

*Learning, to make a difference, in
God's world*

Pilgrims' Cross CE Aided Primary School



Governing Body Visiting Policy

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|-------------|--------------------------------------|---------------|----------|
| Reviewed By | Head Teacher & Chair of Governors | Authorised By | FGB |
| Last Review | Oct 25 | Review Cycle | Annually |

1. Our Vision and Purpose

Every decision we make as a Governing Body is driven by our school's *WHY* — our vision and values of Love, Courage and Trust, which guide us as we nurture children to be *loving, courageous, trustworthy* and ready to make a *positive difference in God's world*.

Our governing board's monitoring and visit programme is central to realising that vision. Through purposeful engagement and evidence-based evaluation, governors work as a supportive, strategic and accountable partner, ensuring that all children achieve better than anyone would have expected.

This policy outlines the framework, expectations and processes for governor monitoring and visits, aligned to our School Improvement Plan (SIP) and statutory duties.

2. Purpose of Governor Monitoring

Governor monitoring visits serve four strategic purposes:

- 1. Evaluate progress against the School Improvement Plan (SIP).**
Governors gather first-hand evidence of how improvement priorities are being implemented and their impact on pupils.
 - 2. Provide effective governance.**
Visits allow governors to understand the school's context and provide challenge and support as a "critical friend".
 - 3. Strengthen accountability.**
Evidence from visits helps the Governing Body evaluate leadership impact and ensure resources are directed to the greatest effect.
 - 4. Promote visibility and collaboration.**
Regular engagement fosters positive relationships between governors, pupils and staff, reinforcing our shared vision and values.
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3. Guiding Principles

- Visits are always strategic, never managerial.
Governors do not make judgements on the quality of teaching or evaluate staff performance.
- The purpose is to observe, listen, and understand, not to inspect.
- Governors represent the whole Governing Body at all times, not personal opinion.
- All visits must relate to a specific SIP priority or agreed area of focus.
- Confidentiality is paramount: individual staff, pupils or data must never be named in reports.

- Every governor acts in line with the Code of Conduct and Safeguarding requirements (including DBS clearance).
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4. Frequency, Structure and Types of Monitoring

Each governor with a designated link responsibility will complete a minimum of one formal monitoring activity per term, aligned to the School Improvement Plan (SIP).

Monitoring is not limited to traditional visits and may include a range of structured activities, including:

- Learning walks
- Book looks / work scrutiny
- Discussions with subject or senior leaders
- Pupil voice activities
- Data reviews
- Participation in relevant professional development (e.g. PDMs)
- Thematic reviews linked to safeguarding, SEND, or curriculum

Additional informal visits (e.g. assemblies, events, school activities) are encouraged and should be logged on GovernorHub where relevant.

All formal monitoring activities must:

- Be clearly linked to a SIP priority or strategic focus area
- Be planned in advance with an agreed purpose
- Follow the Intent – Implementation – Impact (III) framework
- Be recorded using the agreed Governor Monitoring Visit Form

The annual Governor Monitoring Plan will set out:

- Link governor responsibilities
 - Monitoring schedule
 - Key lines of enquiry
 - Expected evidence sources
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5. Roles and Responsibilities

Chair of Governors

- Oversees the monitoring programme and ensures full SIP coverage
- Quality assures monitoring reports before FGB discussion

- Ensures evidence is triangulated across visits, data and stakeholder feedback
- Leads evaluation of governance impact

Headteacher

- Facilitates access to staff, data and relevant documentation
- Ensures monitoring is well-coordinated and purposeful
- Reviews draft reports for factual accuracy and professional integrity

Link Governors

- Plan and conduct monitoring in line with SIP priorities
- Define clear lines of enquiry linked to board-level evaluation
- Gather evidence through observation, discussion and review of materials
- Complete monitoring reports within agreed timescales
- Identify strengths, areas for development, and strategic questions

Clerk to Governors

- Maintains accurate records of monitoring activity
- Ensures reports are stored within GovernorHub
- Supports inclusion of key findings within FGB agendas and minutes

Staff Leads

- Engage constructively with monitoring activities
- Provide relevant context, evidence and documentation
- Support governors in understanding implementation and impact

6. Planning, Conducting and Evidencing Monitoring

Before the Monitoring Activity

Governors must:

- Agree the focus, clearly linked to a SIP priority or strategic objective
- Define the purpose of the visit, including how it supports Governing Body evaluation
- Review relevant background information (SIP, previous reports, data)
- Prepare key lines of enquiry using the Intent – Implementation – Impact framework

During the Monitoring Activity

Governors will:

- Maintain a professional, respectful and non-intrusive presence
- Observe, listen and engage — not inspect or judge
- Gather evidence through:
 - Observations (non-judgemental)
 - Discussions with staff
 - Pupil voice
 - Review of books, data or curriculum materials
- Record notes discreetly and objectively

Governors must not:

- Make judgements about teaching quality
- Interfere with teaching or operational decisions
- Record or reference individuals

After the Monitoring Activity

Governors must:

- Draft a report within 5 working days using the agreed template
- Ensure findings are evidence-based and clearly linked to the SIP
- Share the draft with the Headteacher (and relevant staff where appropriate) for factual accuracy and professional validation
- Submit the final report to the Clerk for upload to GovernorHub

7. Reporting, Evaluation and Follow-Up

All monitoring reports must provide a clear and structured evaluation, including:

1. Focus and Context

- SIP priority and monitoring activity type
- Purpose of the visit

2. Evidence and Findings

- Summary of evidence gathered (observations, discussions, pupil voice, documentation)
- Key strengths identified
- Areas for development or further enquiry

3. Impact Evaluation

- What is going well — and how this is evidenced
- The difference current actions are making for pupils

4. Strategic Next Steps

- Clear next steps linked to improvement priorities
- Rationale for those next steps

5. Accountability and Follow-Up

- Actions or questions for the Full Governing Body (FGB)
- Whether a revisit or further monitoring is required
- Suggested timeframe for review

6. Success Criteria

- What success will look like at the next monitoring point

FGB Oversight and Impact Cycle

Monitoring is a continuous cycle of evidence → evaluation → action → review.

The Governing Body will:

- Review monitoring reports at each FGB meeting
- Identify themes, strengths and emerging risks
- Agree and track actions arising from monitoring
- Revisit key priorities to evaluate whether intended impact has been achieved

This ensures governance remains:

- Evidence-based
- Impact-focused
- Strategically aligned to school improvement

8. Evidence Framework (Intent – Implementation – Impact)

| Intent | Implementation | Impact |
|---------------------------------------|-----------------------------------|--|
| What is being taught and why? | How is the curriculum delivered? | What difference is it making? |
| Are aims clear and linked to the SIP? | Are pupils engaged and supported? | Do pupils know what they are learning and why? |

| Intent | Implementation | Impact |
|--------------------------------------|---|---|
| Is the curriculum ambitious for all? | Is teaching consistent and inclusive? | Is progress visible in work and outcomes? |
| How does this support our vision? | How is professional development improving practice? | How is success evidenced and celebrated? |

This model ensures all monitoring aligns with the school’s strategic direction and evidences impact over time.

9. Quality Assurance and Impact Evaluation

- The Chair and Headteacher review monitoring reports each term to identify strengths, recurring themes and gaps.
- The FGB will produce an annual Governor Impact Statement summarising how monitoring has influenced school improvement.
- Evidence from visit reports forms part of the school’s Ofsted and SIAMS self-evaluation.
- Governors may undertake joint monitoring activities with leaders to triangulate findings.

10. Safeguarding and Conduct

All governors must:

- Hold a current enhanced DBS check verified by the school.
- Follow school safeguarding procedures, including signing in and wearing ID badges.
- Report any safeguarding concerns immediately to the Designated Safeguarding Lead (DSL).
- Treat all information with sensitivity and confidentiality.
- Be mindful that professional discretion and respect are vital in maintaining trust and transparency.

11. Monitoring Schedule and Evidence Cycle

| Term | Activity | Lead Governor(s) | Reporting Route |
|-------------|--|-------------------------|---------------------------|
| Autumn | Initial monitoring visits linked to SIP priorities (focus on implementation start) | As per Monitoring Plan | Reports to FGB (December) |

| Term | Activity | Lead Governor(s) | Reporting Route |
|-------------|--|-------------------------|------------------------|
| Spring | Mid-year impact evaluation, triangulation with data | As per Monitoring Plan | Reports to FGB (March) |
| Summer | Review of impact and outcomes, contribution to annual evaluation | As per Monitoring Plan | Reports to FGB (July) |

Each termly cycle contributes to the Governing Body's ongoing evaluation of school improvement and leadership effectiveness.

12. Appendices

Appendix A – Visit Documentation

- **Governor Monitoring Visit Form (Template)** – standard reporting format.

13. Review and Approval

This policy will be reviewed annually by the Chair of Governors and Headteacher and approved by the Full Governing Body.

It will next be reviewed in **October 2026** or sooner if statutory guidance changes.

Appendix A

Pilgrims' Cross CE Primary School

Governor Monitoring Visit Form

To be completed in accordance with the GB Monitoring Visits Policy and the School Improvement Plan (SIP).

Visit Information

- **Date of Visit:**

 - **Governor Name / Role:**

 - **Monitoring Activity Type:** (e.g. Learning Walk, Book Look, Discussion with Subject Lead, Data Review)

 - **Staff Present (if applicable):**

 - **Linked SIP Priority:** (Tick all that apply)
 - P1 – High-Quality Inclusive Teaching

 - P2 – Teachers' Understanding of Standards

 - P3 – Curriculum Implementation

 - P4 – Monitoring & Evaluation (Governance)

 - P5 – Distributed Leadership

 - Safeguarding

 - Health & Safety
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Purpose of Visit

What are you aiming to find out? How does this support the GB's evaluation of progress against the SIP?

Observational Framework

Intent – What is being taught and why?

- Is there clarity about the purpose of the lesson or activity?
- Are links to prior and future learning made clear?
- Is the curriculum ambitious for all pupils, including SEND and disadvantaged?

Implementation – How is the curriculum delivered?

- Are all pupils engaged and supported to access learning?
- Is the teacher's subject knowledge secure?
- Are misconceptions addressed in real-time?
- Is learning sequenced and explained clearly?

Impact – What difference is it making?

- Can pupils articulate what they've learned and why it matters?
 - Do books, assessments, or observations show progress over time?
 - Are outcomes consistent across pupil groups?
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Evidence Gathered / Reflections

(Summarise what you saw, heard, or reviewed – avoid naming individuals.)

Pupil Voice (if applicable)

- Prompts: - What do you enjoy learning in this subject?
- What do you remember learning last term or last year?
 - How do you know if you're doing well?
 - What helps you when you get stuck?
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Summary of Findings

(Bullet key strengths, areas for development, and how this links to SIP priorities.)

Impact & Next Steps for FGB

- **What's going well – and how do we know?**
 - **What are the next steps – and why?**
 - **When will we expect to see impact?**
 - **What will success look like next time?**
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Follow-Up Actions

- **Actions or questions to raise at next FGB meeting:**
 - **Revisit or re-evaluation needed?** Yes / No
 - If Yes, suggested timeframe:
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Completion Details

- **Date of Report Completion:**
- **Governor Signature:**

Please share this completed form with the Headteacher and any staff involved prior to submission to the Clerk, for inclusion in the next FGB meeting. This ensures triangulation and supports effective evidence-based evaluation by the Governing Board.