



**Hindhayes Infant School**  
**Governors Visits to School**  
**Policy**  
**June 2025**

At Hindhayes, we believe success is based on the partnerships between pupils, staff and the parent community. We endeavour to enrich and develop each child to be a successful individual that will become an active community citizen of the future.

Approved on: \_\_\_\_\_  
Signed: \_\_\_\_\_  
Role: \_\_\_\_\_

**Aims**

This document aims to give guidelines to Governors and Staff on the purpose and process of school visits. Governing Bodies are responsible for promoting effective learning within the school. To this end, Governors are linked to the main areas of the curriculum, and through visits and discussions between the Governors and subject leaders, the whole Governing Body will be better informed about these areas of the curriculum. Governors should use their visits to collect information to report back to the Governing Body on progress toward key priorities or initiatives in the School Development Plan (SDP). Planned and focused Governors' visits contribute significantly to more informed decision making by the Governing Body.

**Purposes**

Formal Visits

- To visit and observe classroom practices and the quality of teaching delivered.
- To gain knowledge of how a subject is planned, sequenced, taught and resourced.
- To feedback observations to the Headteacher and report to the Governing Body – especially in terms of linkage to the SDP.
- A copy of the report is to be made available to the member(s) of staff concerned.

Informal Visits

- To become more familiar with daily school life.
- To help in the classroom.
- To join in and be part of the school community.

Each of the above types of visit is equally valid and useful for Governors and the school. The aim is a mix of both types of visit with as many Governors as possible participating in visits.

Appendix to policy: School Performance Monitoring Visit, Questions for Governors

This policy is monitored by the governing body and will be reviewed every three years.

**Procedures and responsibilities**

- Prior to any formal visit it is important that Governors familiarise themselves with supporting documents, in particular the School Development Plan and the current version of the Ofsted School Evaluation document.
- All formal visits need to be arranged through the Senior Leadership team or the Clerk, who will advise the subject leader/class teacher. Formal visits need to be arranged at least two weeks in advance.
- It is the responsibility of the Headteacher to keep the subject leader/class teacher informed of governors proposed visits.
- Prior to the start of the visit a meeting between the governor and Headteacher or Deputy Head will take place or information provided to outline the aim of the visit.
- At the end of the visit, verbal feedback should be given to the Headteacher by the Governor on the outcome of their classroom observations.
- Any areas of concern that the governor may have should be raised with the Chair of Governors prior to the full governing body meeting.
- Formal feedback – written feedback should be completed for all formal visits. This feedback will be presented to the full Governing Body.
- Governors should aim to have two formal visits per academic year. Informal visits to be undertaken by individual governors at their convenience.
- Please remember to:
  - Arrange details of visit in advance with Headteacher.
  - Agree levels of confidentiality.
  - Observe any class rules.
  - Be sensitive about taking notes.
  - Save your questions/comments for staff until the lesson is over.
  - Thank the class before you leave them.

**Safety and Safeguarding**

Visits

- All governors will complete the Cascade Update training for Keeping Children Safe In Education annually.
- All governors will sign in and out using schools systems if visiting during the school day.
- All governors will know who the DSL and DDSL's are in case they have a concern to report and have read and understand the low level concerns and whistle blowing Policies.

