



# **Governor Monitoring Visits Policy**

**September 2025**

# GOVERNOR MONITORING VISITS POLICY

## Queensgate Foundation Primary School

### Policy Review

This policy will be reviewed in full by the Governing Board on a regular basis.

The policy was last reviewed and agreed by the Governing Board on 17<sup>th</sup> September 2025.

It is due for review in September 2029 (up to 48 months from the above date).



Signature .....

Head Teacher

Date: 17<sup>th</sup> September 2025



Signature .....

Co-Chair of Governors

Date: 17<sup>th</sup> September 2025

### Policy control

Date	Amendments / additions	Reason
Sept 2022	New monitoring form	Addition of Safeguarding question
Sept 2022	New monitoring schedule	Revised timetable
Sept 2024	Addition of Safeguarding questions	Policy review
Sept 2024	Removal of monitoring schedule	Policy review

## **Governors' visit to schools**

### **Context**

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 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 Link member of staff and inform the Headteacher and the Monitoring coordinator of the date of the visit.

The governing body should plan visits to cover a wide range of school work and each visit should have a clear purpose. They do not replace professional inspection or the monitoring and evaluation carried out by the headteacher.

A Guide to the Law for School Governors (2012)

### **Purpose of the visit**

Visits are undertaken to:

- improve governing body knowledge of the school and the people that work in it
- assist the governing body in monitoring the implementation of the school development plan
- assist a governor to fulfil a specialist governor role such as inclusion
- assist the governing body in fulfilling its statutory duties
- assist the governing body in making informed decisions

Governors should not pursue any personal agendas or arrive with inflexible preconceived ideas.

Governors are not to make any judgements about pupil's work, behaviour, any teacher's classroom practice or issues relating to the day to day running of the school. Those are the responsibility of the headteacher.

### **Planning the visit**

Visits should be undertaken only as part of a strategic programme formally organised by the governing body or one of its committees and with approval of the headteacher.

The headteacher and Monitoring coordinator should be kept informed of the planned visit.

If the visit is to involve any member of staff, then that member of staff must be fully involved in the planning through the appropriate member of the leadership group.

The governor(s) making the visit should make themselves fully acquainted with health and safety procedures, including fire safety, prior to making the visit.

Visits should be undertaken during the first half of term if possible.

### **During the visit**

Governors will at all times report to reception upon arrival and follow the procedure for visitors in order to provide a good example for other visitors.

If visiting a classroom, the governor must arrive at the time planned to avoid disrupting the learning process, and follow the agreed purpose of the visit. Governors must be aware that some teachers may feel nervous or stressful about having a visitor in the classroom. At the end of the visit thank everyone concerned including the children.

Governors should be aware of their behaviour and avoid any implication that they are inspecting, such as by using a clipboard.

### **Following the visit**

After visiting the school, the governor(s) should:

- give some time and thought to reflection
- write a note of thanks to all staff visited
- complete a visit report outlining the purpose and results of the visit (the visit report will be shared with all appropriate staff involved) and return to the Link member of staff within seven days of the visit being carried out
- raise any concerns sensitively with the headteacher
- consider what went well and what did not go so well with respect to your involvement in the visit
- consider what you would do differently in a future visit
- report to the designated FGB or relevant committee meeting as detailed in Appendix 4

	<b>ALWAYS</b>	<b>NEVER</b>
<b>BEFORE</b>	<p>Spend time looking at subject SDP to decide focus of visit.</p> <p>Agree how much time (a timetable is a good idea).</p> <p>Agree when you will discuss the visit with the Link member of staff</p> <p>Consider practicalities (dress, parking, time of arrival, who to report to, how to make notes, breaks and lunch).</p> <p>Find out how each teacher wants you to contribute (or not).</p>	<p>Turn up unannounced.</p>
<b>DURING</b>	<p>Introduce yourself to staff and pupils.</p> <p>Note and praise the positive.</p> <p>Ask questions to increase understanding.</p> <p>Remain focused on the purpose of the visit.</p>	<p>Walk in with a clipboard.</p> <p>Arrive with preconceived ideas.</p> <p>Interrupt the teacher.</p> <p>Make professional judgements about staff expertise (governors are not inspectors).</p> <p>Pursue your own personal agenda/focus on the progress of your own child.</p> <p>Monopolise the children's or the staff's time.</p>
<b>AFTER</b>	<p>Thank the teacher and pupils.</p> <p>Discuss visit with the teacher.</p> <p>Write a thank you note to teacher and pupils.</p> <p>Compile a report (use framework if appropriate) and return to the Link member of staff within seven days</p> <p>Raise any concerns sensitively with the headteacher.</p> <p>Present report to FGB as detailed in Appendix 4</p>	<p>Leave without a word.</p>

Following completion of the agreed monitoring programme the governor should report back to the governing body.

#### Related documentation

Appendix 1 – Notes for governor report form

Appendix 2 – Protocol for visits

Appendix 3 – Report form

Appendix 4 – Governor Monitoring Visits timetable

## Appendix 1 Notes for governor report

### Before the visit, prepare notes covering these points

- **Purpose of the visit.** The purpose as previously agreed with the governing body and the headteacher
- **Links with the School Development Plan.** How does the visit relate to a priority in the SDP?
- **Comments on the focus of the visit**
- **Any key issues arising for the governing body in relation to the focus of the SDP**
- **Action following governing body meeting.** Make a record of any action agreed by the governing body with regard to this visit

## Appendix 2 Protocol for visits

Governors visit their school to enhance their understanding of the school's work and to help fulfil their responsibilities of monitoring and evaluating the school.

We have an agreed schedule of governors' visits to the school, reflecting the priorities in the school development plan and the specific interests and responsibilities of governors, and we keep a file of visit reports.

## Governor Monitoring Visits Form

Name	Role	Subject	Date

**What actions did you take to find the information contained on this monitoring form?**

- School Visit
- Meeting with Subject Leader
- Book looks
- Pupil Conferencing
- Other

**Supporting the school's priorities – How is your subject:**

**Raising Attainment** (ie. ask about progress and supporting data, in relation to AFL (assessment for learning), some examples of good behaviour for learning, School development Priorities)

**Developing the role of subject leaders?** (What have you noticed through your monitoring? What did you do about it? What has your impact been?)

**Developing and embedding a high expectation culture?** (ask about teachers' wellbeing, any support needed to meet goals of SDP (school development plan))

**Tell us about your visit...** When you spoke to children what did they say? Please ask them the question, 'Who believes in you?' and 'Can you show me a piece of marking that has helped your learning or work?'

**How are SEND students being supported?** (Extra support, monitoring etc.)

**What are you doing for the bottom 20%? Can you give me any examples?**

**Safeguarding question: Q. What are the 4 R's of safeguarding?**

A.

**Safeguarding question: Q. Who is responsible for safeguarding children in schools?**

A.

**Subject Leader's comment**

**Headteacher's comment**

Signed:

Signed:

Working together for a successful future