




'cherish everyone, flourish together, serve others'

*"And now these three remain: faith, hope and love.
But the greatest of these is love."*

1 Corinthians 13:13

Local Academy Committee Monitoring Policy

Policy Lead Committee:	Local Academy Committee	In consultation with: SFAT, HT
Approved by:		Date: 8 th January 2026
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1. Aims

This policy aims to set and maintain standards of conduct that we expect all governors to follow when making visits to the school.

This policy sets out the procedure which all governors are expected to follow when visiting Newnham St Peter's School and how they are expected to report back on that visit to the Local Academy Committee.

By creating this policy, we aim to ensure that all governors understand their role and purpose so school visits are a productive and enjoyable event for all involved.

2. Guidance and scope

2.1 Governors are observers

Governors must know their school in order to maintain robust accountability. Through pre-arranged visits that have a clear focus, governors will:

- Observe whether the school is properly implementing school policies, and actions from the school improvement plan
- Observe how those procedures are working in practice
- Have the opportunity to gather the views of pupils and staff

2.2 Governors are not inspectors

Governors:

- Will not assess the quality of teaching and learning in the classroom
- Will not manage the school or interfere in the day-to-day operations of the school

3. Visits programme

Governors will carry out regular school visits in order to meet the board's statutory obligation to monitor the school's effectiveness.

Governors will carry out school visits according to the following schedule:

Governors will sign up to accompany the headteacher on her planned monitoring activities. This will usually take the form of a learning walk, including a classroom visit, a book-look if appropriate and an opportunity to talk to pupils and, if previously arranged, to staff.



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3.1 Governors for health and safety, special educational needs, and safeguarding

These governors will attend:

- Termly monitoring visits for special educational needs and health and safety
- Twice termly safeguarding monitoring visits
- Ad-hoc meetings as required or requested on issues specific to their areas of responsibility

3.2 All LAC members

All LAC members must fulfil their monitoring requirements as prescribed by the committee action plan and the monitoring schedule.

4. Before a visit

Governors will:

- Contact the headteacher at least a week before the date of the monitoring visit to confirm the date and discuss the format of the visit, including the particular focus the governor would like to explore and whether there will be an opportunity to speak to the staff member
- Be sensitive to the numerous demands staff have on their time
- If appropriate, send questions in advance to the staff member so everyone can feel properly prepared
- Be familiar with the school's safeguarding policies and procedures

5. During a visit

Governors should know how to conduct themselves appropriately during visits in order to minimise disruption for staff and pupils and to receive the maximum benefit from the time spent at the school.

Governors will:

- Be on time and meet with the headteacher ahead of the visit
- Sign in at the office
- Use the agreed recording method for the visit. Photographs are to be avoided unless specifically agreed with the headteacher for a specific purpose
- Remain as observers; they are not there to pass judgement on staff or inspect them
- Make sure all parties are clear about why a governor wishes to spend time in the classroom, if that will form part of the visit
- Check with teachers before speaking to pupils
- Pass on any concerns the staff raise to the relevant people
- Be friendly but professional and dress appropriately, bearing in mind the standards of dress set for teachers and pupils

Governors will not:



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- Pass comment on classroom practice or any specific incidents that happen, judge teaching methods, assess the quality of teaching, or comment on the extent of learning
- Interfere with the day-to-day running of the school
- Behave in a manner than would make staff feel that they are there to inspect, e.g. sit at the back of the classroom with a clipboard
- Governors should note any concerns they may have and raise them with the chair of governors or headteacher after the visit.
Safeguarding concerns must be raised IMMEDIATELY with the Designated Safeguarding Lead or Deputy Safeguarding Lead.

6. After a visit

Governors will complete a written report as soon as reasonably practicable using the appropriate form. In completing the report, governors will:

- Always use neutral language
- Remain observational, and describe only what they see/saw
- Focus closely on the agreed reasons for the visit, and its strategic role
- Include a comment on safeguarding and on how the visit supported the Christian distinctiveness of the school.

Once complete, governors will submit their draft report to the following people, in the following order:

- The Headteacher
- The relevant staff member if appropriate
- The Chair of Governors

The agreed report should then be sent to the clerk to be uploaded.



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Appendix 1: Template report for a monitoring visit

Formal monitoring visits are where you discuss the progress of the school in a particular area with the relevant staff member. Use this form as a reminder of what to look for and what to ask.

Part 1: plan the visit	
Name and role of governor(s)	
Name and role of staff member(s)	
Date and time of visit	
Agreed focus Make sure you focus on this agreed reason for the visit. Avoid getting distracted by other issues that have not been agreed with the member of staff.	To discuss the school's new strategy to improve attainment of Key Stage (KS) 2 boys.
Relevant school objective or priority This might be taken from the school improvement plan (SIP) objectives or the school's overarching vision.	Percentage of pupils achieving 'greater depth' in writing improves at KS2.
Questions to ask Note specific questions you want to ask based on the SIP, or points to follow up on from a previous visit. Share these questions with the staff member you are visiting in advance, so they can prepare.	What is the process for supporting pupils who need extra help? Have teachers had any training to help them put this into practice? Search GovernorHub Knowledge for questions specific to the purpose of your visit. For example, you can search for ' safeguarding questions .'

Part 2: in the meeting
What is the school doing within this area of focus?



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Tips:

- Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who' and 'where'
- Don't be afraid to clarify any terms or acronyms you're not familiar with
- Remember you are **not** there to pass judgement on staff or inspect them – you remain an observer
- When writing the report, use neutral language and do not name individual teachers and pupils

How do you know the school's actions are having an impact?

Remember:

- Include specific evidence that demonstrates the positive impact the school is having in this area
- Where a positive impact has not been made yet, note down why that is and what steps are being taken to make progress
- Add any further evidence you would like to see to help you make a better assessment of the impact

What successes stood out and why?



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Appendix 2: Template report for a learning walk

Learning walks are where you will go around the school with the relevant staff member to get a feel for a particular area. You are likely to talk to a range of staff members and pupils. Use this as a reminder of what to look for and what to ask.

Part 1: plan the walk	
Name and role of governor(s)	
Name and role of staff member(s)	
Date and time of visit	
Agreed focus <i>Make sure you focus on this agreed reason for the visit. Avoid getting distracted by other issues that have not been agreed with the member of staff.</i>	To see the implementation of the new strategy to improve attainment of Key Stage (KS) 2 boys.
Relevant school objective or priority <i>This might be taken from the school improvement plan (SIP) objectives or the school's overarching vision.</i>	Percentage of pupils achieving 'greater depth' in writing improves at KS2.
Questions to ask <i>Note specific questions you want to ask based on the SIP, or points to follow up on from a previous visit.</i> <i>Share these questions with the staff member you are visiting in advance, so they can prepare.</i>	Ask staff: what do you do if you think a student needs further support? Ask pupils: if you need help with something, what do you do? Search GovernorHub Knowledge for questions for staff that are specific to the purpose of your visit. For example, you can search for 'safeguarding questions.' Read our article on questions to ask pupils for pupil questions.
Part 2: on the walk	
General notes from discussions with staff <i>Tips:</i>	



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- Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who', 'where' and 'can you show me ...'
- Don't be afraid to clarify any terms or acronyms you're not familiar with
- Remember you are not there to pass judgement on staff or inspect them
- When writing the report, use neutral language and don't name individual teachers

General notes from discussions with pupils

Remember:

- Do not ask pupils for their views on a specific teacher
- Do not record pupils' names

General notes on the school environment and overall atmosphere

Note:

- Whether the governors' vision of the school is replicated on the ground
- Any issues with the school site you see, e.g. broken equipment or lack of resources

What successes stood out on the learning walk and why?



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Questions and clarifications to follow up with the headteacher or chair of governors

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