**DGAT local governing board monitoring visit template**

This template has been designed to help our local governors undertake monitoring visits to record their visit and demonstrate the impact of effective governance. The template is set out in five sections:

* Focus of the visit
* Key questions to ask
* Answers
* Learning outcomes
* Next steps

Local governors should undertake all monitoring visits in line with the school’s Governor Visit Policy.

Monitoring visits will be more effective and secure better outcomes if local governors undertake some preparation in advance. This may include requesting and reading the subject area development plan, reading a relevant policy, refreshing themselves with the outcomes of the previous monitoring visit and making sure they are aware of any link to the school development plan and its intended outcomes.

A monitoring visit should be planned to balance support and challenge and be strategic in its focus. It should always focus on impact.

### Focus of Visit

To ensure that monitoring remains strategic, relevant and purposeful, the focus of the visit should always be linked with the LGB’s monitoring plan. Record in this section the key purpose of the visit; for example, to discuss data, visit a lesson, discuss safeguarding or pupil premium information.

### Key questions to ask

Part of the preparation for the visit should be to identify questions to ask during the visit. Questions should be designed to elicit the information required to meet the visit outcomes and can be shared with the staff member ahead of the visit to enable them to prepare, know what to expect and gather the information required. The responses and evidence provided can then be discussed and recorded in the next section of the form.

### Answers/information shared

Noting down the answer received to questions asked during the visit, or from conversations with staff or pupils, is important monitoring evidence. This section can also be used to record any independent evidence identified as part of the visit used to validate information provided, for example, the outcomes of a governor’s survey or the school Ofsted report.

### Evidence provided to support answers/information shared

One of the key features of robust governance and measuring impact is the triangulation of evidence: reviewing all types of information received and ensuring that each supports the other. Governors should expect and request documented evidence to corroborate verbal information shared by staff; this may include data summaries, subject development plans, pupils’ work, survey results or reports.

### Learning Outcomes

It is useful to take the opportunity to consider any lessons learnt or identify any development for individual governors or the local governing board - this section can be used to record this information. It may also be that the governor monitoring plan needs to be amended as a result of information gleaned at the monitoring visit and priorities changed or additional monitoring arranged. This section can be completed at the meeting where the report is presented to governors for discussion.

### Next Steps

A monitoring visit should never take place in isolation. This section should be used to record what should happen next as an outcome of the visit or monitoring activity; this may include finding out additional information, visiting another area of school, pupil conferencing or arranging a follow up monitoring visit.

Local governors can complete the monitoring visit template either electronically or by hand and should ensure the visit is reported to the governing board to be discussed and to answer any questions other local governors may have. A copy of the visit report should be kept on file as evidence of local governors holding school leaders to account.

**Our vision, core principles and strategic priorities**

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| --- | --- |
| **DGAT vision** | |
| Our vision and values are deeply rooted in the Christian faith, and these permeate our decision-making, our relationships, our communication and our learning.  Our Trust is founded on shared values and principles. Together, Trust Board, local governing boards, central team and school communities form one organisation. We are focussed on providing children of all faiths, and none, with excellent educational provision in an aspirational, caring and supportive Christian ethos.    **A screenshot of a computer  Description automatically generated** | |
| **School vision** | **School core principles** |
| **School vision** | **School core principles** |

Record ofmonitoring visit

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| --- | --- |
| **Name of local governor:** |  |
| **Date of visit:** |  |
| **Staff member/s visited:** |  |
| **Subject area monitored:** |  |
| **Visit reported to:** |  |

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| --- |
| **Focus of visit: e.g. school development plan priority area** |
| **Key questions to ask** |
|  |
| **Answer/information shared** |
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| **Evidence provided to support answers/information shared** |
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| **Evidence and impact of the school’s distinctive Christian vision in school and the DGAT vision** |
|  |
| **Key learning outcomes** |
|  |
| **Next steps and additional questions** |
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