

## Possible Ofsted questions for governors - January 2020

### Quality of Education

1. How effective is the quality of teaching? How do you know?
2. Do you understand the narrative of the school's curriculum? How has it been designed to both ensure a wide breadth of skills and knowledge and to ensure progress and attainment for all?
3. How do you ensure that the curriculum is designed to make sure the children "know more and remember more"?
4. There are gaps in the xx curriculum in year xx. Has the head made you aware of that?
5. Last year outcomes in xx were well below average. What changes have been made to address this underachievement? What impact have the changes had? How do you know?
6. How well are pupils with low attainment doing in year xx? How do you know?
7. Are pupils making pleasing progress? How do you know?
8. How well informed are Governors about pupil achievement?
9. What are the main barriers to learning and what actions have been taken to overcome them? How successful have the actions been?
10. How does the school track attainment and progress?
11. How does the school intervene if data shows that students will not achieve what they should?
12. What is the picture in terms of attainment and progress in the school across all year groups? Have there been any concerns in the last three years? How have these been addressed?
13. How does the school's performance compare to national data?
14. Are there subjects lagging behind? What is being done to address this?
15. How do disadvantaged pupils progress and attain? What is being done to accelerate their progress and what is the impact?
16. How well do SEND students progress and attain? What is being done to make sure that they reach their potential?
17. Is the school aspirational in setting targets? How do you know?
18. What contribution does the Governing body think it has made to improving provision, especially teaching, and outcomes for pupils?
19. How does the progress of 'Disadvantaged' pupils compare with Non-Disadvantaged pupils nationally? Why has the school failed to narrow this gap? How has the school narrowed the gap?
20. What is the current quality of teaching in your school? How do you know? Is it on an upward trend?
21. How do the SLT monitor this and what interventions are in place to drive the quality up?
22. Do pupils enjoy learning? How do you know?
23. Can pupils talk knowledgeably about what they need to do next to improve?
24. Are pupils articulate and confident about their learning?
25. Do pupils have high aspirations?
26. Are you familiar with the values and vision of the school?
27. How do you know that equality is demonstrated across the curriculum?

## **Behaviour and attitudes**

28. How good is attendance? How do you know?
29. What is the attendance figure currently?
30. What does attendance and persistent absence tell you? Any groups? How do they compare to national?
31. What has been the impact of the work to improve attendance?
32. How many pupils have repeat fixed term exclusions? Are any sub-groups over-represented?
33. What is the behaviour of pupils like at the school? How well is behaviour managed? Are pupils well behaved and polite?
34. What do parents and pupils say about behaviour and safety?
35. Does any bullying take place?
36. Do you know how poor behaviour is addressed? Are you familiar with the behaviour policy?

## **Leadership**

37. How do you act as a critical friend to the school and specifically, the Headteacher?
38. How do you support the Head in his/her leadership role? How effective are you in this?
39. How are leaders grown and supported in the school?
40. How are new staff, including NQTs, inducted and supported?
41. How are support staff led and managed and how do they contribute to improving outcomes for pupils?
42. How well does the school work in partnership? Who with and why?

43. How involved are Governors in determining the strategic direction of the school?
44. How informed are Governors about school self-evaluation outcomes? What are the strengths of the school? Do Governors participate in self-evaluation activities?
45. What are strengths and weaknesses of the school and how do Governors know?
46. How do Governors monitor and evaluate the effectiveness of the school improvement plan?
47. Can Governors give examples of how they have supported and challenged the school?
48. Are you familiar with the School Improvement Plan and the school's priorities? How do you contribute to this?

49. How well are pupils safeguarded? How do you know that safeguarding is effective?
50. What are the procedures for safeguarding pupils and how have training needs been met?
51. Are learners taught in a healthy and safe environment?
52. Do you know the designated Governor and staff member for safeguarding? How do they report back to the Governing body?
53. Is there a culture of Safeguarding in your school? (Include Prevent, FGM , CSE and E-Safety).
54. How far will Senior Leaders go to protect their children and ensure safety?
55. What do staff understand about County Lines? How do you know?

56. What do staff understand about Prevent? How do you know?

57. How effectively are the finances of the school managed? Do you receive information on how the pupil premium is used? Where has the funding been used? Has it had an impact? How do you know?

58. Is your school meeting statutory regulation regarding reporting how the Pupil Premium/Sports premium is spent?

59. Are you aware of how much funding the school receives as part of the Pupil Premium/Sports Premium grant?

60. How is the funding spent and how is the impact of that spending evaluated?

61. How are Governors involved in the life of the school?

62. Do Governors have specific areas of responsibility and/or links with school classes/form/tutor groups/subjects/departments? What is the impact of these links?

63. How do Governors consult parents/the local community?

64. Can Governors give examples of when parental/community views have been sought and acted on?

65. How are the training needs of Governors identified and addressed?

66. What training have Governors undertaken recently? What has been the impact of this training?

67. Can you explain your role as a Governing body?

68. How do you utilise your skills to best effect?

69. Does the Governing body have the right skillset?

70. How do you think you could improve as a Governing Body?

71. Are Governors linked specifically to areas of the curriculum or phases? How does this help you know more about the school? What is the impact of your involvement?

72. Are Governors given an opportunity to continue their professional development?

73. What are the strengths and areas for development of the Governing body?

74. Are you aware of the Headteachers' Performance Management targets and how they relate to the whole school priorities and the Performance Management targets of staff?

75. What appraisal procedures are in place? How robust are these? What percentage of teachers were given standard pay progression/extra pay progression/ no pay progression last year?

76. Do you receive information about performance management systems? How are these used to improve the quality of teaching?

77. What is your involvement in the performance management of the headteacher and staff?

78. Do Governors challenge the leadership of the school?

79. What were the key findings of the last Ofsted report? What were the strengths?

80. What areas were identified for further development?
81. What progress has been made against these?
82. How has the school changed since the last inspection?
83. What grade do you believe the school is and why?