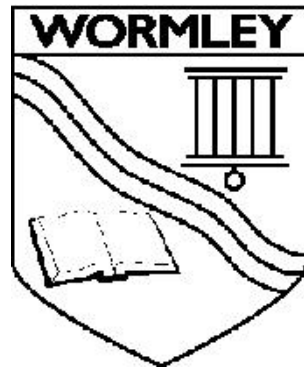


WORMLEY C of E PRIMARY SCHOOL (VC)

With God, all things are possible
Have Faith, Show Respect, Take Responsibility and Achieve



Governor Visits Policy

Policy last reviewed - Autumn 2025
Policy next review - Autumn 2026

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1. Aims

This policy aims to set and maintain standards of conduct that we expect all governors to follow when making visits to the school.

Governors do not have an automatic right to enter Wormley Primary School. When they do so, they are invited guests.

This policy sets out the procedure which all governors are expected to follow when visiting Wormley Primary School and how they are expected to report back on that visit to the governing board.

By creating this policy, we aim to ensure that all governors understand their role and purpose so school visits are a productive and enjoyable event for all involved.

2. Guidance and scope

This policy takes account of best practice and guidance from the [maintained schools governance guide/academy trust governance guide](#).

2.1 Governors are observers

Boards must know their schools in order to maintain robust accountability. Through pre-arranged visits that have a clear focus, governors will:

- Observe whether the school is properly implementing school policies, and actions from the school development plan
- Observe how those procedures are working in practice
- Have the opportunity to gather the views of pupils and staff

2.2 Governors are not inspectors

Governors:

- Will not assess the quality of teaching and learning in the classroom
- Will not manage the school or interfere in the day-to-day operations of the school

For those governors who wish to spend time in a classroom, they will make their purpose in doing so clear.

3. Visits programme

Governors will carry out regular school visits in order to meet the board's statutory obligation to monitor the school's effectiveness.

School visits are a useful tool for the governing board, but like any tool it needs to be applied at the right time for the right job. Visiting the school allows governors to:

- See policies in actions
- Increase their understanding of the school, the pupils and their needs
- Ask questions based on first-hand knowledge of the school
- Feel the culture and ethos
- Build positive relationships with staff
- Demonstrate commitment to the school.

Governors will carry out school visits according to the responsibilities set out in Appendix 2 and the role descriptions in Appendix 3.

3.1 Governors for health and safety, special educational needs, and safeguarding

These governors will attend:

- A termly 1:1 monitoring visit with corresponding staff leads
- Ad-hoc meetings as required or requested on issues specific to their areas of responsibility

3.2 Phase lead governors

Phase lead governors will attend:

- A monitoring visit with the Phase Leader each term
- A learning walk may be included as part of these visits

Definitions:

- *Monitoring visits, where governors discuss the progress of the school in a particular area with the relevant staff member*
- *Learning walks, where governors will go around the school with the relevant staff member to get a feel for a particular area and are likely to talk to a range of staff members and pupils*

3.3 All governors

All governors will:

- Carry out at least 1 phase visit each term
- Attend at least 1 school assembly in the year

4. Before a visit

Governors will:

- **Notify the headteacher** before scheduling a visit, even if the headteacher will not be involved in the visit. They should be made aware just as a matter of courtesy
- **Schedule an appointment with relevant members of staff** to make sure visits are scheduled for times that are mutually convenient. Generally, governor visits are most productive when conducted during a school day
- Be sensitive to the numerous demands staff have on their time

- Clarify the purpose of the visit in advance with the chair, the headteacher and/or relevant member of staff
- Send questions in advance to the staff member so everyone can feel properly prepared
- Be familiar with the school's safeguarding policies and procedures

5. During a visit

Governors should know how to conduct themselves appropriately during visits to minimise disruption for staff and pupils and to receive the maximum benefit from the time spent at the school.

Governors will:

- Be on time and meet with the headteacher ahead of the visit
- Always wear a visitor's badge
- Use the agreed recording method for the visit. Photographs and videos are to be avoided unless specifically agreed with the headteacher for a specific purpose
- Remain as observers; they are not there to pass judgement on staff or inspect them
- Make sure all parties are clear about why a governor wishes to spend time in the classroom, if they wish to do so
- Check with teachers before speaking to pupils
- Pass on any concerns the staff raise to the relevant people
- Be friendly but professional and dress appropriately, bearing in mind the standards of dress set for teachers and pupils

Governors will not:

- Pass comment on classroom practice or any specific incidents that happen, judge teaching methods, assess the quality of teaching, or comment on the extent of learning
- Interfere with the day-to-day running of the school
- Behave in a manner than would make staff feel that they are there to inspect, e.g. sit at the back of the classroom with a clipboard
- Raise concerns in the moment. Governors should note down any concerns they may have and raise them with the chair of governors or headteacher after the visit

6. After a visit

Governors will complete a written report as soon as reasonably practicable [using the form attached as Appendix A], as appropriate. In completing the report, governors will:

- Use neutral language at all times
- Remain observational, and describe only what they see/saw
- Focus closely on the agreed reasons for the visit, and its strategic role

Once complete, governors will submit their reports to the following people, in the following order:

- The relevant staff member, both as a courtesy and to check for accuracy
- The headteacher, as a courtesy
- The chair of School Improvement Committee
- Upload report into Governor Visits folder for 2025/26 in Google Drive

Appendix 1

WORMLEY C of E PRIMARY SCHOOL (VC) GOVERNOR SCHOOL VISIT RECORD

With God All things are possible
Have Faith, Show Respect, Take Responsibility and Achieve

Part 1: plan the visit	
Name and role of governor(s)	
Name and role of staff member(s)	
Date and time of visit	
Agreed focus Make sure you focus on this agreed reason for the visit. Avoid getting distracted by other issues that have not been agreed with the member of staff.	
Relevant school objective or priority This might be taken from the school development plan (SDP) objectives or the school's overarching vision. NB This should always include an area from the Equalities, Objectives	
Questions to ask Note specific questions you want to ask based on the SDP, or points to follow up on from a previous visit. Share these questions with the staff member you are visiting in advance, so they can prepare.	

Part 2: in the meeting

What is the school doing within this area of focus? General notes from discussion with staff

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 are not there to pass judgement on staff or inspect them – you remain an observer

When writing the report, use neutral language and do not name individual teachers and pupils

Notes on Equalities Objectives focus area

General notes from discussions with pupils (if relevant)

Remember:

- Do not ask pupils for their views on a specific teacher
- Do not record pupils' names

General notes on the school environment and overall atmosphere (if relevant)

Note:

- Whether the governors' vision of the school is replicated on the ground
- Any issues with the school site you see, e.g. broken equipment or lack of resources

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 has not been made yet, note down why that is and what steps are being taken to make progress*
- *Add any further evidence you would like to see to help you make a better assessment of the impact*

What successes stood out and why?

Questions and clarifications to follow up

Post copy to Google Drive folder for School visits
Copy to: Head teacher & Chair of School Improvement Committee

Appendix 2

Staff & Governor Responsibilities – 2025/26

Role	Staff	Governor
Linked Governor	Tracy Gaiteri	Deb Harris
Religious Education / Collective Worship	Tracy Gaiteri Laura Harwood Ellie Harris	Ash David
Early Years Foundation Stage	Jane Burling Ellie Harris	Leah Bretton Ellie Ridgeway Karen Trew
Key Stage 1	Brittney Jones	Cate Company Joanna Galloway
Lower Key Stage 2	Deb O’Riordan	Ash David Sarah Welch Xiaoxiao Zhao
Upper Key Stage 2	Murray Bruce	Dillena Basra-Phillips James Wheeler
Inclusion / SEND	Faye Drake Linzi Hawkins	Dillena Basra-Phillips
Safeguarding	Steve Emmett	Cate Company
Children Looked After	Deb Harris	Cate Company
Data Protection / GDPR	Steve Emmett	HfL Education Joanna Galloway
Pupil Voice	Tracy Gaiteri Deb Harris	Sarah Welch Xiaoxiao Zhao
Disadvantaged Pupils and Attendance	Deb Harris	Ellie Ridgeway
Equality, Diversity & Inclusion	Steve Emmett	Ben Webb
Health & Safety	Andrew Constantinou	Sarah Welch
Pre School	Deb Harris	Leah Bretton
Policies	Charlotte Hick Steve Emmett	Karen Trew
School Website	Steve Emmett	Ben Webb
Monthly Finance Reviews and SFVS Checks	Charlotte Hick Nicky Crutchfield	Karen Trew Cate Company
Governor Development Co-Ordinator		Joanna Galloway

Appendix 3

Governor Role Descriptions

Linked governor responsibilities

Link roles should be agreed collectively by the board as well as by the individual governor, with mutual understanding of the role's expectations.

In broad terms, the role of the link governor is to ensure that all governors:

- Build productive working relationships with relevant staff while having due regard to their work-life balance
- Ensure necessary policies and procedures are in place and monitor and evaluate them
- Arrange focused visits to the school, (normally a maximum of one visit each term), based on strategic priorities and following an agreed visits protocol (ie this policy)
- Report back to the governor board following monitoring visits or discussions with staff (using the form in Appendix 1 which should be filed in the Google Drive Governor Visits folder)
- Are well informed and prepared ahead of meetings with staff or the board by reading relevant information, such as policies and data
- Keep the governing board fully informed about issues and actions in the assigned area
- Participate in relevant personal development to improve skills and knowledge.

Questions to ask when appointing or reviewing link roles:

- Why do we need this role, or, do we still need this role?
- Does this role add real value to the board's monitoring programme?
- Does the role have a clear set of responsibilities attached to it?
- What training or CPD is needed and available to those carrying out the role?
- Is the role duplicating what's done by other governors at full board and committee level?
- Does the board have more link governor roles than it can effectively manage with its current membership?

Safeguarding

- Foster a culture that prioritises the safety and wellbeing of all pupils and staff in the school.
- Ensure that the adopted safeguarding policies and procedures reflect the safeguarding challenges and context of the school.
- Monitor the implementation of safeguarding policies and the effectiveness of procedures eg Single Central Record, PROMS.
- Monitor the school's estate, ensuring that appropriate policies are adopted and followed in order to keep pupils and staff safe

Inclusion / SEND

- Ensure that the policy for pupils with special educational needs and disabilities (SEND) is implemented and adapted to the specific school context where necessary.
- Seek assurance that staff are trained to implement pupil strategies and support plans.
- Ensure pupils with SEND have the resources they need to succeed.

- Work in partnership with the Special Educational Needs Coordinator (SENCO) and other stakeholders, where necessary, to ensure that pupils with SEND are well-supported and included in all aspects of school life.
- Monitor the overall effectiveness of the school's SEND provision, referring to pupil outcomes and other relevant data.

Health and Safety

- Ensure that the school's health and safety policy is proportionate, compliant and reflects the context
- Seek assurance that procedures set out in the policy are being followed and staff access suitable CPD where required
- Maintain effective risk management – it is good practice for all schools to maintain a risk register
- Ensure that direction from the local authority or Diocese is being followed
- Evaluate reports from school leaders, including data on accidents or near misses
- Monitor the outcomes of independent health and safety audits and inspections, ensuring that any identified areas for improvement are acted upon.

Pupil Voice

- Ensure time, space and resources are provided for pupil participation
- Ensure staff are trained and developed so they can support pupil participation
- Ensure that the voices of all are encouraged and valued

Some questions to ask:

- What mechanisms are in place for regular, meaningful engagement?
- When are pupil views gathered? Are they involved throughout the decision making process?
- Are we involving a range of different pupil groups?
- Are the methods used suitable for different age groups and for those with special educational needs and disabilities (SEND)?
- Do pupils have the knowledge and skills they need to get involved?
- How are pupil engagement activities managed safely (considering data protection, confidentiality and safeguarding responsibilities)?
- Do pupils know how their views will be used?
- How is feedback provided? (a useful method to consider is 'you said, we did')
- Do we explain how decisions were made? (particularly when the course of action differs from what pupils have said)
- Are staff trained to facilitate engagement?

GDPR / Data Protection

Reviews should ensure that:

- Relevant policies are in place and compliant with legislation and GDPR requirements, including data protection and biometric data protection and other policies that reference safety and security
- An adequately qualified and trained Data Protection Officer (DPO) has been appointed and their duties include overseeing policies, coordinating staff training and conducting data audits
- A robust procedure is in place to deal with personal data breaches
- The governing body receives regular reports from the DPO including how personal data is kept safe, specific issues and how the school is responding to them
- All staff have received appropriate training
- Data protection practice is regularly reviewed, at least annually
- Contracts with third parties are GDPR compliant

- All personal data held has been reviewed
- Effective procedures are in place to deal with requests for information
- GDPR compliance is considered when reviewing the school risk register

Website compliance

All schools are required to publish certain information on their websites. While school staff are responsible for maintaining the website, governing boards should ensure compliance with statutory requirements and assure themselves that effective procedures are in place to keep the website up to date.

Department for Education (DfE) sets out the requirements for maintained schools in full on [What maintained schools must or should publish online - GOV.UK](https://www.gov.uk/government/publications/what-maintained-schools-must-or-should-publish-online) (www.gov.uk)

Governor Development Co-Ordinator

- Ensure that the governing body welcomes and inducts new governors
- Provide leadership in organising support and training for the governing body
- Encourage governors to voice their training needs
- Tries to meet governors' needs by informing them of what is available or by communicating the need to others
- Act as a link between governors and School Governance
- Ensure that the governing body agrees and monitors a training and support budget appropriate to their needs.