



Governor Visits Policy

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EQUALITY SCHEME EQUALITY IMPACT ASSESSMENT FOR GOVERNOR VISITS POLICY		
Staff / Committee involved in development:	Finance / Health Safety Committee; Headteacher / Bursar	
For use by:	Staff and Parent/Carers	
This policy relates to statutory guidance:		
Key related Farndon Policies:		
Equality Impact Assessment: Does this document impact on any of the following groups? If YES, state positive or negative impact, and complete an Equality Impact Assessment Form or action plan, and attach.		
Groups:	Yes/ No	Positive/Negative impact
Disability	No	
Race	No	
Gender	No	
Age	No	
Sexual Orientation	No	
Religious & Belief	No	
Gender Reassignment	No	
Marriage & Civil Partnership	No	
Pregnancy & Maternity	No	
Other	No	
Reviewed by	Leadership and Management	
Agreed by	Full Governors Policies with negative impact must be notified at full governing body	
Next Policy review date	January 2028	
A copy of this form, and any related impact assessment form or action plan must be sent to the school office		

This document is a statement of the aims and principles of the School, for ensuring the confidentiality of sensitive information relating to staff, pupils, parents and governors.

Introduction

Governing Bodies have a statutory duty to promote high standards of educational achievement at their school and they must monitor the school performance to that end. Governors cannot do this unless they know the school well. One way in which Governors can acquire up to date knowledge is to make periodic visits to the school, in addition to attending governor's meetings and school functions.

There are two types of "Governor Visit" the formal and informal. The informal visits may involve Governors offering to help run a stall at a major fundraising event, attending the Christmas Carol Concert or taking part in a school visit. All these are valuable at earning the good will of the staff, as well as helping to establish good working relationships with the staff and pupils. However they should not be regarded as an alternative to the formal visit.

The cycle of formal visits should be identified at the full Governing Body meetings and they will usually relate to the priorities identified on the School Improvement Plan. The formal visit should usually last a whole or half a day, in which individual Governors act as the representative at the Governing Body, with the expectation that they will subsequently report back. Some formal visits may be allocated to specific Governors with designated responsibilities, for example Special Educational Needs, Premises, Literacy and Numeracy.

Governors have a responsibility to monitor and evaluate the progress of their school and contribute to the school self-evaluation process. This can be done through a variety of methods including reports from the Headteacher and senior staff, analysis of statistical data and, perhaps most importantly, through first hand observation.

At Farndon Primary School we appoint a link, or nominated, governor to certain aspects of school life, school improvement points and to a class within the school. A link governor takes on the responsibility to liaise with the following areas within school:

- Safeguarding
- Health and Safety
- Premium money spend
- Sports Premium spend
- Early Years
- Special Educational Needs
- Achievement
- Mental health and healthy lifestyles
- School Behaviour and Attitudes
- School website compliance

Rationale for visiting the school

- To enable Governors to fulfil their statutory duties and responsibilities
- To enable Governors to be better informed at Governors' Meetings and to be able to make an informed contribution to the strategic work of the school
- To gain a better understanding of particular areas of school provision
- To understand more about the deployment of school resources
- To be better informed about the implementation of the school's policies
- To get to know staff better
- To talk to the staff and pupils about their experiences in school
- To listen to the voice of the child

- To be able to demonstrate that the Governing Body of the school take their responsibilities seriously

Aims of this policy

School visits will help governors to:

- Assist the Governing Body to fulfil their statutory role
- monitor and assess the priorities as outlined in the School Development Plan
- improve governor knowledge of the school, its staff, needs, priorities, strengths and weaknesses
- Help build good working relationships between governors, staff, parents and children
- Familiarise themselves with day-to-day practices and the ethos of the school
- Increase their understanding of their subject link area
- Have regular contact with their adopted class
- Set targets for future school improvement

The Link Role

We agree our link areas for School Improvement points and key aspects of the running of the school at the first Full Governors meeting of the academic year. This is promptly followed up with an agreed timetable for visits over the year. A record of any visit or activity should be kept and shared with the Headteacher and the appropriate committee.

Activities and purpose will clearly not be the same for all 'links' but might include:

- Making focused visits to school
- Exploring specific aspects within the link area to gain deeper understanding of relevant issues
- Establishing regular contact with person(s) within the school with responsibility for the governors chosen 'link' area, school improvement point or class.
- Providing support and encouragement and a listening ear for staff member with whom they are linked
- Monitoring provision of equipment and use of school facilities
- Attending relevant training, including relevant INSET days
- Being involved with establishing/monitoring/evaluating relevant policies adopted by the governing body within their chosen link area
- Considering ways to encourage parental involvement
- Participating, as agreed, with subject leaders and Headteacher in the preparation of the Self Evaluation Form
- Becoming familiar with areas within School Development Plan
- Reporting back, following visit, making recommendations as appropriate either via committees or full governing body meetings
- Keeping abreast of developments both local and nationally.

We are aware Governors are busy people and may find it difficult to visit school during the school day. If the links are to be productive, governors must find an efficient way of "fitting it in" and, most importantly, the teachers need to be prepared and fully informed about the purpose of these links. **The role of the 'Link Governor' is not to supervise or line manage school staff; this is the responsibility of the Headteacher and senior staff.**

Visits to the School

All governors will follow the following simple guidelines before and after visiting:

- Ensure staff involved in the visit are aware of and have been consulted on the timing and purpose of the visit
- Clarify the focus of the visit and come prepared
- Wear an identity badge and sign in and out at Reception
- Ensure they are familiar with health and safety procedures including what to do in the event of a fire
- Share observations with the member of staff concerned as soon as practical after the visit
- Share observations with the governing body (or committee) – via an agenda item
- Remember to thank the class, teacher, co-ordinator etc
- Fill in a school Link Governor visit record (*see appendix*) - It is extremely important to have a brief record of your visit since this is evidence to Ofsted that governors are actively and appropriately involved in the life of the school.
- Ensure this Link Governor report is shared and e-mailed to the Headteacher
- Be prepared to feed back to the governing body or appropriate committee (visit record may be sufficient)
- During classroom 'observations' questions should be noted until an appropriate time for discussion and should not interfere with teaching
- Ensure class teacher is aware and comfortable with the fact that you may take notes – on the *area of focus* **NOT** teaching practice
- *Governors not enter staffroom unless invited*
- *If they see anything that concerns them, discuss it with the Headteacher first.*

Class Link Role

Governors are busy people and may find it difficult to visit school during the school day, if the links are to be productive, governors must find an efficient way of “fitting it in” and, most importantly, the teachers need to be prepared and fully informed about the purpose of these links. **The role of the ‘Link Governor’ is not to supervise or line manage school staff, this is the responsibility of the Headteacher and senior staff**

The role of the class link governor is more ‘informal’ than the specialist governor role. It is not a monitoring role but does provide an opportunity to ‘get to know the school’ through the eyes of a particular cohort as they move through school.

Role of the Class Link Governor

What does the Class Link Governor do? The list below is not exhaustive, but gives a general guide. Obtain information, develop understanding and generate questions and recommendations by:

- Meeting Teachers and Teaching Assistants responsible for their class area.
- Take an interest in class activities, meetings and special events.
- Visit classes occasionally to assist in activities.
- Attend class performances.
- Communicate on a regular basis with class (letters, postcards) ensuring it does not become intrusive.
- Talk to staff, children and parents.
- Monitor whether national curriculum requirements are being met.
- Be a conduit for relevant information, issues and concerns – a point of contact for the class teacher.
- Monitor how well relevant policies adopted by the governing body are operating within the school and understand any barriers to their implementation.
- Report back to the governing body annually on contact with class using agreed protocol on visiting and reporting procedures

Governors are NOT required to produce a report for this type of visit. If questions arise as a result of the above visits they **MUST** be shared with the class teacher and or Headteacher.

The Governing Body also agreed that the Class Link Governor may be asked to meet with a group of children from their allocated year group to discuss an agreed topic or focus. The topic is usually selected by the Headteacher and is linked to a school improvement priority for example, provision for more able children. The Headteacher, or a member of staff, will prepare a list of questions relating to this focus for governors to use when they meet with the children. Governors are asked to prepare a SHORT written report when they complete this activity.

Questions a Year Group Link Governor might ask children

The best times to talk with children are in the portions of lessons when they are working in table groups. Join one of the tables. Start with '*what are we **learning** today on this table?*' to check whether children understand what they have to do and can explain it.

General Questions for Classroom visits:

- What have you been learning about in ***** this term? What did you find out about? What does (...) mean?
- What's the best / most interesting topic you've looked at this year?
- What do you like about *****?
- Show me the best piece of work you've done in this subject this year. Explain it to me.
- What new work have you learnt in ***** recently?
- Why do we need to learn *****?
- How can you check your answer?
- Tell me what you did in your last lesson in this subject? What did you find out?
- Why do we need to know about?
- What is the hardest problem you've tackled in ***** this term? What made it so hard?
- Can you show me anything you have done in ***** earlier this year?
- Have you done any visits away from school to do with *****? Tell me about them.
- What do you remember most about the ***** you have done so far this year?
- What ***** have you learnt recently?

Governors' monitoring of non-curriculum aspects of school life for their class

The environment: What is the school like to work in? Is this a good place to work and play? What are the good points? Is the school clean, tidy and safe? Is it attractive? What can be improved? How much of the budget should be put to improvements?

The relationships and climate: Does the ethos of the school live up to the aims and objectives that governors have for the school? Examples of where they think it does, and where they think it doesn't.

Behaviour: Does this match what our policy says? Is the policy the Governors agreed upon being consistently followed? When children behave well, are they recognised, encouraged and rewarded? When they misbehave, or disrespect other children or adults, are they clear about how they can make amends and how they should behave? Are those who misbehave dealt with fairly? Are children clear about what is expected of them? Do they know the school's expectations and routines?

Reporting

It is important that a report is prepared and received by the governing body at either committee or full governing body level so they can be discussed. Where trends or patterns can be identified the governing body should put them into the context of the School Development Plan and act on them if appropriate. This could take the form of

a written or verbal report and could be presented by the link governor or as a joint presentation with the linked member of staff. There is a subject specific form, general link area and a Governor Lesson Walk form.

This policy will be reviewed every 2 years by both staff and governors to evaluate impact.

Policy agreed by governors

Date of review:

Appendix 1: Protocol for Governor Visits

Before the Visit

Governors will each identify a particular area of responsibility or interest which will be the focus of their visits, for example:

- A Strategic School Development Plan priority
- Safeguarding
- Special Educational Needs
- Curriculum areas including Literacy and Numeracy
- Premises and Health and Safety

Governors will always make prior arrangements for the visit, with both the Headteacher and the teachers/staff involved.

Aims of the Visit

The main aims of the visit will be:

- To gain a deeper understanding of the school in order to inform the GB decision making process
- To gain a deeper understanding of the responsibilities of a governor
- To get to know the staff and develop a supportive relationship
- To get to know the school and to get to know the children
- To focus on their particular area of responsibility or on an agreed aspect of the strategic school development plan
- To monitor the performance of the school and triangulate the information provided in reports from the senior leadership team, Ofsted, external consultants
- To observe the impact of school improvement strategies

During the Visit

- Governors will respect confidentiality at all times but will also have due regard for safeguarding policy and procedures
- Governors will remember that they are not visiting the school in an inspectorial role
- Governors will comply with and observe any school rules and/or routines

After the visit

- Governors will thank the relevant school staff
- Governors will discuss their school visit with the Headteacher
- Governors will respect rules of confidentiality at all times
- Governors will complete the relevant Proforma for their visit
- Governors will circulate and present the report to other members of the Governing Body at their next full meeting

 <p><i>Farndon Primary School</i></p> <p><i>Unlocking the potential...</i></p>		
Subject:	Leader in School:	Date:

LINK GOVERNOR SUBJECT AGENDA	
A: How subject is Taught: Scheme / Planning	ACHIEVEMENT: Attainment + Progress
DISCUSSION: Points raised; strengths	DISCUSSION: Points raised; areas to be developed
MONITORING: Evidence of books / pupil voice / planning / lessons / data analysis / Training	NEXT STEPS: What intend to do next
Expected impact on pupils:	

Appendix 3: Link Governor Report General Area / School Improvement Point (General area)

 <h1 style="text-align: center; margin: 0;">Farndon Primary School</h1> <p style="text-align: center; margin: 0;"><i>Unlocking the potential...</i></p>		
Link SDP Role: SDP	Leader(s) in School:	Date:

Agenda Items Discussed	Questions asked by Link Governor
Discussion: Points raised; strengths	Policies Reviewed and Curriculum Updates
TRAINING PROVIDED: Staff CPD / Courses	NEXT STEPS:
Governor Report and expected impact on pupils:	

Governor Visit to School			
NAME	Area of responsibility:	Date:	Time:
Class (Classes) visited:			
Objectives of the visit:			
1. 2.			
Governor observations and comments:			
Questions raised			
Positive Comments:			
Feedback to Governors:			

Appendix 5: Role description Safeguarding

As the governor responsible for safeguarding children, you will play an essential role in ensuring children in this school are kept safe from harm. The safeguarding governor plays an important role in ensuring oversight and scrutiny of safeguarding policy, procedure and practice on behalf of the full governing body. It is recognized that Governors are volunteers and generously give of their time, interest and expertise to the ultimate benefit of children in our schools but it should not be underestimated that your role is that of a 'senior manager' of a school with accountability befitting such a significant responsibility.

Your role as Nominated Governor for Safeguarding is to:

Act as a 'critical friend' to the school, in order to ensure that the appropriate systems and procedures are in place to cover all aspects of the safeguarding agenda and all statutory governing body responsibilities are met.

Monitor appropriate policies, including the safeguarding and whistle blowing policies.

Ensure there is a suitably qualified, trained and supported Designated Senior Person who has responsibility for responding to and overseeing safeguarding issues.

Ensure there is a suitably qualified, trained and supported Deputy Designated Person who has responsibility for responding to and overseeing safeguarding issues as agreed reasonable to be delegated by the DSP.

Ensure that the DSP adequately supervises and supports the work, development and wellbeing of the DDP and any other individual to whom they may delegate additional safeguarding responsibilities in order that there exist clear lines of accountability.

Ensure there is a robust system for recording, storing and reviewing child welfare concerns. Liaise with the head about general child protection and broader safeguarding issues within the school and as such be able to provide reports to the governing body in respect of themes and issues within the school/locality to enable adequate oversight, understanding and development of solutions.

Ensure that school staff training is up to date.

Attend Basic Awareness Safeguarding training every 3 years and other training as appropriate to the role and relevant to issues within the school/locality Ensure other governors attend appropriate safeguarding training.

Ensure appropriate members of the governing body complete training in respect of allegations against staff.

Ensure at least one governor on the recruitment and selection panel for staff has successfully completed accredited Safer Recruitment training.

Ensure interview panels are convened appropriately and safer recruitment practices are followed.

Have oversight of the single central record and ensure it is up to date and maintained in line with guidance.

Take account of how safe pupils feel when in school.

Ensure the voice of pupils is truly heard and appropriately acknowledged. Ensure the school constantly review and consider their curriculum in order that key safeguarding 'messages and lessons' run throughout.

Ensure school do not operate in isolation and have an awareness of agencies available to support children and families

Ensure the safeguarding agenda is embedded in the ethos of the school.

Monitor progress against any outstanding actions on the governing body safeguarding audit tool and other local authority review.

Provide an annual report to the full governing body to include, amongst other relevant items, detail pertaining to training, themes, issues, number of TAF assessments led by school (including the number escalated to Child in Need/Child Protection, de-escalated), contribution to multi-agency meetings and good practice .

It should be noted that this is a suggested outline only and not an exhaustive list of 'duties'. It would be helpful that the Governing Body agree a description in order that all are clear as to their role and necessary

Appendix 6 Role Description for Premium Lead

The role of a pupil premium link governor will involve analysis of the following two areas of the management of the school:

1. *The allocation of resources and consequent audit trail*
 2. *Narrowing attainment gaps between disadvantaged pupils and other pupils*
- Be familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated, which groups of pupils attract the premium
 - Obtain and become familiar with the school's pupil premium policy, if it has one
 - Know basic pupil premium facts for the school; how many pupils attract the premium, how this figure compares with other local and similar schools, how the money is spent
 - Understand relevant school pupil performance data that shows progress of different groups over time
 - Monitor spending of the pupil premium, ensuring the money is spent in identifiable ways to support target groups of pupils
 - Monitor the impact of pupil premium spending on target groups
 - Meet occasionally with the special educational needs co-ordinator (SENCO) and/or other staff responsible for performance data to discuss issues around underperforming groups including those eligible for the pupil premium
 - Monitor the attainment of different groups of pupils over time to provide evidence of how pupil premium pupils are progressing compared with others
 - Challenge the allocation of the pupil premium grant if there is no clear audit trail evidencing appropriate use of the resources
 - Take an active part in any governing body or committee discussions when the allocation and monitoring of the pupil premium is discussed and decided
 - Report back to the governing body on the school's use of the pupil premium

Visiting the school to find out about pupil premium expenditure

The governor could ask the following questions when visiting the school:

- How effective is the school's pupil premium policy in supporting the target groups?
- How confident are you that the pupil premium grant is spent appropriately on the intended target groups?
- Is the pupil premium funding kept separate from general school resources so it can be specifically and identifiably used as intended?
- How is the allocation of the pupil premium decided?
- What is the pupil premium used for?
- How is the progress of different groups of pupils monitored so that the school can identify any under-performing groups?
- Are there groups of pupils whose attainment falls behind others?
- How does the attainment of pupil premium pupils as a group compare with others?
- What would you say are the main challenges in the use of the pupil premium, and how is the school working to overcome them?
- What benefits can you see from the allocation of the pupil premium?
- Is there anything that the governing body should be aware of that could help the school gain the maximum advantage from the pupil premium?

Appendix 7: Role Description for SEND Link Governor

The code of practice for identification and Assessment of Special educational Needs recommends the nomination of a named governor to take a particular interest on behalf of the governing body in the way the school manages its provision for children with SEN, and to report regularly to the governing body.

- Keep informed about relevant legislation and request to be kept informed about new materials published and distributed to schools
- Liaise with SENCO, other governors and staff as necessary
- Assist in monitoring/evaluating SEN policy and ensure its annual review
- Ensure all parents are kept informed of schools policy and communication between parents of children with SEN and the school is 2 way
- Consider whether governing body decisions will have implications on SEN
- Attend relevant training (including INSET – by invitation)
- Report back to the governing body following focused visits to school using agreed protocol on visiting

Appendix 8: Role Description for Health and Safety Link Governor

The nominated governor should link with side the named health and safety representative and should be a member of the Leadership and Management committee. In our school, statutory health and safety responsibilities falls to the local authority (LA) (as the employer) and on the Headteacher who has day to day responsibility for managing health and safety. Other school employees have responsibilities as set out in legislation, in LA policy and schools policy.

In practice the governing body should delegate specific health and safety tasks to others in the school but retains ultimate responsibility.

- Work with schools health and safety representative to make regular termly health and safety inspections of premises
- Attend appropriate training (and INSET days on invitation)
- Keep governing body informed of health and safety issues
- Keep up to date with current legislation relating to health and safety matters received in school or other publications
- Assist in monitoring and review of health and safety policy and ensure this is completed annually
- Ensure suitable risk assessments are carried out as set out in health and safety policy, that these are reviewed annually and suitable procedures put in place to manage risks
- Ensure procedures such as fire drills are carried out
- Ensure regular reports on health and safety matters are received by governing body such as accident statistics, results of health and safety checks
- Ensure local authority annual health and safety audit is carried out
- Be aware of health and safety implications of matters under consideration by governing body and ensure these are understood before a decision is taken
- Report back to the governing body following focused visits to school using agreed protocol on visiting

Appendix 9: Asking the Right Questions: General

QUESTION TYPE	EXAMPLE	USES
<u>Open</u> One which encourages an expansive answer	Tell us about? What about ...? How did you? What do you think ...? Why do you think?	Gets people to reflect and to talk
<u>Direct</u> One which gives clear guidance on the information being sought	How do we know that ...? Where would we find the evidence for that....? How do we compare with? What has been the impact of ...? What options do we have to?	Getting specific information
<u>Closed</u> One which expects a yes/no or other very brief answer	Are the maths results better this year than last? Do we have enough money for? Did you complete the review? Has the Appraisal process been completed?	Pinning someone down to a specific responses
<u>Reflective</u>	You feel disappointed about ...? How did that make you feel...? What might you do differently next time...? How do you know it had an impact...?	Affirming and establishing empathy, encouraging further reflection
<u>Building/linking</u>	In the light of what you said earlier ...? Could you expand on? I understand the first part of the explanation but could you?	Maintains a flow Gets more information

	<p>What do parents, staff think about ...?</p> <p>What has been the pupils' response about ...?</p>	
<p><u>Testing understanding</u></p>	<p>Have I understood you as saying?</p> <p>Are you saying?</p> <p>Could you expand on?</p> <p>Could you explain what you mean by?</p> <p>I'm sorry but I don't understand the implications of ...?</p> <p>Could you explain what you mean by ...?</p>	<p>Clarifying and checking</p>

Appendix 10: Asking the Right Questions: Area Specific

Look After Children Lead

- Have we appointed a designated teacher to promote the educational achievement of our Children Looked After (CLA)?
- Does every Child Looked After in our school have a Personal Education Plan (PEP), completed within the statutory timescale with clear relevant targets?
- Does our school's admissions policy give number one priority to Children Looked After?
- Do our school policies reflect the needs of Children Looked After?
- What actions are being taken to improve outcomes for Children Looked After in our school?
- What are the measurable effects of these actions?
- How many Children Looked After are there currently enrolled at the school?
- How well do Children in Care achieve compared with their peers, and against local and national expectations?

Exclusions

- What is the number of exclusions in this year – both fixed term and permanent?
- What is the trend compared with previous years?
- What are the reasons for this?
- What is the school doing to reduce the number of exclusions?
- How do our school's exclusions numbers compare to local and national averages?
- Which governors are named as members of the exclusions appeal panel and have they attended any training?

Monitoring Achievement and Standards

- What does pupil data tracking tell us about progress and attainment?
- How well does pupil tracking support progress in class and how does this feed into the picture of progress across the whole school?
- How many pupils are reaching age-related expectations and above at the end of the year compared with the starting point at the beginning?
- How do our results compare locally, nationally and in our family of schools?
- Are our children achieving above, in-line or below national expectations and age related expectations?
- What are our strengths?
- What are our barriers to progress? What are we doing about it?
- How well are our high attaining pupils progressing?

Attendance:

- What is the agreed attendance target for the school?
- Do we have a lead governor with responsibility for monitoring attendance?
- Does the governing body scrutinise half-termly attendance data at every meeting?
- What is the percentage of pupils who are persistently absent (85% and below) and what interventions are the school undertaking to tackle this?
- What is the overall level of attendance?
- Does the school have an Attendance Policy and when was it updated?
- Who are the vulnerable pupils? Eg SEN, Children Looked After, behavioural needs?
- What resources are in place to support them and how frequently are they monitored?
- What strategies/interventions does the school use to improve attendance?
- How is the impact of these interventions measured and how often are they reviewed?
- Are all staff aware of their responsibilities regarding attendance in school and is there a senior member of staff allocated to attendance?

Monitoring Pupil Well-Being

- What are pupils' attitudes to learning like in and out of school and how do we know?
- What is behaviour around the school and in lessons like, including the extent of low-level disruption?
- How do pupils' behave towards each other, and do they show respect for other young people and adults?
- Do pupils understand they should expect freedom from bullying, harassment and discrimination?
- How well do teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity?
- How do we ensure behaviour is managed systematically and consistently?
- Do pupils feel safe and understand they can access help to manage risk appropriately and to keep themselves safe?
- Do we have good evidence to show that leaders and managers have created a positive ethos in the school?

Provision of Teaching and Learning: Subject Areas

- Does curriculum innovation fit into the school's vision?
- What are the key priorities in your subject?
- What are the main strengths in your subject?
- Can the governing body be satisfied that the subject meets the needs of all pupils? How do you know?
- How do we know all our learners are successful learners?
- How do we inform parents of their child's progress?
- How does monitoring influence classroom practice?
- What percentage of teaching and learning is good or better? How can this be evidenced?
- What are we doing to address poor teaching and poor learning?
- Do all teachers have the skills to ensure all children make good or better progress?
- What strategies do we have in place to improve the quality of teaching and learning, particularly where it is not consistently good?
- What evidence is there in the school that pupils work effectively with others?
- What evidence is there to show that pupils' work is matched to their needs?
- How good is behaviour for learning and how do we know?
- What does good learning look like in our school and how do we know it is happening?
- Where can we evidence that pupil progress is the highest priority for teaching?
- Are we confident that pupils are well prepared for the next stage in their learning? How and where is this evidenced?
- What is the learning environment like and what impact is it having on achievement and well-being?
- What resources make the greatest impact on teaching and learning? How do we know?
- What support do teachers need to make further improvements?
- What extra curricular opportunities are there for pupils to engage with in and out of school? How do these activities enhance pupils' learning?

Monitoring Safeguarding

- Do parents understand the safeguarding agenda?
- What measures do we take to help parents to understand the safeguarding agenda?
- Do we have the appropriate up to date policies in place? Are these kept in accessible place for all staff?
- When was the policy last reviewed? (this should be done annually)
- Do we have a single central record for our own employees and volunteers?
- Whose responsibility is it to keep these up to date?
- How do we know that all staff are confident about the correct procedures for child protection incidents?
- How does the school ensure that all pupils know what they should do if involved in a child protection incident?
- Have the appropriate number of staff and governors attended an accredited safer recruitment course?
- Are all new staff trained in child protection issues as part of their induction process?
- Do all the staff have access to Level 1 Basic Awareness training every 3 years? Who maintains records of all training?
- Who is the designated staff member for safeguarding / child protection in school?

- When did the designated staff member last attend safeguarding training?
- Is our Single Central Record (SCR) kept up to date and who is responsible for this?
- Do governors know where the SCR is located?
- What training have the rest of the school staff had, and is it up-to-date?
- Is there a named governor with responsibility for safeguarding? Have they, and any other governors, attended safeguarding training?
- Are any other organisations using the school premises, and have they appropriately vetted their staff?
- Does the governing body know that the site is safe and secure?

Monitoring Special Educational Needs

- How many children are there in school with SEND?
- How are parents and carers informed that their child has SEND?
- How are parents and carers involved in reviews of Education Health Care Plans (EHCP)?
- How do outcomes for children with SEND compare with those of children in school with no SEND?
- Are pupils doing better in certain subjects eg is there greater progress in reading than in writing? Why is this? What is being done about it?
- How much is spent on improving outcomes for children with SEND and does this provide value for money? How could this be improved?
- How is the effectiveness of this spend monitored?
- Is SEND an integral part of the School Improvement Plan?
- What is the need for provision in the forthcoming academic year and how does this differ from the current year?
- What is the planned investment in CPD for the SENCO and school staff?
- Does the SENCO have enough time to fulfil his/her role?
- Is there a named governor with responsibility for SEND?

Monitoring Pupil Premium

- How effective is the school's pupil premium policy in supporting disadvantaged pupils?
- How confident are you that the pupil premium grant is spent appropriately on the intended group?
- Is the pupil premium funding kept separate from general school resources so it can be specifically and identifiably used as intended?
- How is the allocation of the pupil premium decided? What is the pupil premium used for ?
- How is the progress of different groups of pupils monitored so that the school can identify any underperforming groups?
- Are there groups of pupils whose attainment falls behind others? How does the attainment of disadvantaged pupils as a group compare with others?
- What would you say are the main challenges in the use of the pupil premium, and how is the school working to overcome them? What benefits can you see from the allocation of the pupil premium?
- Is statutory information about pupil premium spending and its impact available on the school's website?
- How frequently are governors kept up to date about the outcomes for disadvantaged pupils?

Diminishing Differences and Closing the Gap

- Is the school identifying its vulnerable groups and pupils?
- Who are they and which group is most vulnerable?
- Is tracking of progress in place and how do you monitor this?
- How does the progress of your vulnerable groups compare to local and national?
- What is being done to improve/accelerate progress made by the vulnerable groups?
- How does the school evidence pupil progress?
- Who does the person responsible for assessment and monitoring report to?
- How is the evidence used to raise standards further?
- How does the school work with parents and carers to help them to support their children's learning?
- How does the school celebrate achievement of all pupils including vulnerable groups?

Parental Communication

- What strategies do we do have in place to engage with our parents?
- How effective is our engagement and how can this be evidenced?
- Do we keep a record of how we engage with parents?
- Are there any issues within our local community that concern or affect our parents?
- What links do we have to any other local providers?
- How can our parents access information regarding parental support?
- Do we regularly consult with parents? – If so how and when? How does this information help with our School Development Plan?
- What ways do we go about communicating with our parents? – What about those parents who may not read well or do not have close contact with the school?
- How do we provide parents with ideas about how to help their children's learning?
- How many parents access 'Parent View' what does the site tell us? Do we need to address any concerns? Share any good news?

Leadership and Management

- What type of leadership do we have in our school? Is it 'distributed' ... or centred around a small number of staff?
- How well do we know the strengths of our staff in school?
- What impact do we have as governors? How do we know?
- Is there a culture of achievement and high standards within the school? Where and how is this shown?
- How do our managers manage? Autocratic or democratic styles?
- Is our staff training programme linked to curriculum development priorities?
- Is there sufficient funding to ensure appropriate training can be undertaken?
- How can the impact of training be demonstrated?
- What impact has appraisal had this year on pupil outcomes and staff development?
- How do governors capture staff views?

Financial Management

- Is there a projected surplus or deficit this year and the next two years?
- What are the plans to meet the deficit or use the surplus?
- How is funding for SEND pupils and disadvantaged pupils being spent?
- What is the impact of this spending on pupil outcomes?
- What proportion of the total budget is spent on staffing costs? (It is recommended to be around 80%).
- What changes have been made to the budget, and can the Headteacher explain any virements between cost centres. This should be asked during every budget monitoring.
- Does the planned budget match the priorities in the School Improvement Plan?
- Are any changes to the staffing structure anticipated which would change the financial cost?
- If there is a projected shortfall in future years? What plans are in place to address this?
- If there is a surplus balance, what plans are there to make use of it?

Appendix 11: What Governors Need to Know



