on behalf of the Board. Staff should also realise that Trustees are not able to address everyday matters that would normally be sorted out as a matter of good line management. Any expression of concern should be shared with the Headteacher as soon as possible. Comments should be limited to the agreed focus of the visit unless health and safety or safeguarding is being compromised.

Feedback

Thanks should be expressed verbally to all staff members at the end of each meeting. You should meet with the lead member of staff at the end of your visit in order to give a summary. You will then write a non-judgemental report using the Trustee Report template below, also available from the Governance Clerk or on the Trustee Google Drive. This report should be forwarded to the lead member of staff and the Governance Clerk. The lead member of staff will provide feedback to the individual staff members. The report will be forwarded to all Trustees with the agenda for the next Board meeting and you will be required at the Board meeting to report back a summary of your findings. Trustees and staff must respect confidentiality arising from any aspect of the visit.

General Procedures

- All Trustees must receive clearance from the 'Disclosure and Barring Service' before they can begin any visits in school.
- All Trustees must report to each school's main office to sign in and if unknown should be expected to provide appropriate identification.
- All Trustees must wear either their Trustee ID badge or a visitor's badge whilst on school premises. Any Trustees on site who are not wearing the appropriate ID may be challenged by staff or students.
- All Trustees must be made aware of emergency procedures by the member of staff supervising their visit.
- All Trustees, on completion of their visit, should sign out at the main reception.
- All Trustees must be accompanied by a member of staff at all times throughout their visit.

TRUSTEE VISIT PREPARATION TEMPLATE

Trustee name	
Date and time of the visit	
Details of any appointments with staff members	
Agreed focus of the visit	
Link to school improvement plan	
Preparing for the visit	
Questions to ask teaching staff	<i>You may wish to link these questions to the school improvement plan</i>
Questions to ask students	<i>For example, "Can you show me...?", "How do you learn to...?"</i>

LEARNING WALK

Date	Observer(s)	Focus of walk / key questions:		
The impact of teaching on:	Engagement, behaviour and attitudes of pupils and how these are supporting their learning. Identify impact of any spiritual, moral, social and cultural development opportunities	Assessment, including marking, and how effectively this is being used to promote pupils' learning, for example, use of questions, learning objectives and success criteria	How well pupils are learning, the progress they are making and how well their work is improving. Identify learning and progress in literacy and numeracy	Outcomes – identify the extent to which pupils are working at age-related expectations and outcomes for different groups of pupils, such as those with special educational needs, disadvantaged pupils and the most able
Time / period:				
Class / year group:				
Time / period:				
Class / year group:				

Time / period:				
Class / year group:				
Time / period:				
Class / year group:				
Time / period:				
Class / year group:				

Emerging patterns from the learning walk:

Key strengths:

Area for development:

During the visit**Notes from discussions
with staff****Notes from discussions
with students****Comments on the
learning environment**

Comments on student behaviour, welfare and safety	
Comments on the physical environment such as engaging displays, tidiness of classrooms and corridors	
Questions for the Headteacher or lead staff member arising from the visit	



**The Roseland Multi Academy Trust
Trustee Monitoring Visit Report**

Focus Area	Trustee name

School, visit date and time	Staff Name
MAT Improvement Plan priority	School Improvement Plan priority
Agreed actions and impact from previous visit (if applicable)	
Visit observations and discussions	
Summary to be entered on to Trustee monitoring plan	
Further action/comments for future visits	
Date and time of next visit	
Trustee signature	Staff signature
Date	Date

Key questions for consideration:

Do you feel that **safeguarding** arrangements were sufficient during your visit?

Any points of note regarding the **learning environment**?

How is the school supporting **disadvantaged** students?

How is your area of focus supporting **ambitious expectations for what all children can achieve**? How do we ensure we remain ambitious enough for all students?

What more can we do to meet the needs of any particular groups?

To what extent is **professional development and the performance management process** helping the school to progress? What improvements could be made to provision/processes?

How is your area of focus helping to **promote equality, tackle bullying and discrimination, and narrow achievement gaps between groups of children**? Are there any groups which require particular attention?

How is your area of focus helping the school to **promote British values**? What else could we do?

How is your area of focus helping to **safeguard and protect children, including from radicalisation and extremism**? What else could we do?