

Governance – Readiness for Ofsted inspection

Meeting those responsible for governance (page 24) (Extract from Ofsted Inspection Handbook August 2016*)

Inspectors will always seek to meet those responsible for governance during the inspection. This will usually include maintained school governors or academy trustees and sponsors (including sponsor representatives, where they exist). However, in a multi-academy trust, the board of trustees may have established a local governing body to which it may have delegated certain governance functions. In some other cases, there may be a local governing body that is wholly advisory, with no formal governance responsibilities delegated to it. Inspectors should ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance.

The contribution of governors to the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management. As with the meetings between inspectors and pupils, parents and staff, meetings with those responsible for governance should take place without the headteacher or senior staff.

Governance (page 39 and 40)

146. Inspectors will seek evidence of the impact of those responsible for governance. This includes maintained school governors, proprietors or academy trustees. In a multi-academy trust this may include members of the local governing board at school level, as well as the trustees.

148. Inspectors will consider whether governors:

work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school understand how the school makes decisions about teachers' salary progression and performance performance manage the headteacher rigorously understand the impact of teaching, learning and assessment on the progress of pupils currently in the school ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.

* Extracts on pages 1 and 3 quoted from the Ofsted School Inspection Handbook (2016):

www.gov.uk/government/uploads/system/uploads/attachment_data/file/547229/School_inspection_handbook-section_5.pdf

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Questions that inspectors may pose

Individual governors are not expected to be experts in everything – as a whole, the governing body should have an understanding of all the important issues. Many governors take prompt sheets or their governor file into the meeting with the inspector to use as a reference tool.

Questions about improvements in the school

What are the strengths of this school? - start with pupils' outcomes What are the current priorities for the school? - these will be in the school improvement plan How has this school improved since the last inspection? - make reference to the areas for improvement from the last inspection What actions have been taken by school leaders to make improvements? What do governors know about the quality of teaching across the school? How do governors find out about the work of the school? Do governors carry out monitoring activities to make checks on the work of the school – give egs. How is the pupil premium funding used? What difference has it made to eligible pupils? How is the sport premium used? What difference has it made? How does this school compare with other schools nationally? How do governors know how well pupils are attaining and progressing? Are there any particular groups / year groups of concern? How do governors know that this information about pupils attainment and progress is accurate? Give an example of when governors have provided challenge to school leaders? What do governors know about how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and for those without faith? Can any examples be given? Are governors informed about the attendance of pupils, including any persistent absences? What do governors know about work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues? What is the process you would follow if a safeguarding allegation was made against the headteacher? What do governors know about teachers' annual pay awards? How are they involved in this? Is the headteacher's performance management in place? Questions about improvements in governance

How has governance improved since the last inspection? What training have governors had? What difference has this made?

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Leadership and management grade descriptors from the Ofsted Inspection Handbook*

Governance Readiness for Ofsted Inspection March 2017

Good (2)

Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics. Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work. Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly. Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

September 2016

* Extracts on pages 1 and 3 quoted from the Ofsted School Inspection Handbook (2016): http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/547229/School_inspection_handbook-section_5.pdf