

Possible Ofsted questions – governors and trustees

Ensuring clarity of vision, ethos and strategic direction

- Can you describe the vision and strategy for your school?
- How do you share the vision with parents?
- Is your vision for the school ambitious?
- What is the vision for all learners?
- How do you make sure there is a culture of high aspirations for all learners?

Core governance functions

- What are the strengths and weaknesses of the school?
- What are your school's priorities?
- How do you, as a governing board, ensure the priorities are moved forward?
- How do you hold the headteacher to account?

Data, standards and outcomes for pupils

- What do you understand about the attainment of pupils at this school?
- How does attainment compare with other schools and how do you know?
- How do you know what progress the pupils are making?
- How do you know the information you are given is accurate?
- What are the main school improvement priorities for this year?
- How do you know that the school has identified the right school improvement priorities?
- What action is being taken to address these school improvement priorities?
- What is the impact of action to address the school improvement priorities so far?
- Which are the underperforming groups in this school?
- What is the school doing to challenge outcomes for underperforming groups?
- How does the school ensure high expectations for teaching and learning?

Quality of teaching

- How do you know about the quality of teaching?
- How reliable is the school's judgement about the quality of teaching across the school?
- How do you know if the school's judgement about the quality of teaching is accurate?
- How do governors monitor staff performance?
- What actions are taken by leaders to improve the quality of teaching and learning?
- How well do leaders develop staff?
- What opportunities are available to staff to ensure their CPD is effective?
- How do you make decisions on pay progression?

Broad and balanced curriculum

- How do you know if the school offers a broad and balanced curriculum?
- How do you ensure that the curriculum stays as broad as possible for as long as possible?
- How do you know what progress pupils are making in foundation subjects?
- How well does the curriculum motivate different groups of pupils?
- How do you promote British values?
- How well does the school prepare pupils for life in modern Britain?
- How well are the pupils prepared for their next stage of education?

Pupil premium

- Can you tell me about the gap between disadvantaged and more advantaged pupils?
- How is pupil premium money spent?
- How effectively does the school plan for the use of pupil premium funding?
- What is the impact of pupil premium funding on outcomes for disadvantaged pupils?
- What are the priorities for pupil premium groups this year?
- What is the impact of pupil premium on higher ability disadvantaged pupils?
- How do you ensure disadvantaged children are engaged in the extracurricular programme?

SEND

- How effectively does the school identify pupils with SEND?
- How effectively does the school provide for children with SEND?
- What are the main priorities for SEND across the school?
- How are SEND priorities being addressed?
- What progress are pupils with SEND making?
- How do you know whether the progress that SEND pupils are making is good?
- Is there sufficient and appropriate challenge for SEND pupils?
- Are TAs and other adults appropriately trained?
- How are TAs and other adults used to impact on the progress of SEND pupils?
- How do governors make sure the school meets the statutory requirements around SEND?
- How do governors demonstrate an up-to-date knowledge of the SEND code of practice?
- How do governors meet with the SENDCo to discuss the whole setting response to SEND?
- Does the range of provision meet the needs of all pupils with SEND?
- Are pupils' outcomes improving as a result of the SEND provision?
- How did the school support pupils with SEND during lockdown?
- How has the school supported these pupils since their return to school?

Attendance

- How do you monitor attendance and persistent absence figures?
- How effective have efforts to address persistent absence been?

Safeguarding

- What is the role of the DSL?
- How do you know that your school is a safe place?
- How do you ensure safeguarding is part of the everyday life of the school?
- Does the school effectively cover all its safeguarding responsibilities?
- How do you know if the school has effective processes in place to safeguard pupils?
- Are staff effectively trained in safeguarding, including FGM?
- Have governors read and understood the Keeping Children Safe in Education document?
- Are all governors trained in safeguarding?
- How effective are the systems in place to monitor adults on the school premises?
- How effectively does the school work with external agencies?
- What would I see on a tour of the school to show that safeguarding is a priority?
- How do you make sure safer recruitment practices are followed?
- How is the curriculum addressing key issues such as peer on peer abuse and texting?

Behaviour

- How does your school ensure consistent behaviour for learning management?
- How do you monitor your school's effectiveness in ensuring that pupils don't bully others?

Equality

- How do governors make sure the school is fulfilling its statutory duties around equality?
- How is the school promoting pupils' appreciation and understanding of difference and diversity?

Stakeholder engagement

- What sources of information do you use to find out the views of parents, staff and pupils?
- What happens with the findings of parent, staff and pupil surveys?
- How do you engage with the local community for the benefit of pupils?

Educational landscape

- What are the major benefits of your collaboration with other schools in your MAT?
- What impact is your partnership within the MAT having on school improvement?

Finance

- How do you ensure best value for money in the deployment of TAs across the school?
- How have recent funding pressures impacted on the school's ability to deliver improvement?

Staff well being

- What steps have you taken to address teacher workload?
- How do you support leaders in ensuring the well-being of staff?
- How do you make sure welfare requirements are met?
- Can you give an example of how you monitor the wellbeing of the head teacher?

COVID catch up funding

- How was the coronavirus catch-up premium spent?
- What impact is this spending having?