



Governor visits policy and guidelines

This policy was reviewed:	October, 2025.
This policy will be reviewed:	October, 2026.
Statutory policy:	No.
Source:	School.

Our School Vision

Our school vision is based on the theme of '**Taking Care**'. We strive to encourage our children, staff and wider community to 'take care' of one another through the core Christian Values of:

Kindness, Hope, Courage and Respect.

Our vision is inspired by the words in Corinthians:

"Let love and kindness be the motivation behind all that you do."
(1 Corinthians 16.14)

Ravenshead C of E Primary School is committed to valuing diversity and to equality of opportunity. In biblical tradition, children in particular are seen to hold a special place in the priorities of God. Furthermore, we hold to the foundational belief that all people are created in God's image and are intrinsically valuable. Everyone should be treated as fundamentally precious, irrespective of behaviour, achievements or potential.

Therefore, we aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect and feel able to contribute to the best of their abilities. The school's biblical foundation provides a model of Christian community described as the 'body of Christ', in which everyone has a part to play, and everyone without exception has God-given gifts which are to be used for the benefit of others.

Aims

Through our programme of individual governor visits we aim to:

- Improve governors' knowledge of the ethos of the school and their awareness of the work within the curriculum.
- Assist the whole governing body to fulfil its statutory role with regard to monitoring and evaluation.
- Improve governor understanding of the needs of the school and the priorities for the school development plan.
- Monitor and evaluate the current school improvement plan especially in relation to curricular issues.
- Improve governor links with staff, pupils and parents/carers.
- Help governors to be better able to support the school community.
- Report the needs for resources.

Range of visits

- We hope that, if possible, all governors will visit at least once a year during the working day and that link governors will attend more frequently.

- All new governors are offered an introductory visit soon after their appointment as part of their induction programme.
- Governors are welcome to visit the school informally (but with prior notice if the visit happens during the school day).
- Specific invitations are sent for some occasions eg. school productions, Leavers' ceremony, staff meetings, inset days etc.
- Visits to talk with the Head or Deputy Headteacher can also be made by appointment.
- Governors receive copies of parents' newsletters which contain notice of events and they are most welcome to attend any of these.
- Most often, governors will make monitoring visits as part of their Link governor role.
- On an informal basis, governors may volunteer to assist with general school activities such as school outings, trips, reading in class etc.

Monitoring visits

Governors are referred to the school Improvement Plan (SIP) which sets out areas the school has identified for development and governors may wish to use these areas as a basis for any general visits namely:

- Outcomes in Reading, Writing and Maths.
- Spelling.
- SEND attainment and progress.
- Further improve a broad and balanced curriculum.
- Specific focus groups of children e.g. Pupil Premium.
- Behaviour.
- Safeguarding.
- Health and Safety.
- Budget setting.
- Wellbeing meetings.

In addition and by no means exhaustive, governors may wish to observe:

- Other aspects of the school/subject development plan.
- The responsibilities of the governing body with regard to specific issues e.g. Special Educational Needs, Health and Safety, Performance Management, Safeguarding Children.
- Review a particular year group; one major aspect of the curriculum; the implementation of the curriculum; interventions; behaviour in lessons/playtimes/lunchtimes.
- Information-gathering for a particular initiative/project currently being undertaken.
- Look at pupils' books eg. content, marking policy, differentiation etc.
- Speak with children on issues previously agreed with the class teacher (without causing disruption to lessons).

Ideas for points of discussion are given in Appendix C.

What governor visits are NOT about:

- Making judgements about quality of teaching and operational management.
- Checking the progress of own children.
- Pursuing personal agendas.
- Monopolising teachers' time.
- Arriving with inflexible preconceived ideas.
- Interrupting, giving ideas or suggestions during teaching time.

Protocol

Governors are at all times bound by the Governing Body Code of Conduct and should at all times be aware of the importance of confidentiality in relation to what they see or hear. Governors are reminded of the governors' confidentiality agreement. If governors are unsure about what constitutes confidential information they should speak directly with the Headteacher or the Chair of governors.

In the unlikely event of governors observing something which gives them serious cause for concern, they should take the matter up immediately with the Coordinator of the curriculum area or the Headteacher.

Governors should remember that a word of thanks and encouragement at the end of the lesson will help staff feel more confident about the visit and the role of governors.

Format for visits

1. When possible, reasons for visits should be agreed and arranged at committee meetings. Otherwise, governors should email the relevant staff member and copy in the Headteacher. These dates will then be posted on the Governorhub calendar.
2. Report to Reception on arrival and complete the governors' visit log which is kept in a folder on the desk of Reception. Governors should wear their identity card. If not available, governors must wear a visitors' identity badge which can be obtain from Reception.
3. At the end of a visit governors must sign out of school by noting their exit time in the governors' visit log.
4. After the visit governors must complete a record sheet (see appendix A). This should then be emailed to either the Headteacher or Deputy Head who will then publish it on Governorhub.

The visit

Most visits take place in the classroom and staff will have been consulted about the date and purpose of the visit. This will have enabled them to prepare any information related to the focus of the visit and to set up a programme for the governor.

Link governors often attend school to speak with Subject Coordinators; participate in learning walks with the Head; observe lessons and where appropriate speak with pupils.

The school finances are closely monitored by governors and visits are made to school to speak with the Head and the school office.

The Head is always open to meet and speak with governors on any relevant matter.

Appendix B provides an 'aide- mémoire' to focus questions and thoughts.

Reporting back

- *Appendix A* is the governor report form which must be completed as soon as practicable after every school visit and sent to the teacher or Deputy Head who will then preview it before uploading it onto Governorhub in the Link Visits folder.
- If they wish, governors may give oral feedback to the committee. Link governors regularly provide feedback to the Management committee.
- Governors should not identify individual teachers or pupils and should avoid making judgements.
- The appropriate committee will report back the main conclusions to the governing body.

Appendix A – Governor Visit Form



"Together, the best that we can be"

GOVERNOR VISIT TO SCHOOL

Name.....Date of visit.....

FOCUS OF VISIT (please highlight the relevant SIP objectives and then refer to the headings to add detail in the box below.

- PRIORITY 1: BLENDED LEARNING
- PRIORITY 2: QUALITY OF EDUCATION
- PRIORITY 3: BEHAVIOUR AND ATTITUDES
- PRIORITY 4: PERSONAL DEVELOPMENT
- PRIORITY 5: LEADERSHIP AND MANAGEMENT
- PRIORITY 6: OFSTED ACTION PLAN

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CLASSES/STAFF VISITED

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WHAT HAVE I LEARNED FROM MY VISIT WHICH IS DIRECTLY RELATED TO THE SIP OBJECTIVES?

EVIDENCE OF OUR SCHOOL ETHOS:

Taking care: of our learning; of our future; of ourselves; of our community; with God.

**IF CONDUCTING A LEARNING WALK OR DISCUSSION WITH PUPILS
ATTITUDE TO LEARNING-PUPIL PERCEPTION-OBSERVED**

WHAT IMPACT WILL THIS VISIT HAVE GOING FORWARD?

**FEEDBACK/KEY AREAS FOR THE GOVERNING BODY (To be discussed at
Committees) to include any challenges or questions**

SIGNED..... DATE.....
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SCHOOL VISITS- AN 'AIDE MEMOIRE'

1) What is the purpose of the visit?

- What has prompted my decision to visit?
- To what aspect(s) of the school development plan does my visit relate?
- What background information might I need?

2) How shall I carry out my visit?

- Who do I need to contact in advance?
- What particular areas of the school am I interested in?
- What particular activities am I interested in?
- What particular age groups am I interested in?
- What questions should I ask?
- Who should I ask?

3) Did I achieve my aim?

- To what extent did I address the reason for my visit?
- For which of my questions did I find answers?
- Do I need further information?

4) Is there any follow up?

- Have I thanked the teacher and/or the curriculum leader?
- Have I filled in a report form and sent a copy to the headteacher and chair of governors?
- How can I build on this for my next visit?

Possible Points for Discussion

- General organisational, curricular and assessment issues and developments.
- Whole school priorities and departmental priorities (as in plans).
- Progress, attainment and achievement of targets.
- Spending of departmental budget.
- Resources and needs.
- Staff development and training (and needs).
- Extra-curricular activities.
- Special needs students and other vulnerable groups.

Visits to lessons might lead to discussions about general issues.

- How are students with Special Needs catered for?
- How are interventions used and how effective are they?
- The deployment and effectiveness of TAs
- Differentiation: how does the teaching meet the needs of the less able whilst still providing appropriate challenge for the most able?
- How new initiatives are put into operation and their impact.
- Progression: how are knowledge and experience built up over time?
- How are different learning styles catered for?
- How is Assessment for Learning being addressed?
- Equal opportunities: how does the teaching ensure that all students, regardless of gender, ethnic origin or ability, have appropriate access to the curriculum?
- Target-setting: how are students kept informed of what they need to do to achieve their targets and encouraged to be independent learners?

- General observations eg. behaviour, teaching styles, safety
- The impact the governors are having on school improvement.

Appendix D

Useful Internet Sites

- Schools portal at www.nottinghamshire.gov.uk please obtain a password from the Head
- www.nga.org.uk
- www.ofsted.gov.uk the data dashboard can be viewed here
- www.goverornet.co.uk
- www.teachernet.gov.uk
- www.publications.teachernet.gov.uk