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# TANFIELD

## SCHOOL

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HARD WORK | TRUST | FAIRNESS

**Governor Handbook**

**2021/2022**

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## Welcome to Tanfield School

Dear Governor

Congratulations on your election to this most important of positions. School Governors play a vital part in running of schools and therefore in the lives of our young people. It offers the opportunity to make a telling contribution not only to the school but to the community to which it belongs.

You are joining a dedicated and hard working group of people whose participation in Governorship is making a real difference. Tanfield is going from strength to strength and it is doing so through partnership between me, the school leadership and the whole Governing Body. We are as one mind in our determination to make Tanfield the best possible school it can be for all our young people regardless of ability.

It is our aim, indeed, to make Tanfield both a top performing school and one true to its tradition of inclusiveness.

Governorship can be challenging and a steep learning curve too. However, it is ultimately a rewarding and fulfilling experience. Certainly, at Tanfield you will be a valued partner and a critical friend whose options and advice will be actively sought.

I look forward to working with you.

Yours sincerely

A handwritten signature in black ink, appearing to read 'S Clough', written in a cursive style.

Steven Clough  
(Headteacher)

## **Governor Induction Process**

Upon appointment all new Governors will be given a tour of school with the chair or head providing details and information for the Governor's generic role together with an annual prospectus of Governor training available from School & Governor Support Services.

It is our aim to highlight to Governors the key representative role they play in school.

## **COMPOSITION OF THE GOVERNING BODY**

### **AUTHORITY GOVERNORS**

Joyce Charlton

### **STAFF GOVERNORS**

Steven Clough (Headteacher)  
Graham Davey

### **CO-OPTED GOVERNORS**

Christine McGough (Chair)  
Richard Murray  
Clive Smith  
Douglas Clark  
Alan Wallace  
Michael Scholey  
Paul Ensell  
Jill Lake

### **PARENT GOVERNORS**

Vacancies

### **Associate Governor**

David Swainson

Tanfield School 01207 232881

e-mail [enquiries@tanfieldschool.co.uk](mailto:enquiries@tanfieldschool.co.uk)

[www.tanfieldschool.co.uk](http://www.tanfieldschool.co.uk)

## **COMMITTEE STRUCTURES THEIR TERMS OF REFERENCE AND AREAS OF RESPONSIBILITY.**

### **Full Governing Body**

The purpose of the Governing Body is to conduct the school with a view to promoting high standards of education achievement. Its three core strategic functions are:

- Ensuring clarity of vision ethos and strategic direction;
- Holding the Headteacher to account for the educational performance of the school and the performance management of staff; and
- Overseeing the financial performance of the school making sure its money is well spent.

### **Resources Committee**

#### **MEMBERSHIP**

Mr S Clough (Head Teacher)

Miss C McGough (Chair of Governors)

Mr R Murray

Mr P Ensell

Cllr J Charlton

Mr D Clark

Mr D Swainson

### **DELEGATION TO THE HEADTEACHER**

*School Staffing (England) Regulations 2009*

*The Governing Body can delegate the power to appoint outside the leadership group to:*

- *The Headteacher*
- *One or more Governors with the right of the Headteacher to advise*
- *One or more Governors and the Headteacher*

**Appointments - Governors delegate to the Headteacher to make the following appointments:**

- Permanent teaching staff posts
- Permanent support staff posts
- Temporary staff

**Dismissals - Governors delegate to the Headteacher to dismiss the following staff/issue the following sanctions**

- Dismissal of all staff unless exceptional circumstances exist
- Letter of management advice/written warning
- First and final written warning

(Dismissal of the Headteacher would be considered by a Committee of the Governing Body)

**CURRICULUM AND STANDARDS COMMITTEE** (Curriculum Provision, Teaching and Learning, Achievement and Standards)

**MEMBERSHIP**

Mr S Clough (Head Teacher)

Miss C McGough (Chair of Governors)

Mr R Murray

Mr C Smith

Mrs J Lake

Mr M Scholey

Mr D Clark

Mr D Swainson

Mr G Davey

**Terms of reference and areas of responsibility**

- Development and review of policies, having regard for relevant legislation.
- Ensuring the school has a curriculum policy and procedure that meet pupils' needs.
- Analysis and monitoring of all data regarding the school's performance.
- Set targets for achievement at KS3 and KS4 and monitoring the school's performance against these targets.
- Monitor the achievement of disadvantaged groups and the impact of policies on race, SEN, Children Looked After and Disability on pupils, parents and communities.
- Contribute to the development and monitoring of the School Improvement Plan and Self Evaluation Plan.
- Ensure that every child receives the full statutory curriculum that the school must provide and ensure that each child is able to reach his or her potential including the gifted and talented.
- Ensure the school promotes inclusive policies that allow for the achievement of all pupils.
- Ensure that a report on each pupil's educational achievements is forwarded to their parents/ guardians annually.
- Monitoring teaching and learning, the progress of pupils and the work of subject departments.
- Monitoring the provision of extra-curricular activities to encourage recreation and social development.
- Consider out-of-hours provision.
- Ensure that all pupils have access to Careers Education, Information, Advice and Guidance (CEIAG).
- Ensure the school works well with its community, parents and other schools.
- Ensure that adequate provision is made for transition between primary and secondary education and secondary and FE.

Meetings: at least termly.

Disqualifications: conflict of interest.

**PUPIL WELFARE COMMITTEE** (Inclusion matters, Pupil Behaviour, Health, Wellbeing and safety, Attendance)  
**MEMBERSHIP**

Mr S Clough (Head Teacher) \*Subject to procedural exclusion from 1<sup>st</sup> committee \*  
Miss C McGough (Chair of Governors)  
Mr C Smith  
Mr P Ensell  
Mrs J Lake  
Cllr J Charlton  
Mr M Scholey  
Mr G Davey

**Terms of reference and areas of responsibility**

- Ensure that the school's policy on SEN is consistent with the Code of Practice and Equalities Act and that arrangements are made to ensure the policy is monitored and reviewed regularly. The policy is known to parents and carers. Ensuring the effective integration of children with SEN.
- Reviewing the school drugs policy.
- Agree the content and organisation of the school's programme of sex and relationship education and notify parents of their right to withdraw their child therein.
- Monitor pupils' attitudes, values and how other personal qualities are developed within the school through the provision of RE and PHSE and that parents are told of their right to withdraw their child therefrom.
- Promoting an ethos that encourages participation in competitive sport both within school and between schools.
- Ensuring the school is fulfilling its responsibilities regarding Safeguarding.
- To develop and review Anti-Bullying and Behaviour Policies, to monitor and consider behavioural trends including exclusion.
- Setting attendance targets and monitoring the school's performance against these targets.
- Ensure the school works effectively with other agencies to support vulnerable children and their families.
- Ensure that the school has an effective school council and the Governing Body takes account of the School Council in determining the way in which the school is conducted.
- School Nutrition Action Group (SNAG).
- Monitoring nutritional standards within the school to include school meals and snack provision.
- To act as the Pupil Discipline Committee for permanent/fixed term exclusions.
- To consider complaints.

Meetings: at least termly.

Disqualifications: conflict of interest.

## **HEADTEACHER'S PERFORMANCE MANAGEMENT COMMITTEE**

Miss C McGough (Chair of Governors)  
Mr P Ensell  
Mr C Smith

Named governors to meet in accordance with procedures and laid down time scales.

### **Terms of reference**

- To arrange to meet with the External Adviser (EA) or Education Development Partner (EDP) to discuss the Headteacher's performance targets.
- To decide with support from the EA or EDP whether the targets have been met and to set new targets annually.
- To monitor throughout the year the performance of the Headteacher against the targets.
- To make recommendations to the appropriate committee in respect of awards for the successful meeting of set targets.

*Meetings: Autumn term, plus monitoring meetings.*

*Disqualifications: the Headteacher and staff.*

### **Second (Appeals) Committee membership.**

Mr M Scholey  
Mrs J Lake

Committee to meet in accordance with laid down procedures as required

### **Pay Review Committee**

Miss C McGough  
Mr C Smith  
Mr M Scholey

## **FIRST/PAY REVIEW COMMITTEE**

### **Terms of reference**

- To act in accordance with the Teachers' Pay Policy adopted by the Governing Body.
- To report to the Finance Committee on Pay Review-related expenditure.
- To make any decisions under the personnel procedures adopted by the Governing Body, e.g. disciplinary, grievance, ill health, capability etc
- To make any decisions relating to a member of staff (other than the Headteacher) under the Personnel procedures adopted by the Governing Body (unless delegated to the Headteacher).
- Staffing Reductions.

*Meetings: as and when necessary.*

*Disqualifications: The Headteacher; the Chair of Governors (if he has prior knowledge or involvement). Spouse/partner. Staff members cannot take part in any decisions.*

## **APPEALS COMMITTEE**

### **Terms of reference**

- To consider any appeal against a decision to dismiss a member of staff made by the First/Pay Review Committee (or Headteacher if delegated).
- To consider any appeal against a decision under the personnel procedures adopted by the Governing Body (e.g. disciplinary, pay review, capability for teachers etc).
- To consider any appeal against selection for redundancy.

*Meetings: as and when required. Must have no fewer members than the First/Pay Review Committee.*

*Disqualifications: Headteacher. Any governor who was involved in the hearing. Spouse/partner. Staff members cannot take part in any salary decisions.*



### **Governors with special responsibility**

Head Teacher	Mr S Clough
Chair of Governing Body	Miss C McGough
Vice Chair of Governing Body	Mr C Smith
Anti-Bullying Progress: Gender & Attendance Art Geography Film Studies School Council	Mr C Smith
Health & Safety MFL History	Mr M Scholey
Numeracy Literacy Pupil Premium School Development Plan Tanfield Association SEND Looked After Children	Miss C McGough
Science	Mr R Murray
Safeguarding ICT/Technology Music	Mr P Ensell
PE Careers	Mrs J Lake

For areas for which governors have a special responsibility governor visit sheets can be tabled at full governors in lieu of a written or verbal report.

## TANFIELD SCHOOL

### CODE OF CONDUCT

The governing body 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:

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

**As individuals on the governing body we agree to the following:**

Role & Responsibilities

- We understand the purpose of the governing body and the role of the headteacher.
- We accept that we have no legal authority to act individually, except when the governing body has given us delegated authority to do so, and therefore we will only speak on behalf of the governing body when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the governing body or its delegated representatives. This means that we will not speak against majority decisions outside the governing body 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.

- 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 we will follow the procedures established by the governing body.
- 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 body 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 offer apologies in advance.
- 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 arranged in advance with the Headteacher and undertaken within the framework established by the governing body. (See Governor Visits document)
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open government, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the DfE's national database of governors (Edubase).

## **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 and the clerk to the governing board.
- 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, Eden Trust 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.
- exercise the greatest prudence at all times when discussions regarding school business arise outside a governing body meeting.

- ensure all confidential papers are held and disposed of appropriately.
- Maintain a professional presence online and carefully consider how we interact with the school community
- Review privacy settings regularly to make sure we are happy with the information about us that is publicly available.

We will not:

- reveal the details of any governing body vote.
- Accept friend requests from pupils and not join any private parent groups associated with the school.
- Disclose any information which would breach data protection principles
- Make comments online about any members of the school community or governing body.

### **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 body'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 accept that the Register of Business Interests will be published on the school website.

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 body 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 governing body member, 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

**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.

decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

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

**REGISTER OF GOVERNORS' INTEREST**

School Name.....

Governors Name .....

**1. Employment**

(i) Employer(s) .....

(ii) Nature of Employment(s) .....

.....

**2. Membership of a Local Authority**

(i) Are you an elected, co-opted or appointed Member of a Local Authority in County Durham YES /NO  
*e.g. Durham County / Town / Parish Councils* (please delete as appropriate)

(ii) If YES, please provide details

.....

**3. Business Interest**

(i) Do you or any family member(s) / partner work at the school?

If YES, please confirm position / job held in school

.....

(ii) Please declare if you have a personal or business relationship with a previous, current or potential external contractor or supplier to the school.

Provide the name and address of the Company.

State the nature of the relationship.

.....

**4. Other Governor Roles**

(i) Are you a Governor in any other educational establishments YES /NO  
(please delete as appropriate)

(ii) If YES, please provide the name and address of the Establishment

.....

**5. Personal or Family Interest/Loyalties**

Do you have any personal or family interest/loyalties that may conflict with those of the Governing Body?

YES / NO

(please delete as appropriate)

If YES, please confirm details

.....  
.....  
.....

.....  
I wish to put on record that what I have said in the past and what I may say in the future (at Governors' meetings or on other occasions in my role as Governor) is not to be taken by the Governing Body as a professional opinion or given in the capacity of a ..... (For example: solicitor, building surveyor, personnel manager, accountant, etc.) to the Governing Body.

The Governing Body must in all circumstances (without further comment from me) make a decision as to whether to obtain specialist / professional advice.

Signed ..... Date .....

**Governors are advised that the data held by the School / Durham County Council may be used for cross-system and cross-authority comparison purposes for the prevention and detection of crime or to protect the public purse.**

***Governors are reminded that the completion of the form does not remove the requirement upon you to disclose any interest at a full Governing Body or Committee meeting and to leave the meeting for that agenda item***

**The Register of Governors' Interests will be available in school.**

### **Scheme for the Financing of Schools**

Our school adheres to Durham County Councils Scheme for the Financing of Schools. The manual of guidance for this scheme is stored electronically on the Durham Schools Extranet. If you would like a printed copy, please ask in the school office.

The school also has its own financial procedures handbook which is used as a guidance document within school and to complement the Durham County Council's scheme.

### **School Transformation Plan**

To ensure our children receive the very best start in life we strive to continually improve. Our school transformation plan is a working document, continually updated to encompass the changing needs of our pupils, staff and other stakeholders.

If you would like a printed copy please ask in the school office.

### **Latest Annual Budget Plan**

Each year we are required to set an annual budget in conjunction with the Local Authority. This is presented to the Governing Body in the summer term, however if you would like a printed copy, please contact the School Business Manager.

### **Latest Ofsted Report**

Our school was last visited by Ofsted 2013. The inspector's findings are available to view on the school website at [www.tanfieldschool.co.uk](http://www.tanfieldschool.co.uk)

If you would prefer a printed copy please ask in the school office.

### **Visits to school**

Individual Governors do not have an automatic right to enter the school whenever they wish. However, they need to be able to visit from time to time in order to develop their understanding of the school. These visits enable them to fulfil their statutory responsibility for the conduct of the school. Governors should arrange their visits with the Headteacher, who has responsibility for the day-to-day management of the school. Visits by Governors can be useful and informative.

### **Policy and guidelines for Governors visiting school**

#### **Value of visiting**

To be aware of the range of attitudes, behaviours and achievements of the pupils.  
Appreciate the views and values of the staff and pupils  
Evaluate the resources and the environment of the school  
Gain first hand information to assist policy making decision taking, LA, DCSF, internet etc.

Governors are known and demonstrate their commitment to the school

Be aware of the operation of Governing Body policies

Give active support to the activities of the school

Gain an understanding of the schools strengths and weaknesses.



**Value of a policy**

Demonstrate being a critical friend of the school

Helping to evaluate the schools progress and inform action planning.

**Frequency of visits**

All Governors should try to make at least one visit each year where possible.

**Arranging and planning a visit**

Agree date and time with the Head Teacher and relevant teacher

Clarify what you will do

- Time of arrival
- Time of departure
- Who you will see
- Agree to meet the Head Teacher at the end of the visit

Remember that you are representing the Governing body and are a guest of the school.

Remember to respect the professionalism of the teachers and to respect the children.

**Recording a visit**

The record of visit should be completed and given to the Head Teacher immediately following the visit.

It will be stored in the Governors information files and a verbal report will be given at the next available full governing body meeting.

**Conclusions**

Be supportive of the Head teacher, Staff and pupils

Ask questions, What, Why, How, Where, etc?

Be aware giving personal opinions

Acknowledge that you represent the full governing body

## **Governor Visits Policy**

### **1. Introduction**

1.1 The governing body has three main roles. They are strategic direction, critical friend and accountability. Visiting the school in session helps to develop and understand the roles and is the best way to learn how the school functions so that you can increase the governing body's first-hand knowledge and inform strategic decision making.

1.2 Through visits governors will have the opportunity to observe policies and plans being implemented which will help make well-informed judgements about progress being made towards the priorities and targets in the STP. The number and frequency of visits will vary.

1.3 Each visit should be agreed in advance and have a clear purpose. Governors should arrange these visits with the Headteacher who has the responsibility for the day-to-day management of the school.

### **2. Potential benefits**

2.1 To governors:

- Recognise and celebrate success
- Develop relationships with staff
- Get to know the students
- 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

2.2 To teachers:

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

### **3. Governor visits are not:**

- A form of inspection to make judgements about professional expertise of the teacher
- An opportunity to check on the progress of own children
- An opportunity to pursue a personal agenda

### **4. Roles and responsibilities of governors, Headteacher and other staff**

4.1 It would be helpful if the governing body could, with the help of the Headteacher and staff, organise an annual schedule of visits throughout the year. The Headteacher will guide the governing body on the areas of the curriculum; policies and STP priorities and targets to be covered each term. Governors will, with the guidance of the whole governing body, identify an aspect of the school's work to focus on in order deepen their understanding.

### **5. Monitoring and review of governors' school visit policy**

5.1 This policy should be monitored and reviewed annually to ensure that:

- Visits are achieving the potential benefits we identified?
- What unexpected benefits have there been?
- Practice is reviewed regularly.

### **6. Preparing for a visit**

- Clarify the purpose of the visit. Is it linked to the STP? What are the relevant Policies? How does this determine the activities I am interested in?
- Discuss an agenda with the Headteacher, and or Subject Leader/co coordinator well in advance. Make sure that the date chosen is mutually agreed and convenient.
- Use the Governor visits pro forma,
- The Headteacher will share the agenda with staff

involved. E.g. Will governors visit a class, undertake a learning walk, meet with a Subject Leader? Will it be helpful to see relevant documents beforehand?

## **7. During the Visit**

- Remember you are making the visit on behalf of the governing body.
- Governors do not make judgements or promises - it is a visit not an inspection
- Be punctual, courteous and considerate at all times, respecting the professional roles of the Headteacher and staff.
- If visiting a class, agree with the teacher how you will be introduced and what your role in the class will be and what involvement you will have with children.
- 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

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

7.2 They may make practical suggestions on the focus for governors' visits to ensure that they are productive and enjoyable for all concerned. This could include specifying the evidence that could be shared with governors.

7.3 Questions will be invited from governors, while being sensitive to issues of confidentiality.

## **8. After the visit**

- Discuss what you have observed with the teacher. Use the opportunity to clarify any issue you are unclear about.
- 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 & positive.
- Make notes as soon as possible after your observation/discussion while it is still fresh in your mind and share the report with the Headteacher for agreement that it is a true reflection of the visit.
- Reflect on the visit, for example: how did that go? Has the visit enhanced relationships? Have I learnt more about the school/department? Have I gained more confidence in my role as governor?

## **9. Reporting your visit**

- All governor visits should be recorded and shared. This helps demonstrate the involvement governors have in the life of the school and how they support their own learning.
- Write a short summary of what you learned during the visit and the overall impression that was made. Complete the relevant documentation.
- You must circulate a draft to the Headteacher 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.
- Have the report added to the next available agenda of the Governing Body.

## **10. Visit Focus**

10.1 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. increased numbers in key stages
- Impact of specific targets identified in the STP.
- Responding to OFSTED findings.

## RECORD OF VISIT

Name of Governor: \_\_\_\_\_

Date of Visit: \_\_\_\_\_

**Purpose of visit:**

**Points to Note**

**Outcomes**

Please return this form and discuss your visit with the Headteacher at the end of your visit.

Signed \_\_\_\_\_