

**Governance - extract from Ofsted School inspection handbook issued October 2017, No. 150066**

**Governance**

153. Inspectors will seek evidence of the impact of those responsible for governance. This includes maintained school governors, proprietors or academy trustees. In a multi-academy trust, this may include members of the local governing board<sup>54</sup> at school level, as well as the trustees.
154. Where a children's centre is managed directly by the school's governing body, inspectors will consider the impact of any judgements about the children's centre or the services and activities offered through or by the centre, in judging leadership and management.
155. Inspectors will consider whether governors:
- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
  - provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school
  - provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school
  - understand how the school makes decisions about teachers' salary progression and performance
  - performance manage the headteacher rigorously
  - understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
  - ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils
  - ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding
  - are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.
156. Inspectors 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 governing body and the extent to which the education the school provides meets the needs of these pupils.
157. Inspectors will recommend an external review if governance is weak. Under 'What the school should do to improve further', inspectors should use the following words in the report:
- 'An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.'
158. The school should decide how this review will take place and commission it. Reviews should be developmental. They do not represent a further inspection, although inspectors will follow up on the review during any subsequent inspection. Full details of what might be the form and nature of such reviews can be found at: [www.gov.uk/reviews-of-school-governance](http://www.gov.uk/reviews-of-school-governance).

<sup>54</sup> In a multi-academy trust, this could include meeting with a local governing board where relevant responsibilities are devolved in accordance with the scheme of delegation.