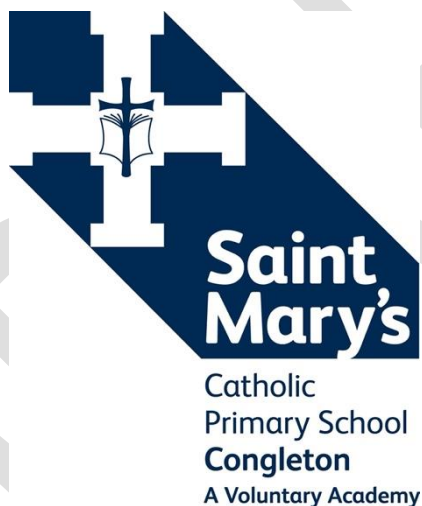


Saint Mary's Catholic Primary School

Governor Visits Policy



Approved by:

Date: September 2026

Next review due by:

September 2028

Saint Mary's Catholic Primary School, Congleton

GOVERNOR VISITS POLICY

Introduction:

Governing bodies have a statutory responsibility to promote high standards at their schools and must monitor and evaluate their effectiveness. Through visiting Saint Mary's, the governors can get to know it better. The governing body is a corporate body and every governor should visit the school as a representative of that body, not as an individual. There must be an effective partnership between governors and staff, based on mutual understanding and trust, which benefits the whole school community. This policy will provide an agreed framework within which governors will plan and carry out visits to the school.

Governor Visits

All governors are welcome to participate in the monitoring and evaluation of teaching and learning. At the beginning of each academic year, there will be dates set throughout the year when governors are invited to meet with subject leaders to discuss the quality of teaching and learning in each subject, areas of strengths and weakness and progress towards objectives on subject leader action plans.

In addition, governors will be invited to accompany subject leaders during monitoring activities which include book scrutiny, learning walks and review of responses to pupil/parent questionnaires.

Specific Governor Roles

In addition to the monitoring and evaluation of teaching & learning, the following governors have the following specific responsibilities:

Specific Governor Role	Examples of Responsibilities	Named Governor	Named Staff Members
Faith	- Meets with RE Coordinator as and when required - Attends key liturgical events - Supports RE Coordinator in preparing for a RE inspection - Ensures the school's 'ethos' reflects the outward signs and experiences of the teachings of Christ and the Catholic Church on a day-to-day basis	Val Bridge	Kelsey Burrow
Safeguarding	- Undertakes a periodic review of the school's Single Central Register - Is kept informed of any safeguarding issues by the Headteacher - Ensures the school has up-to-date child protection policy and procedures, which are published on the school website - Ensures the school complies with recommended safer recruitment practices	Val Bridge	Amy Butterfield

	- Ensures the school has procedures for dealing with allegations of abuse against any member of staff or adult on site - Organises an annual Safeguarding Audit in consultation with the Local Authority		
Disadvantaged Pupils	- Reviews progress of disadvantaged pupils including pupils from the following groups: Pupil Premium children Pupils with English as an Additional Language Pupils with Special Educational Needs Pupils with Disability Pupils who identify themselves as LGBTQ+ Looked after pupils, or previously looked after pupils - Ensures the school publishes details of how it spends its pupil premium and the effect this has had on the attainment of the pupils who attract the funding. - Acts as a contact point for parents of vulnerable pupils	Joyce Richards	Emma Waters
Health & Safety	- Work with the school health and safety representative to ensure that the school has a Health and Safety Policy and appropriate health and safety procedures and practices - Work with the school's health and safety representative to make regular termly health and safety inspections of the school premises - Keep the governing body informed of health and safety issues - Keep informed by reading new materials and information relating to health and safety matters received into the school or published in educational health and safety publications	Eleanor Hockley	Jill Mason
Finance	- Reviews budget regularly with the SBM - Ensures the school is allocating its resources in line with its strategic priorities - Monitors expenditure against the agreed budget - Helps to identify ways which the school can get better value for money from its budget	Val Bridge	Jill Mason

Governor Visit Protocol

Governors will always make prior arrangements for the visit, with both the Headteacher and the teachers/staff involved.

Aims of the Visit

The main aims of the visit will be:

- To gain a deeper understanding of the school's strengths and areas of development
- To gain a deeper understanding of the day-to-day working of the school
- To get to know the staff and develop a supportive relationship
- To get to know the school and to get to know the children
- To focus on their particular area of responsibility or on the quality of teaching and learning in a particular subject
- To monitor the performance of the school and triangulate the information provided in reports from the senior leadership team, Ofsted, external consultants
- To observe the impact of work undertaken on the school development plan

During the Visit

- Governors will respect confidentiality at all times but will also have due regard for safeguarding policy and procedures
- Governors will remember that they are not visiting the school in an inspectorial role
- Governors will comply with and observe any school rules and/or routines

After the visit

- Governors will thank the relevant school staff
- Governors will complete the relevant Proforma for their visit (see Appendix A)
- Governors will circulate and present the report to other members of the Governing Body at their next full meeting
- Governors will be responsible for ensuring any agreed actions are undertaken by the staff member

Signed: (Headteacher)

Date:

Submitted and agreed by full Governing Body on

Date:

Signed: (Chair of Governors)

Review date: September 2028

Governor Visit Feedback Form

Part 1: Plan the visit

School	
Name and role of governor(s)	
Name and role of staff member(s)	
Date and time of visit	
Agreed focus <i>Make sure you focus on this agreed reason for the visit.</i>	An area from the SDP Or the specialism of the governor – eg SEN
Relevant school objective or priority	This might be taken from the school improvement plan (SDP) objectives or the school's overarching vision. 'The specific target.'
Questions to ask <i>Note specific questions you want to ask based on the SDP, or points to follow up on from a previous visit.</i> <i>Share these questions with the staff member you're visiting in advance, so they can prepare.</i>	What is the process for supporting pupils who need extra help? Have teachers had any training to help them put this into practice?
Schedule	• Classroom visit • Looking at a sample of pupils' work • Talking to teachers and pupils • Discussing school improvement plans • Meetings with the senior leadership team (SLT)

Part 2: In the meeting

What is the school doing within this area of focus?

Tips:

- *Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who' and 'where'*
- *Don't be afraid to clarify any terms or acronyms you're not familiar with*
- *Remember you're not there to pass judgement on staff or inspect them – you remain an observer*
- *When writing the report, use neutral language and don't name individual teachers and pupils*

How do you know the school's actions are having an impact?

Remember:

- *Include specific evidence that demonstrates the positive impact the school is having in this area*
- *Where a positive impact hasn't been made yet, note down why that is and what steps are being taken to make progress*
- *Add any further evidence you'd like to see to help you make a better assessment of the impact*

What successes stood out and why?

Any actions agreed during the visit:

Date of review by HOS and GB: