**OFSTED ready checklist for Governors**

The following statements are based on the OFSTED School Inspection Handbook published August 2016, section 148, which states that inspectors should consider the following aspects of Governance:

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| **To what extent do you think that you, as an individual, and the Governing Board as a whole:** | **R/A/G****rating** | **Evidence and Actions: What more do you think needs to be done to achieve a “green” rating? What do you need to improve your understanding?** |
| **1. Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition** What is the vision of the school, who sets this and how often is it reviewed? Would you describe it as ambitious? Do you understand what “strategic” means? What is the relationship between Governors and the senior leadership team like? |  | EVIDENCE* The structure of committees display the strategic direction, vision and ethos of the schools
* The agendas and minutes of committees provide evidence of the communication
* Annual Self-evaluation meeting is exemplary of the ethos
* Awareness of the School evaluation document and School improvement plan
* Partnership Board provides evidence of the vision and ethos

**ACTION*** **Annual full LAB meeting with SLT agreeing School Improvement priorities**
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| **2. Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school**Do you know the strengths and weaknesses of the school? Do you know the current priorities in the school development plan? Do you know the effectiveness of school actions in addressing any underperformance? |  | EVIDENCE* Exec Head termly report to governors
* Committee reports
* Minutes highlight challenging questions
* Governors feel confident/free to challenge
* Confidence in Exec Head- open and honest
* Focussed visits by governors
* Informal visits
* Information from learning walks
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| **3. Provide support for an effective Headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school** How supportive is the Governing Board? Are all Governors consistent? Do you know what issues the school is facing? |  | EVIDENCE* Significant support now provide through the Trust
* CEO and Headteachers Advisory Board provide support
* Rigorous performance management of Exec Head
* Exec Head approaches LGB with requests/new initiatives- Governors have confidence to support
* Governors provide challenge- cost/benefit/pit falls/implications
* Decisions taken or reported to full LGB where committees have made decisions
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| **4. Understand how the school makes decisions about teachers’ salary progression and performance** What performance management procedures are in place for teachers? How is this linked to teachers’ pay? |  | EVIDENCE* Performance management is in place- policy
* Chair of LAB reviews and agrees annual pay statements
* Finance and resources committee provided with detail of progression and performance
* Reported annually to full LAB
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| **5. Performance manage the Headteacher rigorously**Who is responsible for performance managing the Headteacher? How do you know whether the process is effective? |  | EVIDENCE* Progress on Exec head targets reported termly to Finance and Resources committee
* Agenda and minutes provide evidence of challenge and support
* Exec Head performance management carried out by chair of LAB and CEO of MAT
* Head of school performance management carried out by chair of LAB and Exec Head

**ACTIONS*** **Consider the role of other governor representation in performance management of Heads of School**
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| **6. Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school**How are Governors informed about this? Do Governors receive any independent verification? How often do you or other Governors visit school? What monitoring activities are the Governors involved with? |  | EVIDENCE* Annual whole school progress report to full LAB
* Awareness of SEF and SIP
* Teaching and Learning committee agendas, reports, minutes
* LAB Focus visits to the school and involvement in learning walks
* Learning walk feedback to LAB
* Lesson observation analysis shared with LAB
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| **7. Ensure that assessment information from leaders provides Governors with sufficient and accurate information to ask probing questions about outcomes for pupils**What assessment information do Governors get? Do you understand this? Does the information enable you to ask probing questions? |  | EVIDENCE* Annual whole school progress report to full LAB
* Awareness of SEF and SIP
* Teaching and Learning committee agendas, reports, minutes
* Reports to LAB on specific groups- Pupil Premium, Gender, Key Stages
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| **8. 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**Do you know how much the pupil premium and PE sport premium is? Do you know what the school is planning to spend it on? Do you know how effective previous spending has been in raising standards? |  | EVIDENCE* LAB has financial expertise
* Finance and Resources committee minutes show challenge and rigorous questioning
* Pupil premium reported through committee and focus visit
* Pupil premium/Sports Premium reports on websites
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| **9. Are transparent and accountable, including in recruitment of staff, Governance structures, attendance at meetings and contact with parents.**Do you understand the Code of Conduct for Governors? Does the Governor committee structure allow for proper accountability? Who is responsible for recruiting staff? How do you find out about the views of parents and staff? |  | EVIDENCE* Safer recruitment policy and procedures in place
* Code of conduct adopted
* LAB attendance is good
* LAB representative on interview panels
* Governors attend school social events
* Informal visits
* Parental and staff questionnaires

**ACTIONS*** **LAB to attend parent consultation evening once a year and provide a drop in clinic**
* **LAB to review content of questionnaires/surveys annually**
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**Ofsted Grade Descriptors for the effectiveness of leadership and management - regarding Governors**

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| --- | --- |
| **Good*** 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.
* 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.
 | **Outstanding*** Leaders and Governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
* Leaders and Governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
* Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding secures excellent outcomes for pupils.
* Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
* Leaders and Governors have a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
* Leaders and Governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers’ improvement. Teaching is highly effective across the school.
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| **Judgement:**LAB currently evaluates itself as Outstanding |
| **2018-2019 School Evaluation Actions*** **Annual full LAB meeting with SLT agreeing School Improvement priorities**
* **Consider the role of other governor representation in performance management of Heads of School**
* **LAB to attend parent consultation evening once a year and provide a drop in clinic**
* **LAB to review content of questionnaires/surveys annually**
 | **Outcomes**  |
| **2018-2019 Skills Audit Actions*** **LAB skills audit to be completed as peer to peer or triad activity in 2019**
* **LAB Recruitment to be standing agenda item on Leadership and management committee**
* **Review committee membership in light of new committee structures in Spring 2019**
 | **Outcomes** |