



St. Anne's and  
Guardian Angels

Excellence Together with Christ at the Centre

# Governors' Visiting Policy

|                            |  |                           |
|----------------------------|--|---------------------------|
| <b>Approved by:</b>        | St Anne's and Guardian Angels Primary<br>School Governing Body | <b>Date:</b> October 2025 |
| <b>Last reviewed:</b>      | September 2025   |                           |
| <b>Next review due by:</b> | September 2026   |                           |

Our Governors are key people in our school. They give constructive support to school improvement in four ways:

- providing a strategic view
- acting as a critical friend
- ensuring accountability
- promoting the school's interests in the community and beyond

In order to carry out these responsibilities effectively Governors need to:

- understand how the school works
- know how well the school is performing
- have a clear view of the school's priorities
- be well informed about the impact of developments
- ask pertinent and relevant questions of senior managers to check that everything is being done to ensure that all students at the school receive a good education
- support the staff by ensuring that they have the necessary resources, training and encouragement to work effectively
- Develop a friendly, helpful and supportive relationship with the Headteacher.

School visits are one of the ways that Governors can build this essential knowledge and understanding about the school and carry out their responsibilities for general oversight of the school and for monitoring and evaluating the school's development. An effective partnership between Governors and staff based on mutual understanding benefits the whole school community.

### **The Role of the Visiting Governor**

- The Governing Body is a corporate body and every Governor visits the school as a representative of that body, not as an individual.
- The object of a Governor's visit is not to inspect but to learn so that they can more effectively carry out the role of a 'critical friend'. Governors should not make judgments about the quality of the professional work carried out by staff; this is the responsibility of the school's senior staff. The Governing Body has responsibility for the general oversight and strategic direction of the school; it is not concerned with the day-to-day management and organisation, which is the responsibility of the Headteacher.

### **Aims of Governors' Visits**

- Governors' visits may have one or more of the following aims:
- To enable the Governors to have a wider understanding when making decisions about the school.
- To enable staff and students to get to know Governors.
- To demonstrate Governors' interest in the school and to encourage the Headteacher and staff in their work.
- To enable Governors more effectively to carry out their responsibility to oversee and evaluate the school's development.

- To enable Governors to be better informed advocates, able to speak up for the school from personal knowledge.
- To carry out their responsibilities as members of decision-making panels.
- To celebrate the school's achievements.

## **Focuses for Governors' Visits**

The focus of the majority of Governors' visits will be to gather knowledge, understanding and information that will enable them to oversee and evaluate progress on the School Improvement Plan more effectively.

Each Governor will adopt one of the School Improvement Plan priorities and will make at least two visits per year that focuses on the school's progress on that priority. They will set criteria for each visit.

Other visits may focus on other aspects of the life, work and context of the school, e.g. extra-curricular activities, premises, health and safety, school meals, pastoral care of students, links with parents, assemblies, school events, facilities for staff, etc.

## **Making Arrangements for the Visit**

Governors should give the Head teacher a minimum of one week's notice of their intention to make a visit to the school. Times when staff are particularly busy should be avoided, e.g. the 1<sup>st</sup> week of term, SATs weeks, the period leading up to and during OFSTED inspection.

The visit should have a clear purpose, time of arrival and duration agreed with the Headteacher. The itinerary for visit will also be agreed in advance with the Headteacher.

The Head teacher will inform all staff about the Governor's visit.

Governors should always reply to special invitations to attend school functions.

Procedures for the Visit

Governors should always check in and out with the Headteacher or Deputy Headteacher.

Each visit will start with a briefing for the Governor(s) by a member of staff with relevant responsibilities.

Governors should stick to the agreed itinerary for the visit except where changes are agreed with the Headteacher.

At the end of the visit, Governors will meet with the Head teacher or Deputy Head teacher and Subject Leader to discuss their impressions and to ask any questions that may have arisen from their visit.

## **Staff Code of Conduct for the Visit**

As soon as there is an appropriate opportunity, the class teacher should introduce himself/herself and the other adults in the room to the Governor.

The class teacher should indicate where the Governor is to sit or stand in the room.

If there is an appropriate opportunity, a member of staff should introduce some of the students and the good work they have done to the Governor so that the Governor can praise them.

Staff should ensure that Governors receive a respectful welcome during their visit. If there are any comments that staff wish to make about the visit these should be directed to the Head teacher or Deputy Headteacher.

### **Governors' Code of Conduct for the Visit**

Listen carefully, concentrate and show interest. Don't talk too much – you have come to learn; but don't remain silent – this can send negative messages.

Begin and end your visit in a positive way, finding some things to genuinely praise.

Be courteous and sensitive.

Ask questions but do not expect immediate answers every time.

Do not get involved in personal staffing matters.

Earn the respect and confidence of staff by not talking about your visit to anyone except the Head teacher, Deputy Head teacher and when reporting to Governors. If there are any issues, please report them to the Headteacher.

Do not get involved in investigating complaints – this is the Head teacher's responsibility.

Do not interrupt lessons in progress by talking when the teacher is teaching.

Always thank teachers for welcoming you into their classroom before you leave.

### **After the Visit**

Following each visit that they make, Governors will complete a short written report [Appendix 1]. A proforma for this report is appended to this policy. Copies should be given to the Headteacher and Chair of Governors.

### **Information for Consultation**

All new Governors and staff will be given a copy of this policy when they begin their term of office or take up post. Staff will be consulted on their views before each review of the policy, and the Governing Body will take the results of this consultation into account when the policy is reviewed.

## School visits: Link Governor Monitoring Visits

|                                   |  |
|-----------------------------------|--|
| <b>Governor Name:</b>             |  |
| <b>Link Governor Focus Area:</b>  |  |
| <b>Name of lead staff member:</b> |  |
| <b>Date of visit:</b>             |  |

### Priorities for Development as outlined in School Development Plan (inc. key strategies to achieve)

|  |
|--|
|  |
|--|

### Focus of visit:

*Visits should focus on:*

- *strategic priorities and key policies agreed by the governing board*
- *the evaluation of progress: are the things people say are happening actually happening?*
- *seeking assurance that the needs of pupils are being met*

|  |
|--|
|  |
|--|

### Summary of activities

*For example:*

- *meeting staff with responsibility for specific areas (such as safeguarding or SEND)*
- *talking to staff and pupils*
- *experiencing a lesson being taught (as part of getting to know the school, rather than making judgements about quality of teaching)*
- *seeing examples of pupil work*

|  |
|--|
|  |
|--|

**What have I learned and how will I feed this back to my board?**

*Relate this back to focus of your visit.*

**Discussion points for the governing board**

**Any other comments**

*An opportunity for the relevant staff member to provide comments on your report.*