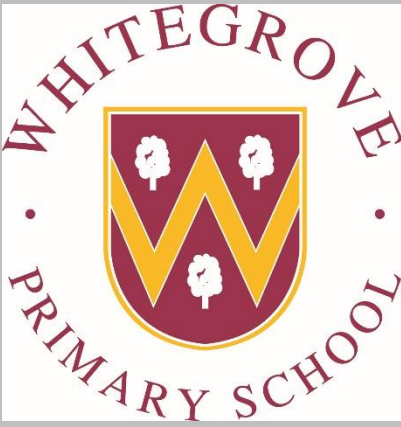




GOVERNOR VISITING PROCEDURE (GOVERNANCE)

Reviewer: Governing Body

Updated: Autumn 2026

Review: As required



Purpose of this guidance

It is designed to encourage and value the importance of informal governor visits but to also suggest guidance and a protocol for more formal visits. It aims to ensure that all governors understand the purpose of monitoring visits and the expectations for carrying out visits including preparation, expected contact and reporting back to the governing board.

Intent: Aim of Visits

Improve governor knowledge of school so that:-

1. Governors are better informed when discussing and making decisions.
2. Governors have a greater understanding of the context of their role.
3. Governors understand the needs of school.
4. Develop relationships with staff, pupils and parents and show they are interested in the life, work and achievements of the school.
5. Assist the governing body to fulfil its statutory roles.
6. Assess the effectiveness of the school strategic plan or priorities for future plans.
7. Understand how the curriculum is being implemented and the impact for children.
8. Better understand the school's strengths and areas for development.
9. Determine if agreed policies and procedures are working in practice.
10. Identify how resources are being used.
11. Experience the culture and ethos of the school.

Informal visits

These could include attending project celebrations, volunteering in class or across the school site, supporting readers, supporting sports events, school trips or parent evening events. It is expected that governors who are parents support in a class other than their own child's to see a different perspective and avoid a conflict of interest.

Formal visits

These should include monitoring the implementation of the school strategic plan and key policies; the evaluation of progress (are the things people say are happening actually happening); seeking assurance that the needs of pupils are being met. Liaising with senior leaders regarding a governor responsibility e.g. SEND, PPG, LAC, Safeguarding but can also include attending an inset day training, support a STEP visit, Ofsted or as part of an interview process.



Frequency of visits

The frequency of governance visits should be in accordance with the schedule established by the governing board and agreed with school leaders and relevant staff. Visits should be scheduled to allow governors to see relevant activities and strategic milestones.

Arranging and preparing for visits

All formal visits should be arranged through the Headteacher or SLT in advance of the visit outlining the objective or focus of the visit, with feedback given to the Headteacher prior to a formal report to the governing body.

Due regard should be given to busy periods in school life and the workload implications for staff/teachers who are likely to be involved in the visits

Governors are encouraged to prepare for their visit. This may include:

1. reading and familiarising yourself with the governing board's protocol for visits and the expected conduct.
2. reading and familiarising yourself with the school's policy for visitors (this is different from the governor visit policy) that includes relevant health, safety and safeguarding instructions.
3. reading the background information relating to the focus of the visit, such as relevant section(s) of the strategic plan, performance data, policies, stakeholder information.
4. clarifying the purpose of the visit with the head teacher and or relevant member of staff.
5. confirming the visit schedule and activities.

Conduct on visits

When visiting the school in a governing capacity, you should:

1. arrive in good time
2. follow the school's signing in procedures & safeguarding, including wearing identification
3. adopt a friendly approach that puts everyone at ease
4. be respectful of the school at work and if you wish to take notes, check that those you are with are comfortable with this
5. if you are taking notes, be clear with everyone that this is for feedback purposes and that you are not recording judgements (for example Governors should not be making judgements on the quality of their teaching)
6. ask relevant questions that are closely linked to the purpose of your visit
7. acknowledge the staff and pupils you meet



8. be guided by class teacher or member of staff re involvement and the appropriate children to talk with– do not act like an inspector!

Governors' are also expected to behave in line with the governing board's code of conduct, being aware of the need to maintain confidentiality of what is seen and heard. If a conflict of interest arises, the Headteacher should be made aware ASAP.

Expectations following a visit

Governors making visits should produce a brief report for all other governors, as soon as possible after each visit. Key issues and action should be reviewed by appropriate committee.

If a further visit is required this should be agreed by the Chair of Committee and the Headteacher explaining why. Chair of Committee to review delegated functions from SDP and ensure visits cover all areas.

School Visit Record

(please inform the Clerk of your visit date and purpose so a form can be created on SharePoint; once you have completed the Clerk will share with the HT and relevant member of school staff to approve)

Name:

Date:

The Purpose of the visit was

Links with the School Development Plan

How does the visit relate to a priority in the School Development Plan?

All governors to monitor

1. Are the 6Rs encouraging pupils to acquire the knowledge and skills necessary to take ownership of their learning and achieve more.
2. Is the ethos of 'together, we make learning irresistible' visible?
3. Where the respect of our children, staff and community at the heart of everything we do?

Governor observations and comments

E.g. what did you see? What did you learn? What would you like clarified? How long did the visit last?

Positive Feedback

Record any positive feedback you would like fed back and send an email to the Headteacher

Any key issues arising from the governing body

E.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy

Action following governing body meeting

Record any action agreed by the governing body with regard to this visit

What I have learned as result of my visit?

Record any learnings with regard to this visit

What impact has the visit had on the children?

Record the impact