



# Walkwood

Church of England  Middle School

## Governor school visits policy

**Approved by:** Full governing board      **Date:** 23 March 2026

**Last reviewed on:** 23 March 2026

**Next review due by:** Spring Term 2028



### **Our Vision:**

In our inclusive community,  
Each valued individual is taught self-belief

We are resilient and optimistic,  
Caring for ourselves and our peers.

We are Children of God, with hope,  
Awe and wonder in our hearts.

### **Our Bible verse:**

Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you. *Ephesians*

*4:32*

*Respect - Believe - Succeed*

## **Governor School Visits Policy**

### **Purpose**

The purpose of governor visits is to enable the governing board to carry out its strategic monitoring and accountability functions, particularly in relation to school priorities, improvement planning and pupil outcomes.

Through planned visits, governors are able to:

- Review the implementation of the School Improvement Plan (SIP)
- Evaluate the impact of leadership decisions
- Triangulate information shared at governing board and committee meetings
- Provide informed challenge and strategic support

Visits are not inspections and should not involve judging individual teachers or undertaking operational tasks.

In line with Ofsted framework, governors should be prepared to demonstrate an understanding of governance impact, evidence how they hold leaders to account, and show how governance contributes to pupils' progress, wellbeing, inclusion and strategic school improvement.

### **Principles**

- Visits should always be linked to strategic priorities, the School Improvement Plan (SIP) and any delegated responsibilities.
- Governors must act with integrity, courtesy and professionalism and avoid operational interference.
- Visits must be pre-arranged with the headteacher and relevant staff to ensure appropriate access and avoid disruption.

### **Objectives of Visits**

Governor visits should help governors to:

- Gain an informed understanding of how agreed policies and plans are implemented.
- Monitor progress against strategic objectives in the SIP.
- Hear the pupil voice and understand the experiences of learners.
- Observe aspects such as behaviour, wellbeing, inclusion and learning environment.

- Gather evidence which supports effective challenge and strategic questioning back at governing board meetings.

### **Planning Governor Visits**

- A schedule of planned visits should be drawn up at the start of each year, aligned with SIP priorities and committee responsibilities.
- Each visit should have a clear focus and purpose, agreed with the headteacher in advance.
- Visits might take the form of learning walks, pupil voice discussions, policy implementation checks, or subject/theme monitoring.
- Relevant documentation may be shared in advance where appropriate.
- Staff will be informed of the purpose and scope of the visit.
- Where possible, if the Governor has a child in school, they do not visit a class or activity that their child is involved in.

### **Conduct During Visits**

Governors should:

- Be visible, supportive and professional and remember their role is not to manage staff or pupils.
- Avoid lesson observations that duplicate leadership duties or evaluate individual staff performance.
- Respect confidentiality and safeguarding expectations at all times.
- Engage constructively and positively with staff and pupils.

### **Safeguarding Protocols When on Site**

Safeguarding is everyone's responsibility. Governors must adhere to the same safeguarding expectations as staff.

On Arrival Governors must:

- Sign in at reception
- Wear a visitor badge at all times
- Confirm safeguarding status (DBS status recorded by the school)
- Read and sign to confirm understanding of:
  - Safeguarding/Child Protection summary
  - Code of Conduct for visitors

- Whistleblowing procedures

## **Recording and Reporting**

Following each visit:

Governors must complete a concise visit report outlining:

- The agreed focus
- Evidence gathered
- Links to School Improvement Plan (SIP) priorities or link governor responsibilities
- Key questions discussed
- Any recommended next steps

The report should be shared with the Chair of Governors and the Headteacher and presented to the full governing board (or relevant committee) to support strategic oversight.

Visit reports must:

- Concentrate on systems, implementation and impact
- Avoid reference to individual members of staff
- Refrain from grading or making evaluative judgements
- Remain factual, balanced and objective
- Be shared with the Headteacher prior to wider circulation

## **Training and Development**

Governors should undertake relevant training to support effective visits, including:

- Safeguarding and child protection
- SEND and inclusion
- Ofsted framework and governance accountability

Training will ensure governors feel confident in their role, can articulate the board's impact, and understand expectations under the revised Ofsted inspection arrangements.

**Review of Policy**

This policy will be reviewed at least every two years or sooner if inspection frameworks or governance statutory guidance changes.

Appendix 1: Governor Visit Report Template (For reporting to the Full Governing Board / Relevant Committee)

**Visit Details**

Governor Name:

Date of Visit:

Focus of Visit: (Linked to SIP priority / Link Governor role / Committee responsibility)

Staff Member(s) Met:

Type of Visit: (Learning walk / Pupil voice / Policy monitoring / Subject focus / Safeguarding review etc.)

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*During the visit, please consider how our school vision and values are lived out by all.*

*Any comments:*

**Strategic Context**

*Which School Improvement Priority or Strategic Objective does this visit relate to?  
(Briefly outline the relevant SIP priority or board focus area.)*

**Summary of Activities Undertaken**

*For example:*

- *Discussion with subject leader*
- *Learning walk focused on literacy strategies*
- *Review of safeguarding procedures*
- *Meeting with pupil groups*
- *Review of documentation*
- *Note: This section should describe activities factually without evaluation of individual staff.*

**Key Evidence Gathered**

*What evidence was seen or discussed that demonstrates implementation of policy or strategy?*

*This may include evidence related to:*

- *Curriculum implementation*
- *Behaviour and attitudes*
- *Inclusion and SEND provision*
- *Staff development*

- *Pupil wellbeing*
- *Assessment approaches*
- *Safeguarding culture*

## **5. Impact**

*What evidence indicates impact on pupils or the wider school community?*

*For example:*

- *Improved pupil confidence or independence*
- *Clear understanding of learning intentions*
- *Consistent behaviour expectations*
- *Staff clarity around procedures*
- *Pupils able to articulate their learning*
- *Impact should link back to strategic priorities and outcomes rather than anecdotal observations.*

## **Safeguarding Assurance**

*During this visit:*

*Was safeguarding visible in practice? (e.g., culture, staff awareness, pupil understanding)*

*Were procedures clearly understood?*

*Were any concerns raised?*

*Confirm that safeguarding protocols were followed during the visit.*

## **Pupil Voice (If Applicable)**

*What did pupils say about:*

- *Their learning?*
- *Feeling safe?*
- *Behaviour and expectations?*
- *Support available to them?*

## **Spirituality**

- *What examples of spirituality did you identify during your visit?*

## **Questions Raised for Leaders**

*List any strategic questions discussed or to be raised at committee/FGB level.*

*Example prompts:*

- *How is impact being measured?*
- *What are the next steps?*
- *How is consistency being assured?*
- *What training is planned?*

## **9. Follow-Up Actions**

*Any agreed actions*

*Date for review (if applicable)*