



Trustee Visit Policy

Staff Responsible:	Mrs A Sheridan
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1. Foreword

Every Governing Body has a statutory responsibility to establish and monitor its schools' policies and evaluate the effectiveness of the school and its curriculum. Trustees are also held to account for their school's performance.

"The contribution of Trustees to the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management" (page 27 Section 5 handbook – updated October 2017)

In making the judgement on Leadership and Management, Inspectors will consider:

- The Leaders' and Trustees' vision and ambition for the school and how these are communicated to staff, parents, and pupils
- Whether Leaders and Trustees have created a culture of high expectations, aspirations, and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important

Inspectors will consider whether Trustees:

- Work effectively with Leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition.
- Provide a balance of challenge and support to Leaders, understanding the strengths and areas requiring improvement at the school.

At Ribbon, we have a Board of Trustees. One of the best and most effective ways in which Trustees can get to know about our school is to visit during the school day and see it at work, talking to staff and pupils and finding out what happens in the school and classrooms.

This policy draws on other model policies and best practice (in other settings). It includes a sample visit pro-forma, which will help provide discussion on the issues raised and provide a formal record for OFSTED of the Trustees' structured and systematic involvement in the work and life of the school. It should not form part of any other evidence base (e.g., Performance Management).

Why visit?

By visiting school and becoming better informed, Trustees will be:

- More aware of the needs of the school
- More able to approach staff to meet those needs
- In a good position to support the school within the community.

Several Trustees have specific responsibilities for example, Pupil Premium, Sports Premium, Health & Safety, Safeguarding etc. These Trustees are known as **Link Trustees**.

Developing the role of the Link Trustee allows the Board of Trustees to focus in more depth on particular areas of school life:

- The management of the school's resources
- The condition of the building and its use
- The use and development of teaching and support staff
- A subject specific area or a particular year group/class.

What are Trustee visits NOT about?

Trustees should be aware that visits to the classroom are not a form of Inspection. It is not the remit of Trustees to make judgements about the professional expertise of staff or the quality of teaching and learning.

A school visit is also NOT about:

- Checking on the progress of your own or known children
- Monopolising staff time
- Arriving with inflexible or preconceived ideas
- Pursuing personal agendas or issues.

How often should link Trustees make visits?

This is at the discretion of the Head teacher and depends on the number of Trustees available (to take on each responsibility) as well as the size of the school. At Ribbon, we have a rolling programme of visits (please see this policy). These visits include a variety of approaches to information gathering.

Who schedules the visit?

The Head teacher or the member of staff to whom the Head teacher had delegated this responsibility (normally the Deputy Head teacher).

Visit preparation

An important part of the visit preparation is to establish the 'ground rules'. There is some suggested guidance attached to this policy. Agreeing protocols saves time.

What should I do if you are visiting a classroom?

Before visiting there are some questions you should clarify with the Head teacher or teacher

- When I come into the classroom where would you like me to sit? What should I do if pupils ask for help?
- Would you like me to be involved in the lesson?
- What should I do if I see a pupil behaving inappropriately?
- Do you mind if I ask pertinent questions if I'm not sure about detail when helping (e.g., methods used for calculations)?

After the visit

It is essential that thanks are given and a comment on the focus agreed. Remember that as a Trustee you are visiting on behalf of the Board of Trustees and not in a personal capacity. It is not appropriate to make either judgements or promises on behalf of the Board of Trustees.

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 Head teacher / SLT as soon as possible.

Oral and written feedback should be given to:

- The member of staff involved
- The Head teacher
- The appropriate committee or lead link Trustee

It would be best if written feedback could be completed with the member of staff present or at least sent to the member of staff to be checked for accuracy.

The written reports should be discussed with the Chair of Trustees, filed, and made available to the appropriate committee or whole Board.

Monitoring and evaluation of the policy

Trustees should review this policy annually. The review should consider:

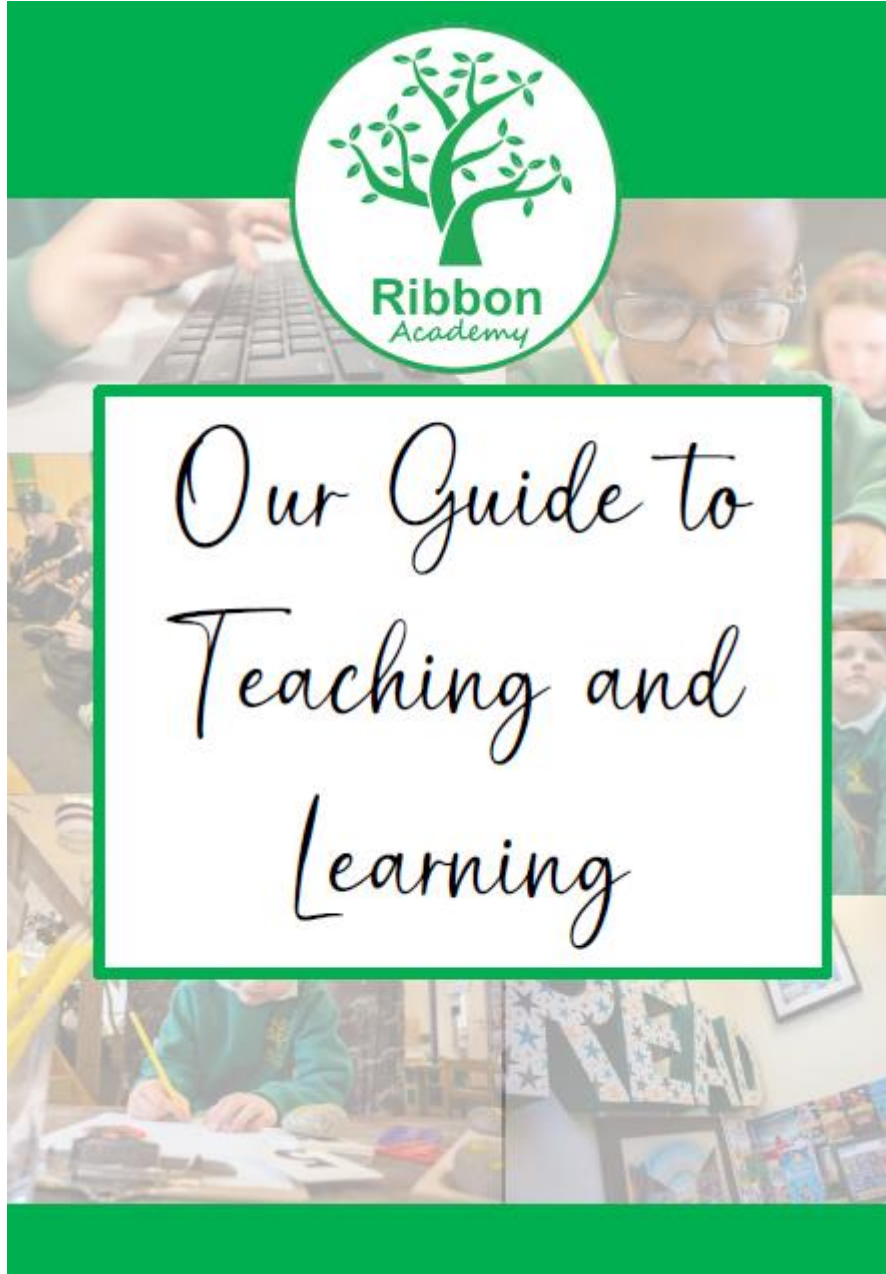
- Are we doing what we set out to do? Are we achieving the benefits outlined in the policy?
- Have I learned more about the school?
- Are we better informed and able to make good decisions?
- Do staff feel affirmed and valued because of increased Trustee involvement?
- Have I helped the Board of Trustees fulfil its' duties? Is it helping us to review School Development priorities?
- How can we make the policy and practice even better?

2. Trustee Meeting Schedule

Committee	Term	Date of Committee	Agenda out	Minutes completed by
Autumn Term 2024				
Head Teacher's performance management	Autumn Term			Panel member
Business Committee	Autumn 1	25/9/24	18/9/24	N Ball - Ribbon
Pay Review	Autumn Term			Melody Robinson DCC
Curriculum and Standards	Autumn Term	16/10/24	9/10/24	N Ball - Ribbon
Business Committee (incl. year end accounts)	Autumn 2	20/11/24	13/11/24	N Ball - Ribbon
Full Trustees	Autumn Term	20/11/24	n/a (DCC)	Melody Robinson DCC
Spring Term 2025				
Business Committee	Spring 1	22/01/25	15/1/25	N Ball - Ribbon
Whole Board Training (if required)	Spring Term	29/1/25	22/1/25	N Ball - Ribbon
Curriculum and Standards	Spring Term	12/2/25	5/2/25	N Ball - Ribbon
Business Committee	Spring 2	12/03/25	5/3/25	N Ball - Ribbon
AGM	Annual	19/3/25 (@ 4.30pm)	26/2/25	J Henderson – Ribbon
Full Trustees	Spring Term	19/3/25 (@ 5.00pm)	n/a (DCC)	Melody Robinson DCC
Summer Term 2025				
Business Committee	Summer 1	14/5/25	7/5/25	N Ball - Ribbon
Curriculum and Standards	Summer Term	21/5/25	14/5/25	N Ball - Ribbon
Business Committee	Summer 2	11/6/25	4/6/25	N Ball - Ribbon
Full Trustees	Summer Time	25/6/25	n/a (DCC)	Melody Robinson DCC

3. Teaching & Learning Guide

In our approach to further develop the consistency of high-quality teaching and learning, we have collated our Teaching & Learning Guide. This document can be accessed at the following link:- [Teaching and Learning Guide 2024.25 .pdf](#)



This guide aims to standardise and effectively communicate systems and our research evidenced CPD into practical planning and teaching tools. These tools are built upon, reviewed, and reflected upon throughout our series of PD and the implementation of these tools is monitored through our learning enquiry approach. When considering the tools, we stress that: 'Everything works somewhere, nothing works everywhere', encouraging teacher judgement and justification for tool choices.

4. Learning Enquiry Schedule

To internally monitor the curriculum and standards across the academy, we have developed a schedule of 'Learning Enquiries', where subject leaders (alongside a member of SLT) conduct learning walks, lesson observations, book looks, pupil voice, environment checks, teacher discussions and planning/resource checks. This day is planned in conjunction with the School Development Plan and Subject Action Plans to support the focus of the days against school priorities. We encourage Trustees to join these planned days to support their insight into our curriculum, as well as share their feedback.

Planned Schedule of Learning Enquiries - 2024/25:

Term 1								
Learning Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	NONE	NONE	NONE	SEND/ Inclusion	Maths	Geography	Writing	NONE
Term 2								
Learning Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Phonics	NONE	Music	Art	History	Writing	NONE	
Term 3								
Learning Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	NONE	NONE	DT	PE	RE	Computing	NONE	
Term 4								
Learning Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	NONE	Science	NONE	PSHE	Maths	Writing		
Term 5								
Learning Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	SEND / Inclusion	NONE	NONE	Geography				
Term 6								
Learning Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8

	RE	PSHE	Science	NONE	NONE	NONE		
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5. Curriculum Focus Days

Additional to Curriculum and Standards Trustee Meetings, we have organised 'Curriculum Focus Days'. During these days Subject Leaders will deliver a presentation outlining how their subject is delivered at Ribbon, sharing feedback from Learning Enquiries, action plan updates and key priorities moving forward. Exemplar work will be shared, and questions will be welcomed.

Spring Focus Date: Wednesday 26th March 2025
Subject Focus: Nurture

Summer Focus Date: Wednesday 21st May 2025
Subject Focus: Coaching

6. Staff CPD Schedule

Our CPD is open to all members of staff (including Trustees). We encourage Trustee participation, to support key updates, messages, and action points. Due to the collaborative nature of our Staff CPD, the insight of our Trustees is respected and gratefully accepted. Should Trustees wish to attend any of our weekly CPD sessions, please inform the Head teacher.

In addition, in co-ordination with the Training & Development Trustee a full schedule of CPD will be distributed outlining suggestions for groups and/or individual Trustees.

7. Link Trustees

Please find detailed below the allocation of Trustees to key areas of our curriculum.

Name of Trustee(s)	School Development Priority	Subject Area
Elaine Chandler	Priority 3: - SEND Inclusion (Nurture Hub)	Early Years SEND Looked After Children
Ian Stephenson	Priority 3: - SEND Inclusion (Nurture Hub)	Safeguarding SEND Looked After Children
Peter Garrod	Priority 1: - Instructional Coaching	PE/ Sports Premium Safeguarding
Hayley Williams	Priority 2: - Responsive Teaching	Design & Technology PSHE
Kathryn Maddison	Priority 2: - Responsive Teaching	Science Pupil Premium

Name of Trustee(s)	School Development Priority	Subject Area
Deanne Richardson	Priority 3: - SEND Inclusion (Nurture Hub)	Geography History RE
Michael Morton	Priority 4: - Foundations for Writing	Art Music
Steve Ball	Priority 1: - Instructional Coaching	Maths Computing Training & Development
Julie Griffiths	Priority 2: - Responsive Teaching	Trips & Visits MFL Health & Safety
Victoria Scott	Priority 4: - Foundations for Writing	English PSHE

8. Visits Template



Trustee Monitoring Report

Name:		Date:	
Trustee's Area of Responsibility:			
Focus of visit:			
Member(s) of staff involved:			
Link to School Development Plan/SEF:			
Sources of information used:	Viewed/Undertaken (✓)	Information Type	Comments
		School Development Plan	
		Policies	
		Data	
		SEF	
		Classroom observation	
		Pupil Voice	
		Book Looks	
		Discussion with staff	
	Planning/ Resource check		
Summary of activities			
Key findings:			
Impact and questions for Trustees to consider:			
Key questions for next visit:			

