Governor Monitoring Policy

Approved by the Headteacher and Governing Body on 21.09.2026
Reviewed: 09.26
To be reviewed: 09.28

Rationale

Code of Practice for Governors

The duties and responsibilities of governing bodies are laid down by law. Their main responsibility is to determine the aims and overall conduct of the school with a view to promoting high standards of educational achievement.

In addition the House of Commons Education and Employment Committee's report on **"The Role of School Governors"** included among its recommendations:
"That governing bodies adopt a code of practice outlining the purpose of the governing body which describes the appropriate relationship between individual governors, the whole governing body and the school, etc."

An important principle proposed in a Code of Practice for Governors is that:
"The Governing Body has a responsibility for determining monitoring and keeping under review the broad policies, plans and procedures within which the school operates."

Value of School Visits

A Governing Body can be most effective when the members have a personal knowledge of their school. Regular visits allow governor's to become known by the staff, who hopefully, feel the governors are interested in their work and value their efforts. There are at least four good reasons why governors should try to make a formal visit to the school at least once a year:

- To develop a greater understanding of the functions of the school.
- To learn first-hand how the National Curriculum is being implemented (a legal responsibility for schools).
- To learn first-hand how the Curriculum Framework for Children and Young People with Vision Impairment (CFVI) is being implemented
- To build up relationships with staff and pupils of the school.
- To monitor the implementation of the School Improvement Plan (SIP).

Other reasons include:

- Observing the range of attitudes, behaviour and achievements of the pupils.
- Understanding the views and values of the staff and pupils.
- Evaluating the resources and environment of the school.
- Gaining first-hand information in order to assist policy making and decision taking.
- Observing the operation of policies.
- Awareness of changes and different approaches to teaching and learning
- Demonstrating Governors' commitment to the school.

St. Vincent's School Governing Body aims to encourage such visits in a way which will allow the whole Governing Body to benefit from the knowledge and insight gained by an individual. Governors will be attached to key curriculum areas as well as oversee key issues such as behaviour.

Through effective monitoring, the Governing Body will become more involved in their school and therefore be better able to deal with their role as Governor and to fulfil their duties and responsibilities.

Monitoring Methods

Governors Monitoring Visits

Although the Headteacher has stated that Governors are welcome to visit the school at any time, it is good practice to establish an annual diary for proposed Governors' visits as well as procedures for Governors visiting the school. The diary will be set for the start of the academic year and visits will reflect targeted priorities and subjects be observed (see Appendix 1 – Areas of Responsibility). Priorities and subjects will be proposed by the Learning and Environment Subcommittee (Appendix 2) and agreed at a meeting of the Governing Body during the Summer Term.

- Each Governor will make at least one visit per year; Governors responsible for monitoring the residential provision and safeguarding should make at least one visit per term (visits to the residential setting should include unannounced visits).
- Visits will be arranged in consultation with the Headteacher/Core SLT.
- Diary of Governors' visits will be made available to all members of staff.
- Named Governors will monitor specific areas.
- Named Governor will monitor key issue such as behaviour and incident recording.
- Governors may visit a particular subject co-ordinator or seek to observe/support a lesson or activity.
- Each Governor will complete a brief report on their visit. (Appendix 3)
- The report from Governors on their visits will become a regular agenda item for the full Governor meetings.
- A copy of these written reports will be kept at the school for inspection and presentation at routine Governor meetings.

Advice for Governors

- Plan each visit by deciding beforehand what you want to achieve and whether you wish to see a class being taught, look at the work of a whole department or review the implementation of a particular school policy.
- Request relevant background papers/policies so that you can familiarise yourself with what the school is trying to achieve.

- If making a classroom visit arrange to see the member of staff at a mutually convenient time following the visit (even if it is just to say "thank you”).
- Prior to your arrival check with school for any last minute changes to the teaching day.
- Start and end your visit with a meeting with the Headteacher/core SLT if possible. You are not there to inspect a lesson, so get involved without being obstructive.
- It is a good idea to send a thank you note to the staff and pupils you have visited.
- Share your findings and perceptions with other Governors and prepare a report for the Governing Body.
- Evaluate your visit. Did you achieve what you set out to do? Has the visit increased your knowledge of the school? Will your visit require any further action?

Refer to Appendix 4 for Remit of Learning and Environment Sub Committee and Appendix 5 for Remit of Finance and General Purpose Committee

Appendix 1

Governor Monitoring and Timetable

Autumn	1 & 2
Spring	1 & 2
Summer	1 & 2

The monitoring process will be in keeping with the School Improvement Plan criteria following the three Common Planning Objectives.

Common Planning Objective 1 (CPO 1) relates to pupil progress and provision
Common Planning Objective 2 (CPO 2) relates to resource management
Common Planning Objective 3 (CPO 3) relates to staff development and targets

The reporting and monitoring process could encompass the CPO framework related to the six key areas to be monitored as listed below. Each of the six key areas is monitored on an annual basis with the exception of Safeguarding that needs to have a termly cycle.

Key Areas

- EYFS / Primary
- KS 3
- KS 4 & Post 16
- Health & Safety / Safeguarding
- Residential
- RE

An example of monitoring under CPO 1 Key stage and residential related could encompass:

- Curriculum / care package in place

- Special needs provision
- New Initiatives
- Assessment / key working

An example of monitoring under CPO 1 for Health & Safety & Safeguarding:

- Protocols and provision in place
- Action Planning
- Target updates

The monitoring of Resources under CPO 2

- Staffing
- Environment
- Additional therapies / extended provision
- Resource Management
- Materials

ROTA OF MONITORING 2026-2027							
Area	**Named Governor**	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Primary							
Key Stage 3							
Key Stage 4 & Post 16							
Residential							
Safeguarding							
Health & Safety							
Religious Education							

Appendix 2

Learning and Environment Sub Committee

Suggestions for Governor Monitoring Visits

2.1 Governors to be linked in pairs for subject monitoring visits:

- Governors can make a school visit either together or independently but will have agreed beforehand the purpose of the visit and exchange reports after the visit.
- Each Governor will cover their responsibility but will also cover their partner's responsibility.
- This will support new Governors who may feel less confident about visiting the school.

2.2 Governors visits are to monitor and offer support and encouragement to school staff. The Governor is there as a critical friend:

- Purpose of the visit should be agreed with the Headteacher prior to and on the day of the visit.
- Ensure staff are familiar with the purpose of your visit and do not feel anxious about it.
- Where possible engage in supporting any activities, with the teacher's agreement, but do not obstruct the smooth running of the assigned area.

2.3 Governors should also bear in mind that other aspects need to be considered. These could include:

- equal opportunities and race relations,
- accessibility,
- behaviour and attitude of the pupils.

2.4 Governors to be aware that the visit should be seen as a positive support for the school and staff:

- The report should reflect the things that impressed you.

- Discuss the visit with staff and pupils and ensure that the Headteacher is aware of how you felt about the visit.

Governors Visit Report

This document is a template only to give some broad areas for governors to consider. Governors may prefer to present their own narrative form following the guidelines in the policy documentation.

Name of Governor: _____ **Date of Visit:** _____

Areas monitored:

Primary		**KS3**		**KS4 & Post 16**	
RE		**HS&S**			

Signed: _____ _____

Appendix 4

Remit of Learning and Environment sub-committee

Terms of Reference

Curriculum

- Review of school policies and monitoring of the curriculum
- Pupils with Special Educational Needs (SEN), including a named governor.
- To receive reports from service managers, as appropriate.
- Educational Visit approval (where not delegated to the Headteacher). Some policies and high risk educational visits and residential visits require the approval of the full Governing Body.
- Curriculum Complaints.
- Non-Attendance Panel.
- Health & Safety
- Residential provision

Exclusions

To review all pupil exclusions that are:-

- permanent;
- fixed term exclusions (single or cumulative) of more than 15 school days in any one term. This includes Lunchtime Exclusions which count as one half school day;
- removing the opportunity to take a public examination;
- where there has been a parental request for a shorter fixed term exclusion of more than 5 school days.

Premises (Health and Safety)

- To comply with the Health and Safety Policy, including the monitoring and review of procedures with the school.
- To ensure that adequate resources are available to fulfil the aims and objectives of the Policy.
- To ensure that actions are taken in respect of health and safety matters and will be familiar with the basic requirements of the Health and Safety at Work Act 1974, the Management of Health and Safety Regulations 1999 and any other relevant legislation.
- To receive annual reports from the Headteacher/chair of H & S Committee on health and safety issues at Governors' meetings.
- To facilitate the work of any accredited Health and Safety Committee Representative.
- To be aware of the HSE Guidance document for School Governors and Members of School Boards.
- To ensure that working arrangements are written and implemented.

***Note – Financial Implications should be referred to the Finance and General Purposes Committee.**

Appendix 5

Remit of Finance and General Purposes Committee

Terms of Reference

- Management of the school budget (budget monitoring).
- Determination of hire charges for other users of the school buildings and grounds (Annual Review of Lettings).
- Management of tendering processes and the awarding of contracts in consultation with the CBI.
- Implementation of pay policies incremental credit enhancement etc.
- Early retirement requests ultimately determined by the CBI.
- Requests for secondment.
- Headteachers job descriptions.
- Requests for disposal of items of obsolete stock.
- Annual Review of Teaching and Non-Teaching Staff Salaries and issue statements.

Staffing Issues

- Budget and Staffing levels including Job Share applications must be determined by the full Governing Body.
- To shortlist, interview and select for appointment one of the applicants interviewed where not delegated to the Headteacher or an appropriate member of the Senior Management Group. (The position of Headteacher to be undertaken by the full governing body).
- Selection of staff for removal from the complement of the school.
- Staff Discipline (potentially leading to dismissal) (where not delegated to the Headteacher).
- Staff Grievance.
- Staff Leave of Absence (be delegated to the Headteacher as detailed in the Leave of Absence Policy and that the Headteacher Report on a termly basis to the committee of requests made and actions taken).
- Determination of how budget reductions are to be achieved.

- Consultation with teacher associations and trade unions as appropriate.