

Ofsted Expectations of Governance (to be read alongside Scheme of Delegation)

Effective Governance - Governance Handbook

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/582868/Governance_Handbook_-_January_2017.pdf

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight for educational and financial performance.

Governance within a Multi-academy Trust is structured so that responsibilities are delegated to different levels. Trustees of WISE Academies delegated some of their functions to Local Governing Bodies. This document provides a summary of what happens at each level of governance.

The three core functions are:-

- Ensure clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the organisation and making sure that its money is well spent

Effectiveness of Leadership and Management (including governors) - Ofsted School Inspection Handbook

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

| Ref: | Areas that Ofsted Inspectors will consider as part of an inspection | Local Governing Body | Trustees |
|------|--|----------------------|-------------|
| 1 | The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils | √ | √ |
| 2 | Whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important | √ | √ |
| 3 | Whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm | Practice √ | Policy √ |
| 4 | The rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement | √ | |
| 5 | The design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare | √ | |
| 6 | How well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities | √ | |
| 7 | How effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this | √ | |

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|-------------|--|-----------------------------|-----------------|
| 8 | 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 beliefs and for those without faith | Practice √ | Policy √ |
| 9 | The effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively governors hold them to account for this | √ | √ |
| 10 | How well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this | √ | √ |
| 11 | The quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity | √ | |
| 12 | How leaders and governors use performance management to promote effective practice across the school | | √ |
| 13 | How effectively leaders monitor the progress of groups of pupils to ensure that none falls behind and underachieve, and how effectively governors hold them to account for this | √ | √ |
| 14 | How well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils | √ | |
| 15 | How effectively leaders use additional funding, including the Pupil Premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this | √ | |
| 16 | The effectiveness of governors in discharging their core statutory functions and how committed they are to their own development as governors in order to improve their performance | | √ |
| 17 | How well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community | Monitor √ | Policy √ |
| 18 | The effectiveness of safeguarding | Monitor √ | Policy √ |
| 19 | The effectiveness of leaders' and governors' 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 | Practice √ | Policy √ |
| 20 | Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition | √ | √ |
| 21 | Provide a balance of challenge and support to leaders, understand the strengths and areas needing improvement at the school | √ | √ |
| 22 | Provide support for an effective Headteacher or are hindering school improvement because of lack of understanding of the issues facing the school | √ | |

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|------|---|----------------------|----------|
| 23 | Understand how the school makes decisions about teachers' salary progression and performance | | √ |
| 24 | Performance manage the Headteacher rigorously | | √ |
| 25 | Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school | √ | √ |
| 26 | Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils | √ | √ |
| 27 | Ensure that school's finances are properly managed | | √ |
| 28 | Evaluate how the school is using the Pupil Premium, PE Sport and Special Educational Needs funding | √ | √ |
| 29 | Are transparent and accountable in recruitment of staff, governance structures | | √ |
| 30 | Are transparent and accountable for contact with parents | √ | |
| 31 | Inspections will report on the achievement of pupils who have special educational needs and/or disabilities. This includes reporting on the pupils in any specialist resource provision managed by the Local Governing Body and the extent to which the education the school provides meets the needs of these pupils | √ | |