

Quick reference sheet for governors at KGGS

Intent and vision • Core values – Compassion, teamwork, respect, integrity and resilience • Rich knowledge based curriculum to inspire and challenge students who achieve highly • Our curriculum is ambitious for all learners and is made up of both the formalised and wider curriculum. • Develop students into responsible global citizens • Coherently and carefully planned curriculum delivered by subject experts • Timely assessments/end points to check what has been learnt • Work with all stakeholders to ensure we have happy, healthy and engaged learners	Quality of education • Coherently planned curriculum which is broad and balanced. • High expectations • All GCSE all students study – English Literature, English Language, Maths, Separate Sciences, RE plus 4 option subjects • Progress 8 at GCSE is well above average. +0.91 (2019), +0.59 (2018), +0.65 (2017) • Inspection data summary report (IDSR) all 2019 P8 measures are in quintile 1 (top 20%) • Value added in 2019 for A level) was quintile 3 (middle 20%) and quintile 1 for average point score (APS) • Both formalised and wider curriculum • Subject specialists • SEND and disadvantaged students perform well
Safeguarding (KCSIE 2021) • Designated safeguarding Lead (DSL) is Tracey Doig and safeguarding governor is Amanda Dorkes • All staff receive regular safeguarding training in line with the latest KCSIE guidance • Clear reporting systems in place	School development plan • STANDARDS – Uniform, attendance, basic expectations, curriculum and QA • Bromcom – Analysis of student data • CPD trios • Outstanding – Making sure we are still are • Staff welfare – work life balance and well-being
Teaching and learning • Subject knowledge summary documents • Embedded programme of QA and pop ins • CPD trios – pedagogy • Curriculum development work including covid impact and recovery • Extensive programme of support sessions	Holding leaders to account • Governors linked to members of the SLT and HOF • Regular parental and student questionnaires • Detailed questioning of leaders via regular committee meetings Training of staff • Prevent • KCSIE 2021 • Equality and diversity • Subject specific • CPD trios
Statutory duties • Prevent • Safeguarding • Equality act • Safer recruitment • Performance management	Resources including PP spending • In year surplus in 2020/21 plus a positive carry forward at the end of the academic year • In year surplus predicted for the next 3 academic years • Forensic analysis of spending and value for money • PP spending plan and evaluation of the effectiveness of each

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>

Meeting those responsible for governance

133. Inspectors will always seek to meet those responsible for governance during the inspection.

134. In a maintained school or standalone academy, this will usually include maintained school governors or academy trustees and sponsors (including sponsor representatives, where they exist).^[footnote 40]

136. The role that governors and trustees play in the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management, and each report will contain a separate paragraph that addresses the governance of the school.

137. As with the meetings between inspectors and pupils, parents and staff, meetings or telephone discussions with those responsible for governance should take place without the headteacher or other senior staff being present.

Governance

269. Inspectors will seek evidence of the impact of those responsible for governance.

270. In a maintained school, those responsible for governance are the school governors. In a stand-alone academy, it is the trustees.

273. The governance handbook sets out the purpose of governance, which is to provide confident, strategic leadership, and to create robust accountability, oversight and assurance for educational and financial performance.

274. The governance handbook also sets out the statutory functions of all boards, no matter what type of school or how many schools they govern. There are 3 core functions:

- **ensuring clarity of vision, ethos and strategic direction**
- **holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff**
- **overseeing the financial performance of the school and making sure that its money is well spent, including the pupil premium**

275. Inspectors will explore how governors carry out each of these functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils.

276. In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Please note that, when inspectors consider whether governors are fulfilling this responsibility, they are not expected to construct or review a list of duties.

69. Ofsted will:

- when making judgements, take a range of evidence into account, including official national data; discussions with leaders, staff and pupils; questionnaire responses; and work in pupils' books/folders/sketchbooks and so on

- judge fairly schools that take radically different approaches to the curriculum; inspectors will assess any school's curriculum favourably when leaders have built or adopted a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively
- report on any failure to comply with statutory arrangements when they form part of the inspection framework and evaluation schedule, including those relating to the workforce (see [part 2 of this handbook](#))
- allow the school to invite as many governors or trustees as possible to meet inspectors during an inspection, as restrictions allow. These meetings may include a virtual option using video/telephone calls if necessary
- in academies, meet those directly responsible for management and governance, including the chief executive officer (CEO) or their delegate (or equivalent), the chair of the board of trustees and other trustees
- talk to the chair of governors/board of trustees by telephone if they are unable to attend a face-to-face meeting with the inspector in the school
- invite the headteacher (or equivalent) and, in academies, the CEO or their delegate, to observe the inspectors' final team meeting (as restrictions allow)
- expect schools to maintain, as they are required to, the single central record detailing checks carried out; we expect multi-academy trusts (MATs) to maintain this in each of their academies and to ensure that the information is recorded in a way that allows for details of each individual academy to be provided separately and without delay

238. Over the course of inspection, inspectors will carry out evidence-gathering activities. In some cases, inspectors will be able to gather this evidence as part of other activities they are carrying out. The activities are:

- observing pupils' behaviour in a range of different classes at different times of the day
- observing pupils at breaktimes, lunchtimes, between lessons and, if they are led and managed by the school, before- and after-school clubs
- observing pupils' punctuality in arriving at school and at lessons
- observing pupils' respect for, and courtesy and good manners towards, each other and adults, and their pride in themselves and their school
- evaluating the school's analysis of, and response to, pupils' behaviour over time, in whatever format the school already has
- analysing absence and persistent absence rates for all pupils, and for different groups compared with national averages for all pupils; this includes the extent to which low attenders are improving their attendance over time and whether attendance is consistently low
- evaluating the prevalence of permanent exclusion, the procedures surrounding this and the reasons for it, and the support given to make sure that it is a last resort
- evaluating the effectiveness of fixed-term and internal exclusions, including the rates and reasons for exclusion
- assessing the school's work to follow up and support fixed-term excluded pupils
- gathering the views of parents, staff, those with responsibility for governance and other stakeholders
- gathering evidence about the typical behaviour of pupils who are not in school during the inspection, for example whether they have had fixed-term or internal exclusions in the 2 years before inspection
- balancing evidence seen during the inspection and evidence of trends over time
- visiting any off-site unit that the school runs (on its own or in partnership with other schools) for pupils whose behaviour is poor or who have low attendance. Inspectors will assess safeguarding procedures, the quality of education and how effectively the unit helps to improve pupils' behaviour, learning and attendance. For more information, see ['Off-site provision' \(paragraphs 280 to 286\)](#)