

Warwickshire Governor Services

Governor Visits Policy & Procedure 2022

Protocol and Procedures for a Circle Based Governance Model

(Circle Model – Whole Board)

Agreed by governors at a meeting of the Governing Board held on:

| | |
|------------------|-------------------------------|
| Date | 12 th January 2023 |
| Next Review Date | September 2023 |



Governance Statement

The Governing Board of Cubbington CofE Primary School works as a 'whole team', meeting at least 6 times per year; spread evenly across the year, without any separate committees.

In addition to these meetings, we hold termly Governor Monitoring Visits (GMV, organised to effectively observe, scrutinise, challenge and support a range of school activities and personnel.

An agenda for each meeting and GMV will include the tasks which the Governing Board is required to consider, and the Governing Board will plan assignments or activities; arising from the business of the meeting or that fall into the annual monitoring schedule, which will be recorded in the minutes and then undertaken as directed.

In addition to 'commissioning' activities or actions on their behalf, the governing board may wish to delegate monitoring activities to 'monitoring pairs' or 'individuals'. This could apply to statutory functions, and/or the priorities of the School Improvement Plan.

Monitoring pairs or individuals may also arrange to visit the school, or attend school activities, at any time; at the discretion of the Headteacher, to undertake monitoring activities as and when they are available to do so.

In each case, where a function has been delegated there is a statutory duty to report any action or decision to the governing board at the next meeting.

In the event of a pandemic e.g., COVID-19

Governing Boards will follow the local and national advice and guidance before any visits to school are arranged.

When visiting school, Governors will be expected to adhere to the risk assessment and local and national guidance and follow on-site health and safety procedures as advised.

If visits to school are not allowed, governors will adhere to guidance and best practice advice and conduct virtual visits and meetings.

Policy Overview

The Governing Board has a statutory duty to oversee the policies and direction of the school, to monitor its standards and be held to account for its conduct and performance.

The Governance Handbook states on the role of governor school visits.

“Boards need to know their school if accountability is going to be robust and their vision for the school is to be achieved. Many boards find that visiting their school(s), particularly during the day, is a helpful way to find out more about the school, its staff and students. Through prearranged visits that have a clear focus, the board can see for themselves whether the school is implementing their policies and improvement plans and how they are working in practice. Visits also provide an opportunity to talk with pupils, staff and parents to gather their views, though are unlikely to be sufficient for these purposes.

Boards are not inspectors, and it is not their role to assess the quality or method of teaching or extent of learning. They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of executive leaders. If boards wish to spend time within a classroom, they need to be very clear why they are doing so”.

It also says:

“Boards needs clear processes for overseeing and monitoring school improvement and financial health, providing constructive challenge to executive leaders”.

And in relation to compliance with statutory and contractual requirements, through

Plans to ensure that key duties are undertaken effectively across the organisation such as safeguarding, inclusion, special education needs and disability (SEND), and monitoring and oversight of the impact of pupil premium and other targeted funding streams.

Understanding of the Role of Governors in the Circle Model Governance Structure

For the Circle Model, the governor monitoring visits, performed by the identified and delegated governor roles (including monitoring pairs), are replacing the committee agenda items, challenge and support which would otherwise have taken place within the committee meetings. Therefore, for the board, collectively, to be able to fulfil its core functions, it will need to ensure a robust policy, procedure and practice for governor delegated monitoring is in place to enable constructive challenge to the leadership of the school.

These visits will hold the school to account for its functions and areas of strengths and weaknesses and the reporting back of the findings will thereby increase the board’s collective first-hand challenge and knowledge, informing self-evaluation, holding to account and strategic decision making.

Governors will need to ensure they are asking the questions a committee would have asked during their visits, as well as seeing the school policies and procedures in action. It is a statutory duty in legislation for any delegated function to be written up and reported back to the designated board meeting after the visit has taken place.

Governor written reports should contain the questions asked and answers received to enable the board to ensure the challenge and accountability has taken place and to enable follow up questions for evidence of deeper questioning and collective impact at board meetings.

It is recognised that the amount of time that a governor can commit to a visit will vary but in general, governors in their delegated and monitoring roles, should undertake three visits a year, aligned with the board approved monitoring visits schedule and board agendas, unless the school circumstances necessitate differently i.e. school category of requires improvement (RI) or inadequate. If governors cannot undertake this commitment, they should question whether they can make a realistic and valuable contribution as a governor in line with the Board Code of Conduct.

Whole board days in school alongside delegated monitoring may also be an additional valuable tool in knowing the school with a planned focus and feedback.

The National Governance Association (NGA) and Governance Handbook both note references to not interfering in the day-to-day operational running of the school and the impact too many governor visits may have on the operational school day.

This policy sets out the protocol and procedures for a governor visit which have been shared with staff. It sets out how governor visits should be conducted to allow both governors and staff to gain the most from the visit and enable evidence of impact.

Governor delegated monitoring roles should align to the priorities determined on the School Improvement Plan, with an agreed monitoring visit schedule that is timely to the school and board meetings and reported back, with board minutes evidencing documented questions and discussion. This enables the impact of the visit and ensures collective understanding in replacement of a committee at the board meeting.

The monitoring schedule should also offer provision for the statutory delegated governor monitoring roles of Safeguarding; SEND, Health and Safety and Finance roles.

Each monitoring visit should have an agreed clear purpose. The school's Governor Monitoring Plan, Governor Monitoring Curriculum record and Monitoring record at Appendix A provide guidance to aid governors in their understanding and expectations in carrying out their monitoring visits.

Governors **must** arrange their planned visits in advance with the Headteacher who has the responsibility of the day-to-day management of the school or with the lead teacher for the relevant area of responsibility.

The Governing Board reviews the Governor Monitoring policy, protocols, and procedure annually to ensure its effectiveness with the approved policy circulated to all staff.

Governors must recognise the role of the delegated governor functions in bringing back the information to the Governing Board at its meetings to enable any collective strategic decision making.

Whilst delegated governors/monitoring pairs have an assigned function they have no authority for any decision making.

Delegated governors / monitoring pairs in a circle model statutorily do not have any decision-making powers. All decisions in a circle model must take place at a board meeting.

To enable understanding for collective decision making, it is vital the board ensures all governors have a broad understanding of all areas of the governance core functions.

Governing Board Circle Monitoring Visits Policy

A breach of this policy may be a breach of the Code of Conduct

Introduction

This policy applies to school visits made for the purpose of governance, where committees have been replaced by board meetings or any other governor visit. It does not apply to visits to the school site that any individual may make in another capacity e.g., as parents, priests, professional advisers, volunteers or members of staff.

Purpose

All school visits will:

- Have a clear focus, linked to strategic priorities and delegated governor roles, be timely, planned and in line with the monitoring plan which is agreed by the Governing Board.
- Be arranged with adequate notice through the Headteacher, or lead teachers as appropriate.
- Have a written report to evidence the visit and effective delegated function as well as enable further scrutiny, challenge and strategic decision making by the board
- Be of value to the Governing Board in ensuring its effectively fulfils its core functions; collectively holding the School to account in replacement of committees, which can be demonstrably evidenced to outside agencies e.g. Ofsted, the Local Authority (LA), Diocese, DfE and enables collective understanding for any strategic board decision making.

It is not the role of those governing to form judgements about the performance of school staff during visits and individuals should make every effort to avoid this impression.

Governor Conduct

Governors undertaking visits will comply with the School and Governing Board's Code of Conduct, any DfE guidance and the standards of presentation expected of staff. They will be mindful that they are representing the whole Governing Board through their words and actions and will understand their strategic role by not becoming operational. The Governing Board's Code of Conduct will contain reference to the Governing Board monitoring visits policy and subsequent steps for any breach.

Training

Governors should ensure they understand their delegated monitoring remit, undertaking relevant training to keep up to date with best practice and latest statutory and legislative requirements. The school's Governor Monitoring Plan, Governor Monitoring Curriculum record and Monitoring record at Appendix A provide guidance to aid governors in their understanding, expectations, and preparation for carrying out their monitoring visits.

All governors need to ensure they have a broad understanding of all areas of delegated governance and undertake training where necessary.

Governor Reports Following a Visit

It is a statutory responsibility (for maintained schools) for any delegated function to be reported back to the Board.

Any individual or committee to whom a function of the governing body has been delegated or that has otherwise exercised a function of the governing body, must report to the governing body in respect of any action taken or decision made with respect to the exercise of that function

Governors undertaking their visits can discuss the visit, including any concerns, with the Headteacher immediately or soon after the visit.

The attached '*Delegated Governor Visit Report*' or Governor Curriculum Monitoring Record pro forma on GovernorHub will be completed after each visit, containing the questions and answers as would be expected of a committee agenda item as well as any questions to be raised at the Governing Board meeting. A draft will be shared with the relevant members of staff involved in the visit for any comments concerning factual accuracy; any concerns will be discussed with the Chair and governor concerned before a final version will be sent to the Governance Professional / Clerk to be included in the agenda and as a supporting paper for collective discussion and further questioning in the next Governing Board meeting.

Confidentiality

Confidentiality should be adhered to regarding visits. Comments should be limited to the Headteacher or teacher with whom the visit was arranged but not with other staff or with parents. Individual children or staff members, (other than the member of staff involved with the visit) should not be identified in school visit reports. Staff roles should be used within reports.

Frequency of Visits

Governors will undertake visits as agreed in their approved monitoring schedule with no more than three visits per academic year unless the school circumstance necessitates.

Review

This policy, protocol and procedure should be reviewed by the board every academic year alongside the Code of Conduct.

This Policy will be circulated to all new governors upon appointment

PURPOSES OF A CIRCLE MODEL GOVERNOR VISIT

The benefits to governors within their individual delegated monitoring roles:

- To assist the Governing Board, including the statutory identified delegated governor roles of Safeguarding; SEND; Health and Safety, Finance and other roles to hold leaders to account within their delegated area of responsibility.
- To assist the Governing Board in fulfilling its statutory duties by written reports demonstrating accountability and constructive challenge in their delegated role, in replacement of committees. The reports are used by the Governing Board for collective evaluation, further scrutiny and deeper challenge at their meetings and may aid any board strategic decision making.
- To see the strategies in action as outlined in the School Improvement plan e.g. meeting with the subject lead of an area for improvement, seeing first-hand, questioning and learning about the impact of the adopted strategy and how this translates through to classroom practice and children's learning.
- To challenge, support and improve knowledge of the school, its staff, needs, priorities, strengths, and weaknesses within the governor delegated area of responsibility and collectively prevent overreliance of Headteacher information.
- To hold the school's leaders to account for the impact of specialist funding i.e. Pupil Premium; Sports Premium (primary) within the relevant delegated governor role.
- Financial probity by providing robust and effective governance to ensure the viability and efficiency of the organisation through effective business and financial planning and processes
- To develop an understanding of issues facing the school and how they are dealt with on a day-to-day basis to inform collective strategic decision making.
- To observe and monitor the impact of policies in action e.g., Safeguarding, Behaviour, Health & Safety, SEND, Careers guidance and Finance.

The benefits to governors within general monitoring e.g. focussed or whole GB days:

- Gaining an understanding of the broad full curriculum or a curriculum subject area as relevant.
- To see the use of resources and how the premises are utilised, understanding the environment for teachers and pupils.
- To recognise and celebrate success.
- To evidence the Governing Board's approved ethos, vision and values in action.
- To show themselves as part of the school and to gain stakeholder engagement with pupil, parents, staff or the wider community e.g. Pupil voice, school council, parent forum, parent evenings.

The potential benefits to staff:

- To ensure governors understand how School priority strategies are embedded in practice, understanding the reality of the classroom and environment.

- To enhance the continuous professional development of middle and subject leads.
- To get to know and build positive relationships with governors.
- To understand better the governors' roles and responsibilities including the responsibility to work with senior leaders to address unnecessary teacher workload.
- To feel valued.
- To have an opportunity to reflect on the impact of policies and procedures through discussion
- To highlight the need for/impact of resources

The potential benefits to students:

- To ensure governors understand the reality of the classroom environment, broad curriculum, and school life
- To have mechanisms for enabling the Board to listen, understand and respond to the voices of pupils, particularly to ensure transparency of decision-making.
- To get to know governors
- To understand better governor roles and responsibilities
- To give feedback about the school and their views of the impact of policies to the governors

The potential benefits to parents:

- To ensure governors understand the issues that parents may face
- To have mechanisms for enabling the Governing Board to listen, understand and respond to the voices of parents/carers, particularly to ensure transparency of decision-making.
- To get to know governors
- To understand better governor roles and responsibilities
- To give feedback about the school to the governors

WHAT A VISIT IS NOT ABOUT

- Visiting classrooms to observe a lesson, unless as part of an accompanied learning walk against a specific focussed school improvement priority. This prevents any confusion on a class visit being confused as a form of inspection to make judgements about professional expertise of a teacher.
- Undertaking a staff operational role e.g., touring the school undertaking health and safety checks as the Health and Safety governor, even if professionally qualified in this area.
- Checking on progress or receiving information of individual children
- Pursuing a personal agenda
- An opportunity to tackle staff about specific issues not related to the delegated role

PROTOCOLS OR GROUND RULES FOR VISITS

- Ensure the visit has a clear focus linked to the School Improvement Plan and/or area of governor responsibility.
- Governors individually understand their delegated area of responsibility, enabling preparation to ensure they provide the constructive challenge required.
- Governors to remember that during any visit their role is strategic not operational.
- Governors to ensure in preparation for their visit they have undertaken relevant training and read any relevant policy or supporting documentation.
- The Headteacher will liaise with the member of staff responsible for the school's priority/policy objective to arrange the date and focus of the meeting.
- Staff should have the opportunity to explain the context of any lesson on the rare occasion that a governor visits a classroom
- Governors should not interrupt lessons by asking teachers questions on the rare occasion that they may visit the classroom.
- Governors may talk to students during learning walk visits to lessons, about their understanding and learning journeys, but must not ask questions about the teacher's conduct of the lesson.
- Governors will ensure that they are familiar with the School's Code of Conduct as well as that of the Governing Board, with expectation that they follow the same behaviours; understand how they will be addressed and how to address others as well as appropriate dress code as outlined within the Code of Conducts.
- Governors will have a clear understanding that a breach of the Governor Monitoring Visit policy will be dealt with as a breach of the Governing Board's Code of Conduct.
- Governors will formally write reports, to fulfil the required statutory duty, on their delegated monitoring using the approved templates; ensuring that draft reports are sent to the Headteacher for factual accuracy comments prior to the final report being produced.
- Delegated governor monitoring reports will be circulated in advance, via the Governance Professional / Clerk, for the Governing Board meeting to enable discussion; evaluation; triangulation and to enable key and further questions to be raised; with evidence documented to show the impact of the monitoring in replacement of the challenge at a committee.

Examples of delegated governor monitoring visits in which key questions are asked to the Headteacher or relevant staff lead can also for example include:

- Learning walks with members of staff
- Pupil voice in the class or interviews in groups
- Looking at pupils' work against the marking or curriculum policies
- Monitoring the implementation of a policy e.g. behaviour, equality, safeguarding, finance
- Gaining an understanding of the broad curriculum, or particular area
- Gaining an understanding of the impact of spend of funding, including specialist funding, with spending leads
- Ensuring financial compliance, monitoring and processes are in place
- Seeing in action deployment of staff and impact of any change e.g. reduced class sizes / split classes
- Reviewing the environment, the condition and maintenance, use made of the buildings or the site and resources of the school

Whole governing body days or general monitoring in school can for example include:

- Visiting break and lunchtimes with staff and pupils
- Pupil voice and their understanding of how they are receiving a quality education
- School council
- Parent forum
- Seeing extra-curricular provision in action
- Evidencing collectively the safeguarding culture
- Monitoring the culture, ethos and values and for Church schools, ensuring the distinctive Christian character is maintained against agreed expectations
- Parental engagement at the start; end or during parental events in school.
- Monitoring British Values
- Monitoring preparation for the next stage of education

MONITORING AND REVIEW OF THE SCHOOL VISIT POLICY

The policy should be monitored and reviewed annually alongside the Code of Conduct.

Areas we should consider when reviewing are:

- Are our visits achieving the potential benefits we identified? Are we fulfilling our core functions?
- Are we receiving individual reports containing the challenge and answers appropriate to committee item minutes?
- Do our discussions at meetings from the reports enable the collectiveness in holding to account achieved by committees and is evidenced in minutes?
- Are our visits timely against the School Improvement Plan and Governing Board meetings?

- Do we have the right governor monitoring roles against the current school priorities?
- Are our delegated governors aware of their responsibilities in replacement of committees? Do they understand their role? Do we have appropriate guidance?
- Are governors appointed to their delegated roles due to skillset? Are they keeping up to date with best practice and latest statutory/legislative requirements?
- Are we better informed and can evidence the accuracy of Headteacher and SLT reports?
- Have we engaged with stakeholders to understand their views to use as part of informed strategic decision making?
- Have there been any unexpected benefits?
- Do all governors have a broad understanding of all areas of governance to ensure further scrutiny and effectiveness of those undertaking the delegated roles?
- How can we make our practice even better? Is there anything we need to change in how visits are conducted from feedback from stakeholders?

GOVERNOR VISITS – A REMINDER

Governors are an important part of the school team and are welcomed into the school by staff. It is important that Governors remember to respect the professionals and the children, support the Headteacher and the staff, and acknowledge that they represent the full Governing Board.

If the agreed principles and procedures are followed then Governor Visits will be an enjoyable experience for all involved and will result in effective monitoring by the Governing Board, which will contribute to school improvement.

Governor Visits - *Good Practice*

Preparing for a visit

- Check the agreed policy and schedule for governors' monitoring visits and any DfE relevant governance guidance.
- Arrange a mutually convenient time to visit, within the monitoring schedule and Governing Board meeting window, with the Headteacher or relevant staff lead.
- Discuss the visit and agreed timetable with the Headteacher or relevant staff lead to ensure that any member of staff who will be involved in the visit, understands the arrangements.
- Clarify the purpose of the visit as outlined within the monitoring schedule and undertake any background preparation reading required. Understand your strategic delegated monitoring role and responsibility including completing relevant training. Review relevant guidance explaining your responsibilities.

- Review the milestones and action points in the School Improvement Plan? What are the relevant school policies associated to this area? What questions do I want to ask?
- Discuss with the Headteacher/staff member if any new supporting information is available, e.g., Ofsted report, updated Improvement Plan, note of visit, staff member report, performance data.
- Ensure that you are familiar with Safeguarding and Health and Safety procedures
- Read the Board Code of Conduct and Staff Code of Conduct to ensure understanding of the professional behaviours required.

During the Visit

- Remember you are making the visit on behalf of the Governing Board; it is not appropriate to make judgements or promises on behalf of the Governing Board.
- Be punctual, reporting to reception and signing in as a governor. Wear a badge to identify yourself as a governor. Keep to the agreed timetable but be flexible to the school needs.
- Decide with the Headteacher how you will be introduced and how you will address staff and pupils
- Be courteous and professional throughout the visit, friendly not critical, including thanking members of staff before leaving.
- Remember you are there to learn, fact find, ask the questions in replacement of a committee and gain answers, it is a monitoring visit not an inspection.
- Keep to the role/focus agreed; only talk to students if invited / agreed to do so.
- Observe discretely. Depending on the context of the visit, excessive note taking can be disconcerting and may make your visit look like an inspection, though recording needs to be balanced with being able to capture the questions and answers.
- Interact, don't interrupt and remain strategic.
- Remember why you are there. Don't lose sight of the purpose of your visit.
- Respect confidentiality
- Meet the Headteacher or lead staff member at the end of the visit and discuss what you have seen, including any issues or concerns you may have. Refer to the purpose of the visit. Consider together whether it has been achieved.

- Ensure that you have signed out

After the Visit

- Share any concerns with the Headteacher and Chair, however trivial. Use the opportunity to clarify any issue you are unclear about.
- Thank the staff by email via the Headteacher for contributing to the success of the visit and for supporting you in your role as a governor. Be open, honest, and positive.

Make more notes as soon as possible after your meeting and any observations while it is still fresh in your mind. Complete the agreed visit template as appropriate (Governor Curriculum Monitoring Record pro forma on Governor Hub or *Record of a Delegated Governor's Visit to School – Formal, Appendix A*) ensuring that all the questions and answers are captured, with key points to be raised at the next board meeting.

- When drafting the report ensure individual children or staff members (other than the member of staff involved with the visit) are not identified in school visit reports
- Send the draft to the Headteacher / lead staff member and once you have taken their comments into account save the report in the relevant folder on GovernorHub for circulation at the next Governing Board meeting.
- Ensure that your visit is included as an agenda item at the next Governing Board meeting.
- Reflect: how did that go? Has the visit enhanced relationships? Have I learned more about the school? Have I helped the Governing Board collectively fulfil its duties by ensuring challenge and collective understanding of my delegated area? Are there actions the Governing Board will want the next visit to follow up/focus on following discussion. Do I need to undertake training to increase my skillset to fulfil the monitoring role effectively? How has this visit had impact at the Governing Board meeting?

INFORMAL or OUTSIDE OF DELEGATED ROLE VISITS

Outside of delegated monitoring to replace committees, visits may also take place to gain stakeholder views or focussed whole day visits on a specialised area or to monitor the Governing Board's ethos, vision and values. These can be documented using the approved *Record of a Delegated Governor's Visit to School – Formal* (Appendix A) or as a Governing Board Day with specific documented feedback.

Visits may also take place in an informal capacity for less formal occasions such as school events, plays, sports day, and celebration events. 'Discreet' information can be gathered on these visits which build on your knowledge of the School.

Visiting governors should ensure that they follow the governor visits protocols as appropriate and consider how they will feedback to the board having completed the report using the *Record of a Governor's Visit to School – Informal* (Appendix B).

There will also be times when a governor visits the school, and a report is not required. For example,

- The chair making a regular planned visit to see the Headteacher
- To get information from the office relating to a meeting
- New governor tour of the school
- Attending working groups or Board meetings
- Invited to attend prize giving or celebration events

Areas not considered as a governor monitoring visit

It is vital that everyone is clear about the capacity in which they are visiting and not to confuse their roles when they wear more than one hat within the context of the school. If a governor undertakes as an individual / professional an advisory or operational role within the school, the role / function must be declared on the register of business interests and at board meetings; and they must not be appointed as the delegated governor / part of the monitoring pair for this area / function.

For example, times when governors may be visiting the school **not** as a governor.

- To help in a class as a volunteer
- To lend a helping hand with a school event or educational visit as a volunteer
- To speak to a teacher / Headteacher in relation to your own child
- Attending a school function as a parent/relative/invitee
- Visit in relation to your position as the local priest, councillor, member of staff, or providing commissioned or un-commissioned support (which needs to be declared) in your professional capacity e.g. advising on finance, amending/devising the school website

Appendix A

Record of a Delegated Governor’s Visit to School - Formal

| | |
|---|--|
| NAME: | DATE: |
| DELEGATED GOVERNOR ROLE: | |
| Met with: <i>Governors should refer to staff by their role or job title and not by name</i> | |
| Focus of visit, links to School Development Plan or DfE identified governor role: (How does the visit relate to a priority in the School Improvement Plan or is it in a DfE identified governor delegated role?) | |
| Areas and summary of planned activities. Including departments or areas of school visited. (Previously agreed with the Headteacher, governors should refer to staff by their role or job title and not by name) | |
| Observations, comments , questions asked, and answers reported to the governor (e.g., what you saw; questions asked with answers and what you learned relating to the focus of the visit; how long the visit lasted) ENSURE THIS SECTION CONTAINS THE CHALLENGE AND ACCOUNTABILITY against the required governance statutory responsibilities and functions. | |
| Information gathered from: (please tick as appropriate) | |
| Attending an assembly <input type="checkbox"/> | Meeting with the SENCO / subject Co-Ordinator <input type="checkbox"/> |
| Looking at pupil’s work on display or in their books <input type="checkbox"/> | |
| Talking to pupils about their work <input type="checkbox"/> | Talking to teaching staff <input type="checkbox"/> |
| Talking to non - teaching staff <input type="checkbox"/> | Looking at the buildings, décor and contents <input type="checkbox"/> |
| Looking at resources <input type="checkbox"/> | Learning Walk <input type="checkbox"/> |
| Attending playtime or lunchtime <input type="checkbox"/> | Attending a staff meeting <input type="checkbox"/> |
| Meeting with the Headteacher <input type="checkbox"/> | Other <input type="checkbox"/> |

Evidence of School Values / Spiritual, Moral, Social and Cultural Development (SMSC) seen in school:

Professional Resilient Optimistic Understanding Driven

Democracy Rule of Law Individual Liberty

Respect / Tolerance of different faiths / beliefs

Please briefly outline the context:

Comments on safeguarding culture observed during visit (e.g. in relation to KCSIE part 2 and Child Protection policy)

Aspects I would like clarified and 3 key questions I would like to raise at the Board meeting

1.

2.

3.

Actions for the governing board to consider or clarification needed

(e.g., the way resources are allocated; the way the school communicates; progress in implementing a key policy)

Received and discussed with the Headteacher:

Meeting to be considered at:

Impact of Governor Monitoring:

Follow up action as a result of this visit:

Appendix B

Record of a Governor's Visit to School - Informal

| | |
|---|--------------|
| NAME: | DATE: |
| Focus of visit <i>(Event, celebration, parents evening, function)</i> | |
| Observations and comments by the governor <i>(e.g., what you saw; what you learned, stakeholder interaction / engagement, safeguarding)</i> | |
| Any key issues or questions arising for the governing board or leadership team <i>(e.g., the way resources are allocated; the way the school communicates; progress in implementing a key policy)</i> | |
| How will this report be considered at the board meeting? (Verbal feedback, raised as a question, raised as part of triangulation) | |
| Signed: Governor Meeting to be circulated at: | |