

All Governors Please

- Carla/LORIE if OK arrange
a copy for each gov to be
sent out.
- ① Read & fill in answers
where you can.
 - ② Aim to make 1 document
for all the gov's that for
ofsted meeting.



INSPECTIONS

Questions Ofsted might ask governors

How to use these questions

- Give this document to your governors so they know what types of questions inspectors might ask
- The questions cover:
 - Governors' understanding of their role and school
 - Quality of education/curriculum
 - Use of funding
 - Safeguarding
 - Personal development, behaviour and attitudes
- We can't tell governors what to say or what an inspector will be looking for, as that'll depend on your school's context. However, for some questions, we've included pointers on which documents and/or evidence governors could use as practical examples to back up their answers
- Governors should try to link their answer and their evidence back to the specific criteria in the inspection framework
- This isn't an exhaustive list, but it includes the most common or likely questions governors might be asked. Governors could be asked about almost any aspect of your school's provision
- Inspectors could phrase questions in different ways, so governors should try to understand the point of the question rather than preparing for specific wording
- **Tip:** The chair should give these questions to the relevant governors, then combine answers into a master document covering all the questions

Commented [MOU1]: might

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 **The Key**
for School Leaders

Your understanding of your role and school

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
What is the governing board's vision for the school and how is this shared?	• Vision statement, values and aims • School development/improvement plan • School policies and evidence of how these are linked to the school's vision • Feedback from staff, parents and pupils • Evidence of consultation around development/redevelopment of the school's vision	
What are your school's priorities? How do you, as a governing board, ensure the priorities are moved forward?	• School development/improvement plan • Self-evaluation forms (SEFs) • Monitoring schedules • Records of school visits • Minutes from governing board meetings	
How do you hold the headteacher to account?	• Minutes from governing board meetings	monitoring results e.g. Qs to HT comparison sites meeting! e.g. HT by chair + Deputy. Financial, Academic, Christian ethos.
Do you have a governor skills audit?		skill audit on recruitment and last year for all.

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
What training have governors done? How do you keep up-to-date on your training? What training can governors access?	• Training logs/records • Records relating to governor support programmes (either from your local authority (LA), trust, or a commercial provider)	nga Andy Craven 18/10 21/10 22/10 LA lead. Ext audit Sam Stuart & Diocesan
Tell me about your safeguarding training.		Emily + on line nga
Do you have any gaps on your governing board?	• Instrument of government (if you're a maintained school) • Article of association (if you're an academy) • Governor recruitment plans	changing - covid effects - WORK - focus contacts. Foundation work: Dir. 8 Ed Diocese (Paul Thompson) Parent Husbings
How do you meet the Equality Act 2010?	• Equality policy (if you have one) • Evidence of equality impact assessments (if you've done these)	Based against - Reinforced christian ethos.
What are the strengths and weaknesses of the school? What issues does the school face? How do you know?	• Minutes from governing board/committee meetings • SEFs • Records from work with school improvement partners or collaboration with other schools • Evidence related to leadership structures and responsibilities • National performance data (like SATs results or GCSE results) • Internal assessment data	3M + training staff, Gill Wood +ve Sport, Culture (singing + theatre) SPAG + Maths - Improve teaching across school & NEW CURRIC New Systems - via PEF evidence & schools gips, KIRA etc, Yearly ^{STAFF} reviews & HT review, reg structural checks & FGRs Comparison sites. Data given for FGRs interrogated (3 curricular) Finance

Quality of education/curriculum

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
What do you want for your pupils by the time they leave the school? What do you want the pupils to be?		Life long learners. The best they can be expected for the future confident for 2 nd school citizens (Christian moral code)
How do you monitor the curriculum?		visits checks on web.
For link governors What is your link subject? How are you linked to the subject leader?		Training Eng Maths Sci
How do you know the needs of disadvantaged pupils are being met?		monitoring P.P. statement on school walls Finance/systems/staff/Attendance/Behavior etc
How were governors involved in planning the curriculum?		All involved Cornerstones White Rose - agency funds as necessary.
How well do your pupils achieve?	- Trends in pupil progress and attainment over time - How your school's data compares to national averages You don't need to be able to list data or progress figures for specific groups of pupils, or for specific subjects.	

Use of funding

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
How are you kept up-to-date with school spending? Are you aware of how the school's finances are being managed, or how staff are recruited?	• Reports from the headteacher/school business manager to the board or the relevant committee ✓ • Minutes from the finance/personnel/other relevant committee ✗ • Minutes from full governing board meetings ✓ • Safer recruitment policy and procedures ✓ • Evidence related to budget benchmarking ✓ • Financial reports ✓	finance members of FGB
How is the pupil premium funding being spent? What impact is this spending having? How do you know?	• Pupil premium spending and impact reports • Minutes from governors' meetings • Reports from link governors • National attainment data • Internal assessment data	see web site - 4 main areas ✓ Covid!
For primary schools only How is the additional funding for PE and sports being spent? How effective is this? What impact is this funding having on pupils' fitness and health? How do you know?	• PE and sport premium spending and impact reports ✓ • Minutes from governors' meetings • Reports from link governors • Internal assessment/tracking information • Feedback from parents, pupils and staff	Ext training Coaching Teachers being trained Results ↑ students in school competitions Broad Spectrum

staff 121

Programmes - Lexia

Active English

Attendance Behaviour

(incl) STAFF.

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
For secondary schools only How is the year 7 literacy and numeracy catch-up premium being spent? What is the impact of this? How do you know?	- Records and reports on spending of the catch-up premium - Minutes from governors' meetings - Reports from link governors - National attainment data - Internal assessment data	

Safeguarding

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
How do you make sure that policies are kept up to date?	- Evidence that your policy complies with the requirements set out in Keeping Children Safe in Education 2019 - Evidence of governor training on safeguarding - Evidence of any information or advice the school has taken (from your LA or others) on safeguarding issues - Evidence that your policy is reviewed regularly	FGM LT/EW EW - adding intervention ext bodies (behavioural experts)
How do you make sure that policies are put into practice?	- Notes from governors' meetings with the designated safeguarding lead - Evidence from governor monitoring visits - Reports from the headteacher/senior leadership team (SLT)	✓ ✓ ✓
How do you make sure that welfare requirements are met?		prevent e-porn reporting

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
How is safeguarding training monitored? Have you made sure that all staff have read Keeping Children Safe in Education?	• CPD records/training logs • Record sheets • Governor training logs • Reports to governors on safeguarding • Reports from link governors	Work done of training records a central line docs on google
How effectively have possible risks to pupil safety, such as female genital mutilation (FGM), radicalisation and sexual exploitation, been addressed in training, policies and procedures?	• Governor and staff training logs • Reports from the headteacher or designated safeguarding lead • Audit forms • Behaviour and safeguarding records	SCR - audited
How do you make sure that safer recruitment practices are followed?	• Single central record • Evidence of monitoring of the single central record by governors • Policies on recruitment and vetting, and evidence that these are followed consistently • Record of which governors have had safer recruitment training	
How does the school manage safeguarding for pupils off-site, such as those on work experience placements or on residential visits?	• Health and safety policies and procedures • Risk assessments	

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
How safe do children feel? How do you know?	• Feedback from pupils and parents • Behaviour and safeguarding incident reports/records • Evidence from governor monitoring visits or learning walks	TB actioned ready to send out 45 to visit YR6 c2? ✓ ✓
For secondary schools only How is health and safety monitored in workplaces where pupils undertake work experience?	• Health and safety policies and procedures • Risk assessments	
For special schools only Does the school keep a record of its use of restraint with pupils? How does the governing board monitor this record?	• Relevant records/logs • Risk assessments • Health and safety policies • Minutes from governors' meetings • Reports from link governors	
[New question] How does the school promote a culture where sexual harassment and violence is not tolerated, and children and staff feel safe to report? How do you create this culture?	• Child protection policy • Procedures for reporting sexual harassment and violence • Behaviour policy • Feedback from pupils and parents • PSHE or RSE curriculum content Remember that just because there are no reports, it doesn't mean that pupils are not experiencing harassment and abuse, or at risk of experiencing it.	

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
[New question] How are staff being trained in terms of managing sexual harassment and violence? How often are they trained?	• Staff training material • Meetings with school leaders	
[New question] How do staff take a proactive approach towards harmful sexual behaviour? How do staff ensure it isn't happening on school premises?	• Records of reports and action taken • School leaders identifying patterns • Staff training • Child protection policy • Evidence that sexism and sexual harassment is addressed through the curriculum (e.g., curriculum plans)	
[New question] How does your school know children feel safe to report instances of harmful sexual behaviour?	• Child protection policy • Feedback from pupils	
[New question] How does your school ensure it responds appropriately to reports of harmful sexual behaviour, and consider each case on a case-by-case basis?	• Child protection policy • Records of reports and action taken • Procedures for handling harmful sexual behaviour	

QUESTIONS	EVIDENCE YOU CAN USE	YOUR NOTES
[New question] How does your school record and monitor incidents of harmful sexual behaviour and other safeguarding incidents?	• Child protection policy • Procedures for recording and managing safeguarding incidents • Meetings with the DSL	C poms
[New question] How does/would your school support LGBTQ+ pupils in instances of harmful sexual behaviour?	• Records and patterns of incidents • Child protection policy • Staff training	

Personal development, behaviour and attitudes

QUESTION	EVIDENCE YOU CAN USE	YOUR NOTES
How does your school ensure consistent behaviour management?	• Behaviour policy and procedures, and evidence that it's applied consistently • Headteacher's reports on behaviour incidents • Evidence from monitoring visits or learning walks	✓ ✓

QUESTION	EVIDENCE YOU CAN USE	YOUR NOTES
How do you monitor attendance and persistent absence figures? How effective have efforts to address persistent absence been?	• Attendance policy and procedures • Headteacher's reports • Evidence on leadership/responsibility for this issue • Minutes from governors' meetings • Reports from link governors	✓ Daily by 9.30 am. Phones/visits ✓ Bagel breakfasts 96% working 2/3 families of worst offenders
How do you monitor your school's effectiveness in ensuring that pupils don't bully or harass others on the basis of their race, gender, sexual orientation, disability, etc.?	• Behaviour or anti-bullying policy • School-wide events or initiatives (and governor involvement with these) • Minutes from governors' meetings • Reports from link governors • Evidence from monitoring visits or learning walks	✓ L. plans ✓ C.O.P. on web.
What are the current exclusion rates for your school? How do you monitor these?	• Headteacher's reports • Minutes from governors' meetings	✓
How is the school promoting pupils' appreciation and understanding of difference and diversity?	• Relevant policies (e.g. equality, behaviour) • School-wide initiatives/priorities • Records from monitoring visits or learning walks • Curriculum information related to personal, social, health and economic (PSHE) education, spiritual, moral, social and cultural (SMSC) development, or <u>British values</u>	PSHE → being developed

QUESTION	EVIDENCE YOU CAN USE	YOUR NOTES
How do you monitor how the school prepares pupils for life in modern Britain? What do you know about how well pupils have developed respect for: • The values of democracy? • The rule of law? • Individual liberty? • Tolerance of those with different faiths or no faith?	• Evidence related to the school's curriculum (in particular PSHE and SMSC) • Evidence from assembly/collective worship plans • Feedback from parents, pupils and staff • Minutes from governors' meetings • Reports from the headteacher or senior leaders • Reports by link governors • Evidence from monitoring visits or learning walks • Behaviour and safeguarding records	
How do you manage the wellbeing of the headteacher and staff? Can you give an example?		

Sources

Gulshan Kayembe is an independent consultant who has experience of inspecting schools. As a consultant, she works closely with school leaders on school improvement and has considerable experience in auditing and supporting schools' safeguarding work.

David Driscoll is an independent consultant and a senior partner with an education consultancy. He has considerable experience of supporting schools to analyse their data and improve achievement, teaching and leadership.

John Dunne has extensive experience of school leadership in secondary schools. He is also a former inspector.

Marilyn Nathan is an education consultant who specialises in leadership and management development. She has experience of inspecting both primary and secondary schools, and has acted as an external adviser for headteachers' reviews.

Jeremy Bird has extensive experience of primary headship. He has also worked with local authorities and published guidance for new and aspiring headteachers and senior leaders.

Sara Alston is a practising SENCO teacher and an education consultant and trainer for SEA Inclusion & Safeguarding, specialising in special educational needs and safeguarding.