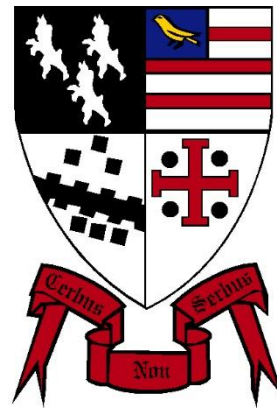


Grantham Villages' CE Primary Schools Federation



Marston Thorold's Charity Church of England
Primary School

Governor Visit and Monitoring Policy

Reviewed by:	Executive Headteacher, Chair of Governors and Clerk
Last Reviewed	February 2025
Updated:	January 2026
Next review date:	February 2027

Context

One of the key roles and responsibilities for the Governing Board is to monitor the progress and performance of Marston Thorold's and St. Sebastian's Primary Schools. Undertaking visits demonstrates the Governor's roles in the strategic management of the schools by helping to hold the schools to account and evaluate their progress.

The Governor's visiting programme is an integral part of the schools' yearly monitoring calendar. It was agreed that there would be a governor visit each term which would focus on an aspect of the School Development Plans or one of the Governor's statutory duties.

Each Governor is encouraged to make at least one visit a year during school time and governors may monitor an area of the School Development Plan, in pairs, in accordance with the agreed timetable.

Visits enable Governors to:

- See the schools at work and observe the range of attitudes, behaviour and achievements;
- Get to know the staff and demonstrate their commitment to the schools;
- Give active support to the staff and the activities of the schools;
- Be aware of the effect of change and different approaches to teaching and learning;
- Evaluate resources and discuss with staff further requirements;
- Gain first-hand information to assist with policy making and decision taking;
- Work in partnership with the staff.

Before making a visit Governors will:

- Contact the Executive Headteacher and agree a date, time and focus for the visit;
- Clarify the etiquette, courtesies and expectations for the visit
- Plan which classes will be visited;
- Draw up a timetable for the visit with the Executive Headteacher or subject-coordinator who will ensure that all staff are aware of the visit and the expectations on them.

On the day of the visit the Governor will remember to:

- Arrive on time and clarify the timetable with the Executive Headteacher/subject coordinator;
- Act as an observer and only participate in the class at the invitation of the teacher;
- Respect the professionalism of the teacher, supporting but not interfering;
- Be calm and enjoy the visit.

After the visit the Governor will:

- Remember to thank the teachers and children;
- Meet with the Executive Headteacher to give a verbal report, and to raise any issues that arose;
- Complete the relevant Governor Visit Proforma at Appendix 1, reporting on the focus. The completed form should be distributed to the Executive Headteacher and Business & Operation Manager then, after any possible alterations, the form will be circulated to the governing board members, subject staff lead and clerk;
- **Governors must report without giving opinions and where possible individuals should not be able to be identified.**

It is important to remember that visits are a snapshot in time, and judgements should not be made arbitrarily.

What to avoid:-

It is important for all parties to note that governors' visits are not a form of inspection and do not involve governors making a judgement about teaching in any official capacity. That remains the responsibility of the Executive Headteacher and other education professionals. It might be wise for governors to avoid visiting classrooms where their own children are present. It can cause discomfort for everyone! They should also be aware of 'pursuing personal agendas' and make sure they fulfil the code of conduct as it is outlined here. Please remember that members of staff are very busy people whose first priority must be the children. There may be times when arrangements have to be changed or alterations made. Please be sensitive to the circumstances and flexible in your expectations. No two days are ever the same. Keep an open mind about what you see. Education and classrooms have changed a great deal since you were at school and practice is very different. Don't expect to see the formal type of lesson you might remember from your own childhood. By all means ask questions (preferably at the end of the lesson) but be sensitive to the extra demands of differentiation and inclusion that teachers now face.

Governors are an important part of the schools' team and are welcomed into the school by staff. It is important that Governors remember to respect the professionals and the children, support the Executive Headteacher and the staff, and acknowledge that they represent the full Governing Board. If the agreed principles and procedures are followed then Governor Visits will be an enjoyable experience for all involved, and will result in effective monitoring by the Governing Board, which will contribute to school improvement.

Review

The policy should be reviewed every three years.

The key questions should be:

- Has subject link Governor visited at least one lesson during the year?
- Has subject link Governor had a conversation with the subject leader/class they are linked to?
- Are Governor visits achieving the potential benefits identified in this policy?
- Have there been any unexpected benefits?
- How can Governors make policy and practice even better?

Governor School Visits – an Aide Memoire

What is the purpose of the visit?

What has prompted my decision to visit?
Who has prompted my decision to visit?
Is the reason specific or general?
What are my/other people's expectations?
How can my visit benefit the teacher?

How shall I carry it out?

What particular areas of the school am I interested in?
What particular activities am I interested in?
What particular age-group(s) am I interested in?
Are there any questions that can be answered by observation?
What questions should I ask?
Who should I ask?

Did I achieve my aim?

To what extent did I address the reason for my visit?
Which of my questions did I answer?
To what extent did I fulfil my own/other people's expectations?
What difficulties did I meet and why?

Is there any follow-up?

Have I recorded my experiences?
Did I 'report back' to the Executive Headteacher and staff?
Have I prepared a short report for the next governors' meeting?
How can I build on this for the next visit?



GRANTHAM VILLAGES' CE PRIMARY SCHOOLS FEDERATION GOVERNOR'S MONITORING /VISIT RECORD FOR (Choose an item.) CE PRIMARY SCHOOL

Name of Visitor: Choose an item.

Date: Click or tap to enter a date.



Distribution: Copy to Executive HT, Subject Staff Lead, Business & Operations Manager & Clerk

A key part of the role of a governor is to carry out monitoring activities. We carry out visits to the school to see for ourselves how school policies, regulations and the SDP are being followed and implemented, the progress the children are making and that the school and pupils are safe. There are 5 standard items on any governor visit which we are required to make a comment on: **Safeguarding, Health & Safety, Mental Health & Well Being, Behaviour of Pupils, Evidence of School's Termly Value and School's Christian Distinctiveness.**

Nolan Principles: To take decisions solely in terms of the public interest: *Selflessness, Integrity, Objectivity, Accountability, Openness, Honesty, Leadership.*

PURPOSE OF VISIT (including links to specific targets or issues and to gain understanding of particular area)	
OBJECTIVE (Link to SDP Key Priorities)	
OBSERVATIONS (may include use of purchased resources: aspects of personal, social and development)	
OUTCOMES (may include impact of ethos, vision, values and aims)	
SAFEGUARDING AND PROMOTION OF WELFARE INCLUDING EQUAL ACCESS WHERE APPROPRIATE	
HEALTH & SAFETY MANAGEMENT OF RISK	
MENTAL HEALTH & WELL BEING	
BEHAVIOUR OF PUPILS	
EVIDENCE OF SCHOOL'S TERMLY VALUE	
EVIDENCE OF CHRISTIAN DISTINCTIVENESS	

Curriculum Intent	British Values	Christian Values	SMSC	Ofsted Framework	SIAMS Questions
- To unlock children's true potential. - For children to flourish as unique, well-rounded individuals. - For children to develop their skills as life-long learners. - For children to widen their horizons and develop as responsible local and global citizens.	- Democracy - Rule of Law - Individual Liberty - Mutual Respect and Tolerance of those with Difference Faiths and Beliefs	- Aspiration - Compassion - Creativeness - Perseverance - Respect - Thankfulness	- Spiritual - Moral - Social - Cultural	- Quality of Education - Intent - Implementation - Impact - Behaviour and Attitudes - Personal Development - Leadership and Management	- Who are we as a school? - What are we doing here? - How, then, shall we live and learn together? (6 Inspection questions)

Key issues arising for the governing body:	Action following governing body meeting:
1. 2.	1. 2.

Signature: **Date:**