

Questions Inspectors have asked members of the Governing/Trust Board



It is evident that questions in most inspections have been tailored to inspectors' lines of enquiry and follow-up themes that they have seen and heard whilst in school. **PLEASE NOTE:** these questions do not relate to just one school; they are an amalgam of questions asked at several schools since September 2019, therefore some questions cover the same issues. Some questions also contain a summary in brackets of the responses provided by governors/trustees.

Leadership and Management

- What progress has been made since the last inspection? What impact have you had since the last inspection? (*GB minutes showing impact of governors, and questions asked*)
- What are the school's strengths and weaknesses? How do you know? Can you talk to me about the key objectives for the school this year?
- How do you hold leaders to account? How do you verify the information given by HT/SLT? – (e.g. *governors' structured visits to school; attendance at parent forums (introduced governor-led coffee mornings – 'you said/we did' approach); discussions with pupils and teachers; subject leaders presenting to GB meetings*)
- Do you receive reports from school leaders? Tell me about this?
- What training have you had? (*governing board skills audit identified priorities for governor development*)
- What is the financial position of the school (*specific issue to this school*)
- How is pupil premium money spent? (*Reports from PP Link governor; reports from SLT*)
- How is SEND money spent? (*Reports from SEND link governor; reports from SENDCO*)
- How do you ensure that school resources are impacting on disadvantaged/SEND pupils?
- How do you know that the PE and sports premium funding is having an impact?
- If your budget was halved tomorrow – what would you keep?
- How are staff views gathered by the governing body?
- How does the school look after staff well-being? How do governors ensure that there is a good work-life balance for the staff?
- How do you monitor the wellbeing of staff and ensure that they are supported, including the head?
- How do you know children are safe? (*Lead governor for safeguarding reported on her meetings with DSL and provided a recent example in addition to other information*)
- Are you aware of Ofsted's recent report on sexual harassment? How has the school responded?
- How do you know the internet is secure (*firewall/access filters*), and have any recent breaches been reported? (*specific issue to this school*)
- Do all governors have a DBS? Do you undertake safeguarding training? When and how? Is anyone trained in safer recruitment? Does anyone check the Single Central Record? Who is the DSL? Is there a deputy DSL? Have you made any referrals to the LADO?

Quality of Education



- Can you tell me about the information that you receive about the quality of education at the school?
- Can you talk about your curriculum? *(one governor was able to speak about this and the 'golden thread' of reading and vocabulary. This led to a further conversation about the reading curriculum in general. Governors also offered information about data and talked about how governors used it to confirm that school was on the right track. They did emphasise that their roles were strategic and not operational!!)*
- How do you know that leaders have an effective curriculum in place?
- What impact does the curriculum have on ensuring pupils know more and remember more?
- Which subjects are you confident are sequential and progressive? *(This was linked to bullet point 2 above because the above governor had said they were in the early stages and some subjects were more developed than others. The governor replied that she couldn't name them but if they had been asked this next week, she would have been able to answer because the governing board was having a meeting to 'speed date' all subject leads (inspector was happy with the answer). Governors also emphasised the quality and quantity of CPD the staff have received and was planned, and how this would support further development of the curriculum)*
- How does your Curriculum Intent match your school values and vision? What plans are in place for monitoring improvement in your weakest area? How does the school monitor attainment in foundation subjects, such as humanities? What needs further development in the curriculum?
- How do you monitor the impact of the curriculum? How do you know about the impact of the curriculum without just taking school leaders word for it?

Behaviour and Attitudes

- Tell me about attendance at the school? Is attendance an issue for any specific groups of pupils? How does the school manage persistent absences? Tell me about pupils' punctuality?
- What is behaviour like in the school? How do you know? How is behaviour managed? Have you had any exclusions?
- Is bullying an issue at the school? How do you know? How are incidents of bullying/discrimination dealt with?

Personal Development

- How does the school develop pupils' personal development, beyond the academic curriculum?
- What extra-curricular provision is available for disadvantaged pupils? How do you know?
- How is the school delivering its Relationships (Sex) and Health Education curriculum? Which elements is it prioritising currently? What are the school's plans for delivering this curriculum in full?
- How does the school promote British values through the curriculum?
- How does the school provide effective careers information, education and guidance in line with statutory requirements? (secondary school age only!!)

And last but not least.....

- Anything else you want to say that hasn't been covered?