Therefore, encourage one another and build each other up, just as in fact you are doing"
1 Thessalonians 5:11

Thatcham Park C.E. Primary & Nursery School,

Governor Monitoring Policy

Our Christian values underpin our ethos; every child is valued and encouraged to achieve their full potential. Every member of our school community is encouraged to respect and value each other. We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

Introduction

- Governors are responsible for ensuring that the aims and policies of the school are implemented.
- Governors are responsible for monitoring outcomes and good practice within the school.
- Governors have a particularly important role in ensuring a school is well managed and that senior leaders are held to account for improving both outcomes for pupils and school capacity.

It is imperative that the governing board secures effective engagement from key stakeholders, including staff, parents and pupils. This is the context in which visits by link governors to the school are arranged and undertaken.

Visits by Governors:

- Should be a valuable opportunity to learn how the school functions in practice
- Should enhance first-hand knowledge
- Should support strategic decision making
- Should be aligned with the priorities of the School Development Plan so that the governing board can monitor effectively how these are progressing
- Should allow them to focus upon, and monitor aspects of development, whilst gaining an understanding of the excellence, integrity and professionalism of staff at Thatcham Park School and Nursery
- Governor monitoring visits are also a useful tool for the governing board to develop positive links with staff and pupils to maintain a visible and professional profile within the school.

Visits can take the form of:

- Meetings with staff
- Pupil interviews
- Looking at pupils' work
- Meeting with staff groups
- Reviewing areas and resources of the school

Formal Governor Monitoring Visits

Formal visits are pre-arranged, purposeful monitoring activities that relate directly to:

- the School Development Plan (SDP),
- SIAMS evaluation questions,
- statutory areas of governance such as safeguarding, SEND, or curriculum impact.

Informal Visits

Informal visits enable governors to build relationships, celebrate school life, and develop a broader understanding of the school's ethos and environment. These may include attending assemblies, school events, or celebrations. Informal visits are not monitoring activities and do not require formal reporting. Governors must make clear that they are present in a non-evaluative capacity.

Governors do **not** have an automatic right to enter the school or visit classrooms without arrangement. All visits must:

- be agreed in advance with the Headteacher and relevant staff
- be scheduled to avoid disruption to the school day
- respect staff workload and school priorities

This expectation ensures that visits remain purposeful, professional, and aligned with the governance role rather than operational involvement.

Confidentiality

All governors must maintain strict confidentiality at all times during and after governor visits. This includes:

- respecting the privacy of pupils, staff, and families
- ensuring that no individual teacher, pupil, or lesson is judged, singled out, or named in reports
- complying with the Governor Code of Conduct and the school's Confidentiality and Data Protection policies

Information gathered during a visit is for the governing board's strategic oversight only and must not be shared beyond approved channels.

Safeguarding

During any visit to the school, governors must comply fully with the school's safeguarding procedures:

- sign in at the office and wear a visitor or governor ID badge visibly at all times
- follow all staff instructions during drills, emergencies, or safeguarding concerns
- avoid being alone with pupils at any time
- report any safeguarding concern immediately to the Designated Safeguarding Lead (DSL)
- behave in line with the school's Safeguarding Policy and Keeping Children Safe in Education (KCSIE)

Safeguarding is a standing focus during all monitoring activities and should be considered in every report.

Annual programme of visits:

A programme of visits should be planned in consultation with the Senior Leadership Team, linked to priorities identified with the School Development Plan

At the FGB at the end of each term a plan will be made linking governors with the required visit plan. This plan will be maintained by the Clerk to Governors and will be monitored to ensure progress,

- Where a governor has more than one area of responsibility the total of at least 3 remains the same but the focus of each visit can be different
- Governors will sign in at the school office using the governors' signing-in book

Gathering Evidence Collaboratively

Governors do not monitor independently in the sense of working alone or without staff involvement. As they are acting as lay people and not inspectors they will not assess the quality of teaching or manage the day-to-day operations of the school instead governors are evaluating strategic impact rather than reporting on operational practice.
Governors can observe the extent to which policies are being implemented within a plan agreed by school leadership. Evidence gathering for governor monitoring is routinely through conversations with leaders and teachers in a collaborative manner, supported by documentation and may also include:

- Looking at pupils' work

- Reviewing areas and resources of the school
- Gathering views of pupils and staff

A Governor Monitoring visit should:

- link to the evaluation question(s) from the governor monitoring schedule which will reference the school development plan and the SIAM's schedule
- be evaluative of the extent to which the school vision is upheld
- always have an ongoing safeguarding focus
- recognise and celebrate the life of the school
- improve governor knowledge of the school: its staff, strengths, development needs and priorities
- assist the governing board in fulfilling its statutory duties and demonstrate their role as critical friend
- develop governor board understanding of the issues facing the school and the environment in which teachers work
- inform decision making, finding out what resources are needed and prioritising them

All visits should be undertaken with a spirit of encouragement, seeking to build up staff and pupils by recognising strengths and fostering an environment where all members of the community can flourish.

What a visit is NOT about:

- A form of inspection to make judgements about professional expertise of the teacher
- Checking on progress of own children
- Pursuing a personal agenda

Reporting:

Governors are expected to report at an evaluative, strategic level—focusing on outcomes, impact, and alignment with the School Development Plan and the SIAMS framework. Reporting should avoid day-to-day operational detail about classroom practice or lesson delivery, as operational matters fall within the remit of school leaders. Governor reports should therefore summarise the broader picture: what was learned, what impact is evident, and how the school's work reflects its Christian vision and statutory priorities.

In keeping with our vision, governors approach all monitoring with a desire to strengthen the partnerships which enable all to develop and thrive. Reports should reflect our commitment to building up the school community by acknowledging strengths as well as identifying areas for development in an encouraging way.

This should be shared initially with the headteacher and subsequently with the appropriate committee. Finalised visit reports to be sent to headteacher, chair of governors and clerk to governor and will then be uploaded to the Governor Hub.

Example Governor monitoring form:

TPS Christian vision	*"Therefore encourage one another and build each other up, just as in fact you are doing."* 1 Thessalonians 5:11 **We provide an inclusive learning community built on our Christian faith and values.** **Together we aspire to nurture and develop the extraordinary potential in every member of our school family.** **Faith, respect and spirit of enquiry drive us forward in our journey together.**						
General area of focus							
What specifically are we trying to find out? **Link to evaluation question(s) from the SIAMs framework** **Links to school development plan**							
What is our evidence base?	**SLT**		**Subject lead**		**Children**		
	Parents		**Learning walk**		**Children's books**		
	Worship		**Documents**		**Other**		
Who is carrying out the monitoring							
When?							
With whom will this be shared							
When and how will governors follow up any recommendations?							
Key questions from the agreed monitoring activities above	**What have we learnt?** Focus on the impact on the children both positive and negative						
During your visit, did you observe any aspects of the school's safeguarding culture and practices? *For example, did you notice how staff interact with pupils,*							

how pupils are supervised, whether safeguarding information is visible, or how concerns might be raised?	
During your visit, what evidence did you notice of the school's Christian distinctiveness and vision in action? *For example, did you observe how the school's Christian values are reflected in relationships, displays, the learning environment, or daily routines?*	

Monitoring and review of Governor Monitoring policy

The policy should be monitored and reviewed biennially by the F&R / PPL / FGB.

The board should also ask themselves:

- Are visits achieving the potential benefits we have identified?
- Have there been any unexpected benefits?
- How can we make our practice even better?
- How well are our monitoring practices reflecting our Christian vision to 'encourage one another and build each other up?