

Questions for Governors to pose

There are two sections to this resource.

Section A are questions based mostly on the Ofsted Framework and split into link governor roles

Section B are questions linked to each section of Academy work book

There may be some duplication between questions in the Section A&B

These questions are designed to be a menu from which governors can choose which are most appropriate for the school and its context.

We anticipate that only one or two of them would be asked in a governor meeting but in a focused school visit a number of these questions could be explored.

SECTION A: Ofsted Framework Questions for Link Roles
Safeguarding
1. How do you make sure that the school has a positive and open culture to safeguarding?
2. How effectively does the school (choose from below): <ul style="list-style-type: none"> - protect pupils from serious harm, both online and offline? What approaches are taken? - maintaining an attitude of ‘it could happen here’ and ensuring staff are vigilant? - Make sure they are open and transparent, sharing information with others and actively seeking expert advice when required and making sure all safeguarding decisions are accessible for appropriate scrutiny, being accepting of challenge to ensure the right decisions are made, and accepting that there may be safeguarding issues in any provision at any time? How do leaders monitor this? - ensure that all those who work with pupils are trained well so that they understand their responsibilities and the systems and processes that the school operates and are empowered to ‘speak out’ where there may be concerns? - actively seek and listen to the views and experiences of pupils, staff and parents, taking prompt but proportionate action to address any concerns, where needed?
3. How does the school ensure that all staff have completed relevant statutory training requirements relating to safeguarding? Who is responsible for keeping and checking training records?
4. Who is responsible for checks for others in the school e.g. governors or external companies?
5. Who maintains the SCR? How do leaders ensure this is kept up to date?
6. How do the school identify pupils who may need early help, and who are at risk of harm or have been harmed?
7. How do the school secure the help that pupils need and, if required, refer in a timely way to those who have the expertise to help? How do leaders check this?
8. How do the school manage safer recruitment and associated checks? How do leaders check this?
9. How does the school manage allegations about adults who may be a risk to pupils? How do staff know how to report concerns?
10. Are appropriate concerns passed on/discussed with LADO or TRA (Teacher Regulation Agency)?
11. What is in place to ensure that the school is open to challenge of their own practices around safeguarding and that policies, processes and systems are constantly under review?
12. How do leaders ensure that the school goes beyond its statutory duties with regard to safeguarding? What evidence contributes to their knowledge of how effectively this is done?

13. How do leaders make sure that the school has robust procedures in place for sharing information with relevant agencies/schools/colleges at the point of transition?
14. What checks do leaders have in place to satisfy themselves that all safeguarding incidents/allegations have been handled appropriately and they know actions taken were appropriate?
15. Would pupils be confident to report concerns about harmful sexual behaviour? How would they know how to do this? How are any barriers to reporting removed?
16. How do leaders ensure that staff are confident and well trained in handling reports of sexual abuse (including incidents away from school and incidents between children)?
17. How do leaders quality assure that allegations are taken seriously, recorded comprehensively and are dealt with swiftly and appropriately? How do you make sure pupils are confident that this will happen?
18. Where pupils are not on the school site (long term or short terms, full or part of school day – including alternative provision) how do leaders ensure that the appropriate safeguarding steps have been taken?
19. Are leaders aware of what may constitute ineffective safeguarding (listed in inspection handbook)? What evidence can you give governors to assure us safeguarding in the school is effective?
Mental Health
1. Who is the school's trained mental health lead? When did they complete their training?
2. How do leaders ensure this person is empowered to develop and oversee the school's approach to mental health?
3. What evidence can you provide to assure governors that the following principles are embedded in the school? <ul style="list-style-type: none"> • an ethos and environment that promotes respect, and values diversity • leadership and management that supports and champions efforts to promote emotional health and wellbeing • staff development to support their own wellbeing and that of pupils and learners • curriculum teaching and learning to promote resilience and support social and emotional learning • enabling student voice to influence decisions • identifying the need for and monitoring the impact of interventions • targeted support and appropriate referral • working with parents and carers
Are they all robustly embedded or is there variance? What are the next steps the school need to take?
4. How do leaders ensure that school is a calm and safe place for all, especially for pupils?
5. How does the school make use of Mental Health Support Teams (MHST) and what has the impact been?
6. What other services are available locally and how does the school signpost these?
7. What resources have the school accessed to support their work on mental health? What has the impact been?
8. How have parents and carers been involved in the school's work? What has the impact of this been?
9. How does the school's approach to mental health and emotional wellbeing extend to staff?
10. How (if at all) have leaders made use of "Mental health and behaviour in schools" guidance from the DFE? If it has not been considered or referred to, why not?
Pupil Premium & Attendance (Primary to include Sports premium)
1. How do leaders ensure that all eligible pupils for PPG (Pupil Premium Grant) are identified (particularly for infant departments and casual admissions)?
2. How are staff made aware of which pupils are eligible and what this may mean for the support they need?

3. Is the PP statement on your website up to date and accurate? How often is it reviewed? When was the last time it was reviewed?
4. How do you make sure your analysis of data (attendance/learning/suspensions) feeds into the statement?
5. Can you reassure us that you have made use of evidence of ‘what works’, evaluated by the Education Endowment Foundation (EEF), to use this funding effectively (as expected by the DFE)?
6. Do PPG pupils attain/make progress as well as their peers? How do you know? What action are you taking to address any gaps? How successful are actions?
7. Are PPG pupils over represented in suspension figures? If so, what needs to happen to improve this?
8. How do you now that disadvantaged pupils: <ul style="list-style-type: none"> - Acquire knowledge and cultural capital in the school? - Make progress, in that they know more, remember more and are able to do more and are learning the intended curriculum? - Produce work of high quality? - Achieve well in national test and examinations? Where they don’t, what action are you taking and how are you monitoring impact? - Being prepared for their next stage of education? - Are able to read to an age-appropriate level and fluency? Where they don’t, what action are you taking and how are you monitoring impact?
9. How do leaders monitor the attainment, progress and quality of education for PPG/Disadvantaged pupils?
10. Which strategies for PP as published on the website are having positive impact?
11. Which strategies for PP are not having impact – how does the school decide if the strategy requires more time or needs to be changed?
12. How often does the school review impact of strategies over the year?
Attendance
1. Share a case study of student who was persistently absent and has shown improvement as a result of school action?
2. What does the school have in place to ensure pupils feel welcome and safe in school after a period of absence (particularly for persistent and severe absence)?
3. What is in place to help pupils “catch up” after a period(s) of absence?
4. Do Pupil Premium students attend school well? What does your analysis tell you and how have you used this information to ensure improvement?
Sports Premium
1. Is the Sports premium report on your website up to date and accurate? How often is it reviewed? When was the last time it was reviewed?
2. Can you show governors that your use of the premium fits the criteria set out in guidance? (Ask to see document and for it to be cross referenced)
3. Do you believe that the way the money is being spent is having the intended impact?
4. Is there anything that needs to be improved in this area?
SEND & Equality
1. How can you prove to governors that the school is using their best endeavours to make sure that children with SEN gets the support they need – this means doing everything they can to meet children and young people’s SEN? (Requirement in COP)
2. How do leaders ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN? (Requirement in COP)

3. The Code of Practice requires schools to “inform parents when they are making special educational provision for a child.” How does this work in this school? Is it effective? Do any improvements need to be made (or examples of already made)?
4. Is the school’s SEND report published on the website? Is it up to date and accurate? Can you prove this? (Duty from the equalities act and requirement of COP)
5. Do admissions arrangements for the school outline the steps being taken to prevent disabled children from being treated less favourably? Who is involved in making sure this is in place?
6. Where can parents find your accessibility plan? How effectively does it show how you intend to do the following things? <ul style="list-style-type: none"> - Increase the extent to which pupils with disabilities can participate in the curriculum - Improve the physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services you provide - Improve the availability of accessible information to pupils with disabilities <p>How effective have leaders been in making the school more accessible?</p>
7. How do you ensure that all staff have high expectations and aspirations for pupils with SEND?
8. The Code of Practice states: “Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” How do you ensure this happens in your school?
9. Can you evidence how you identify and address SEND needs of pupils? How do you ensure that all teachers are aware of how to raise a concern? What happens if a concern comes from a parent? How is this managed?
10. How effective are your processes for identifying SEND pupils? How do you ensure pupils do not “slip through the net?” Does anything need to be improved? What has already been improved?
11. Is the school’s SENDCO qualified? Is anyone else involved in coordinating SEND provision?
12. How do you ensure that SEND pupils receive high quality teaching and learning? How are staff supported in doing this and knowing what it “looks like” and what the expectations of leaders are?
13. What processes are in place for regularly reviewing and evaluating the breath and impact of the support you offer or can access? Can you give an example of when something was improved?
14. How do you collaborate with the local authority and other providers to contribute to the local offer and to explore how different needs can be met most effectively? (expectation from COP)
15. Are reasonable adjustments in place in the school? How are these instigated, monitored and evaluated?
16. How are parental requests for reasonable adjustments recorded and responded to?
17. How does the school comply with its duty in the Children and Families Act to support pupils with medical conditions and how does this work specifically for pupils with SEND?
18. How do you ensure that lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement?
19. How does the school ensure that a graduated response to need is in place? How is the impact of this evaluated and how often?
20. How do you ensure that SEN is identified correctly and is not confused with slow progress or having English as an additional language (EAL)?
21. The Code of Practice states schools need to meet with parents of SEND pupils at least 3 times a year. How do you ensure this happens at this school?
22. How do you map, track and evaluate provision for SEND pupils? How often? How do you know if provision is having impact and what happens if it is not?
23. Are there any additional/different assessment procedures in place for pupils with SEND?
24. How do you manage parental requests for EHCPs? Do you document dates and responses in case they need to be referred to later?

25. How many pupils in the school have Education, Health Care Plans (EHCPs)? How does this compare to schools nationally/locally? How do you ensure that all children who meet the criteria for one are not missed?
26. How robust are your processes for completing Person Centred Annual Reviews (PCAR – Annual review meetings for students with EHCPs)? Who attends them and what processes are in place to make the meetings effective and meaningful?
27. What are your systems for collecting student and parents/carer views for pupils for SEND? Can you give an example where views from either parents or student led to change/impact in some way?
28. Do SEND pupils attend well in the school? What is in place to support their attendance? Can you give an example where school action has led to an improvement in attendance for a pupil with SEND?
29. Are pupils with SEND overrepresented in your suspension data? If yes, how concerned by this are leaders? What other intervention/support/agencies are being accessed to support pupils to be successful?
30. Tell us about parent voice from parents of SEND pupils? When were they last asked for views? Are they broadly happy with the provision the school makes?
Curriculum, Enrichment & Quality of Education
Reading
1. How can governors be reassured that leaders have prioritised reading at this school?
2. How is reading promoted and supported through the curriculum?
3. How are readers who are falling behind: identified, tracked and monitored. What happens when pupils are not making progress in reading. How do you identify pupils that would be classed as being at the early stages of reading? (regardless of age). Is this a significant number of pupils in the school/cohort? Are there any curriculum implications associated with this?
4. How effective are your strategies to ensure that weaker readers (bottom 20%) are becoming confident, fluent readers? How do you know there is impact? What needs to happen next?
5. Can you provide case studies of accelerated progress in reading for some pupils?
6. How does the school promote that pupils read widely?
7. How do leaders ensure that all staff are determined that every pupil will learn to read, regardless of their background, needs or abilities? How is this expectation set and monitored?
8. What is the school doing to ensure that all pupils, especially the weakest readers, make sufficient progress to meet or exceed age related expectations? How effective are these strategies? How do you know? What needs to happen next?
9. Primary - How do leaders ensure that the sequence of reading books shows a cumulative progression in phonics? How do you know that pupils have sufficient time to practice in reading and re-reading books? How confident would you be that a random selection of children would have appropriately matched reading books? How does the school check and assure themselves that this is the case?
10. Primary – Can you explain the role that assessment has in ensuring pupils make progress in phonics? How effective are the schools systems around this currently? Are systems leading to the required outcomes?)
General curriculum
1. Does this school meet the minimum expectation of at least 32.5 hours for the length of the school week? If not, how do leaders ensure that the quality of education is not being negatively affected? What plans are in place to move towards meeting this expectation?
2. Prove to governors that the curriculum for KS2 or KS3 is broad and balanced? How do leaders ensure that this is the case for all pupils, especially those who are disadvantaged (including those with SEND)? Who monitors that this remains the case across a key stage?
3. KS4 - How is the school managing the government's ambition with regard to EBacc? Are there any next steps that need to be taken?

Intent
<p>Focus on particular subjects</p> <p>4. Prove to governors that the school's curriculum is broken down into components and that it is sequenced in a logical and systematic way? (Focus on particular subjects). What skills and knowledge are you intending for pupils to learn?</p>
<p>5. How can leaders be sure that the curriculum design has considered the most important knowledge or concepts that pupils need to know and that teachers need to focus on these within their lessons? What happens when/if there is disagreement over what is the most important knowledge?</p>
<p>6. How do school leaders quality assure the work of subject/department leads to ensure that their curriculum intent/planning is of a high quality? Can you give an example of where support or challenge was given? What needs to happen next?</p>
<p>7. How have Trust leaders responsible for curriculum been involved in the intent of your curriculum?</p>
Implementation
<p>Focus on particular subjects</p> <p>8. Prove to governors that your curriculum is presented well to pupils so that they understand key concepts and can build towards applying knowledge and skills fluently?</p>
<p>9. How do you ensure that all teachers use frequent assessment to check on pupil's understanding (against curriculum intent) and that they use this to identify and correct misunderstandings and to inform teaching? How do you support teachers to do this well? How do you challenge when it is not as effective as it needs to be? How effectively is this done across the school/subject/key stage? What needs to happen next?</p>
<p>10. How do you ensure that staff have the expert knowledge they need or how are you supporting them to address gaps in their knowledge?</p>
<p>11. What is in place to prevent pupils being disadvantaged by receiving ineffective teaching? How do leaders monitor this and ensure that swift action is taken? Can you give governors some examples?</p>
<p>12. How do you ensure that teachers prioritise feedback, retrieval practice and assessment? How do you support all teachers to do this well? How do you challenge when it is not as effective as it needs to be?</p>
<p>13. How do leaders ensure that teachers use assessment to help embed key concepts, use knowledge fluently and develop their understanding and NOT simply memorise disconnected facts? How do you support all teachers to do this well? How do you challenge when it is not as effective as it needs to be?</p>
<p>14. How do leaders make sure that teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points? How do leaders ensure that all staff are clear on the importance of this and the expectations relating to it.</p>
Impact
<p>Focus on particular subjects</p> <p>15. Are outcomes where leaders expect them to be? What are the next steps?</p>
<p>16. Are disadvantaged pupils (including those with SEND):</p> <ul style="list-style-type: none"> - Making progress, in that they know more, remember more and are able to do more and are learning the intended curriculum? - Producing work of high quality? - Achieving well in national test and examinations? Where they don't, what action are you taking and how are you monitoring impact? - Being prepared for their next stage of education?

What are your next steps?
Enrichment
1. What enrichment activities does the school put on to develop pupils' broader skills & experiences
2. How does the school target Pupil Premium pupils in enrichment activities? It may be useful to see the data on the split of PP and non PP students accessing enrichment activities
Recruitment, diversity, work load & well being
1. To what extent do leaders take into account the workload and wellbeing of staff?
2. How (and how often) do you gather staff voice and can you give examples of when leaders have taken action to improve either workload or wellbeing?
3. Do staff feel like leaders help them develop as teachers? How do you know?
4. How do leaders ensure that staff are protected from bullying and harassment?
Risk & compliance (including limited finance)
1. Who has fed into the risk register to ensure it covers all angles of risk for the school?
2. What are the highest risks, are control measures in place and are they being measured?
3. What are the areas of non-compliance against statutory regulations and what action is in place to rectify this?
4. Who is responsible for managing school level compliance and are they suitably trained and resourced?
5. What is the current and 3 year financial forecast for the school and will any operational changes need to be made to ensure no deficit in this and future years?
6. Have all staff completed statutory & TSAT mandatory training. If not what is the plan to ensure this is actioned asap
Parent & Pupil Engagement, Marketing & Comms
1. What are the themes of feedback through Parent surveys and complaints and how are you addressing these?
2. How long on average does it take to reply to parent emails?
3. Are front of house staff trained and aware of how to handle press/reporter enquires?
4. What do you have in place to ensure your website it is up to date for all external stakeholders
5. How do you engage Parents in school life?
6. How do you inform Parents of curriculum structure and content (particularly in RSE in Primary schools)?
7. What are pupils discussing in Student council? Are there areas of concern for students?
8. What are predicted pupil numbers and how are you marketing yourself in digital and print marketing to increase applications
9. How are you engaging with the local community? Is this effective?
10. Are front of house staff trained and aware of how to handle press/reporter enquires
11. What are schools doing to take part in trust events like we are one events
12. Are there any significant changes or policy changes coming up and how will this be communicated to stakeholders
STEM, Careers & personal development
1. What careers support do we offer? How do we know it's effective?
2. How do we provide information on a wide range of careers options?
3. How do we know that our careers guidance has positive outcomes for pupils?
4. How are you monitoring careers provision across the school? How often do you do this? What's the impact of monitoring?
5. Do different pupil groups interact with work experience and other career initiatives differently? For example, girls compared with boys, or pupils eligible for free school meals (FSM) compared with others?
6. Do we give guidance on a variety of different career paths, and how different pupil groups can access these? For example, pupils eligible for the pupil premium?

7. How are our children with special educational needs (SEN) supported to reach their individual career potentials?
8. How are high-attaining children challenged to reach their individual career potential?
9. What approach do the school take to develop responsible, respectful and active citizens. How do you know this is effective
10. How the school enable pupils to recognise online and offline risks to their wellbeing, and their readiness for the next phase of education, training or employment

SECTION B: Academy workbook questions

Vision & Values

1. How do you make sure all stakeholders are aware of the vision? How often is it revisited?
2. How do you build in the vision to other aspects of the school's work?
3. What role do the school's values play in the day-to-day life of the school?
4. How well do pupils know the school values? What does pupil voice tell you?

School context

1. How are staff made aware of who their HPA or PP students are? (sec)
2. What is HPA strategy? (sec)
3. How does school know strategies for each key group are working?
4. Inspection data summary report (ISDR) shows level of challenge – what does this tell the school?
5. Are there significant changes to Year group numbers? What is the school doing to address this?
6. How does current numbers/prospective numbers compare with PAN? What implications does this have for budgets?

SEF

1. How did the most recent Trust QA/peer review inform school priorities – what were the key areas for development?
2. What did the school do as a result of the QA? How is the school measuring impact of these changes?
3. Did these areas for development match what Ofsted identified in their most recent visit? If so, what is the school doing to address?
4. If not, what is the school prioritising and what is the timeline for implementation?
5. How does the school ensure student absence/gaps in learning are addressed (during absence and on return?)

SIP

1. What support do you need from the governing board?
2. How does this plan help us achieve our vision for the school and trust?
3. Where are we right now and where do we want to be at the end of the year? How will this plan get us there?
4. Have we got the staff in place to deliver on this action? Have the staff got the right skills?
5. How quickly will we be able to determine that this is working as planned?
6. What do you expect the results to be when this is actioned?
7. What problems or barriers do you anticipate with this SIP? What steps are you taking to prevent or mitigate those problems?
8. How will you communicate this and get staff to buy in to this plan

Key Stage Performance data

KS2-3

1. What does this CAT4D Year 7 data tell governors about the school cohort?
2. KS2 prep vs KS3 actual – what the school's approach to tackling this?

<p>3. What are the assumptions we are making and how is the school addressing this as part of transition planning?</p> <p>KS4</p> <p>4. As reporting moves away from progress to attainment - What is the school's approach to this?</p> <p>5. What will be the anticipated issues?</p> <p>6. How will school address these?</p> <p>7. How is the school preparing students, parents and staff for these changes?</p>
<p>PASS data</p>
<p>1. What does the school learn from this data and what are your priorities?</p> <p>2. What is being done to address areas where FSM/PP students perform lower than Non FSM/PP</p> <p>3. What is being done to address areas where SEND students perform lower than Non SEND students</p>
<p>Pupil Movement</p>
<p>1. Why have the students left the school?</p> <p>2. Are there any patterns in the group who leave and if so, how are these pupil groups being supported</p> <p>3. For the students on a managed move, how have you ensured the move meets statutory guidance?</p> <p>4. For students moving to home schooling can you update on the number of suspensions they had before this decision was made and if high can you assure governors that this was not a result of pressure from the school to avoid exclusion</p>
<p>Behaviour</p>
<p>1. What strategies have been put in place to support the child to improve their behaviours going forward? How is this captured and monitored?</p>
<p>2. How has the school ensured that underlying causes of poor behaviour e.g. SEND are being addressed to help improve behaviour?</p>
<p>3. Where students are being repeatedly suspended how are external agencies being used to support the child?</p>
<p>4. How does the school ensure that students are being set appropriate work whilst suspended?</p>
<p>5. How many students are at risk of permanent exclusion for persistent disruptive behaviour? How is the school ensuring that all appropriate strategies have been put in place to try and support this child?</p>
<p>6. For suspensions over 5 days – how is the school working with 6th day provision to ensure students attend, are safe if they have not attended and complete appropriate work set by the school.</p>
<p>7. How do leaders set clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom. How do you know these are understood by all (including behaviour away from school but covered by policy)?</p>
<p>8. How do leaders ensure that the behaviour policy is effective? How do you make sure/know it is applied consistently and that pupils feel they have been treated fairly?</p>
<p>9. How do the school's approaches to behaviour develop motivation and positive attitudes to learning? How do you evaluate if they are working?</p>
<p>10. How do leaders ensure that the school culture is positive and respectful and ensure that staff know and care about pupils?</p>
<p>11. How would leaders deal with a serious incident of bullying/discrimination/sexual harassment/sexual abuse and sexual violence (online or offline)?</p>
<p>12. How do you make sure pupils know how to report such incidents and that they feel safe and confident to do so?</p>
<p>13. What does your analysis of stakeholder voice show you about behaviour? What does your student voice tell you?</p>
<p>14. Does student voice about behaviour vary for particular groups (SEND/LAC/those with mental health needs/medical needs/minority groups)?</p>

15. Does the behaviour of particular groups vary (SEND/LAC/those with mental health needs/medical needs/minority groups)?
16. What would behaviour in classrooms be like if visitors were to walk around the school?
17. What would behaviour at lunchtime and breaktime be like if visitors were to walk around the school?
18. How can you prove that low level disruption is not tolerated in the school? How do you know all staff have the same standards in regard to this?
19. What strategies does the school employ to avoid situations of suspension, reintegration and suspension? Can you prove that these work?
20. Can the school evidence that any permanent exclusions are either an absolute last resort OR necessary to ensure the safety and good order of the school?
21. For pupils with SEND who need to improve their behaviour, how do leaders ensure that expectations for them remain high, the policy is applied consistently but that individual circumstances are also taken into account?
22. How do you know that the behaviour policy is implemented consistently across the school with all staff?
Complaints
<ol style="list-style-type: none"> 1. What does your analysis of school complaints tell you about views of the school? 2. What are you putting in place to address the main themes of the complaints? How will you know when this plan has succeeded? 3. How does this level of complaints compare to similar schools within the Trust? 4. Please talk us through any remaining open stage 3 or above complaints – please provide an update? 5. What is school doing to reduce complaint escalation?
Safeguarding
<ol style="list-style-type: none"> 1. What does your analysis of this data show you about the safeguarding culture in the school? 2. What are the main areas of concern in this data and what is being done to address this & when do you expect Governors to see an improvement in these figures? 3. How do these figures relate to other similar size schools serving similar communities 4. How do the school identify pupils who may need early help, and who are at risk of harm or have been harmed? 5. How do the school secure the help that pupils need and, if required, refer in a timely way to those who have the expertise to help? How do leaders check this? 6. How does the school manage allegations about adults who may be a risk to pupils? How do staff know how to report concerns? 7. Are appropriate concerns passed on/discussed with LADO or TRA (Teacher Regulation Agency)? 8. What checks do leaders have in place to satisfy themselves that all safeguarding incidents/allegations have been handled appropriately and they know actions taken were appropriate? 9. Would pupils be confident to report concerns about harmful sexual behaviour? How would they know how to do this? How are any barriers to reporting removed? 10. How do leaders ensure that staff are confident and well trained in handling reports of sexual abuse (including incidents away from school and incidents between children)? 11. How do leaders quality assure that allegations are taken seriously, recorded comprehensively and are dealt with swiftly and appropriately? How do you make sure pupils are confident that this will happen?
Attendance
<ol style="list-style-type: none"> 1. How are parents made aware of their responsibility to ensure pupils attend schools? 2. How do the school know that the attendance policy is fully implemented? 3. How many pupils that have hit the threshold have been referred to the LA? 4. Are staff who meet with parents confident in having difficult/challenging conversations with parents regarding attendance? Do they need additional training? 5. Are you making full use of agencies/referrals for support?

6. Are you discussing 'stuck' cases with Regional Safeguarding Lead (RSL) to prevent drift. Are RSLs supporting with challenge to the LA if needed?
7. What is the split with SEND and PP. Are there action plans in place? Is this covered in line management meetings?
8. How do leaders ensure that attendance and punctuality have a strong focus in the school so that all pupils benefit from education and experiences?
9. What evidence can the school provide governors to reassure us that they are doing all they reasonably can to improve attendance?
10. How does the data you have provided us (and any other analysis) with feed into your approach as a school?
11. Do those leading on attendance and working with families have a strong understanding of the causes of absence and how is this taken into account into the school's approach?
12. Can you guarantee governors that in all cases of severe absence the school is engaging in multi-agency work?
13. Can schools leaders demonstrate to governors a track record of improvement in attendance?
14. Can the school give examples of where the attendance of pupils with particular needs have improved their attendance?
15. There is a strong link between persistent and severe absenteeism and safeguarding concerns. Can schools reassure governors that there are systems in place to link up attendance and safeguarding concerns?
16. For pupils with SEND who need to improve their attendance, how do leaders ensure that expectations for them remain high, the policy is applied consistently but that individual circumstances are also taken into account?
17. On average, how many pupils are late on a daily basis? How is the school tackling this and promoting punctuality?

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23. Are you discussing 'stuck' cases with Regional Safeguarding Lead (RSL) to prevent drift. Are RSLs supporting with challenge to the LA if needed?
24. What is the split with SEND and PP. Are there action plans in place? Is this covered in line management meetings?
25. How do leaders ensure that attendance and punctuality have a strong focus in the school so that all pupils benefit from education and experiences?
26. What evidence can the school provide governors to reassure us that they are doing all they reasonably can to improve attendance?
27. How does the data you have provided us (and any other analysis) with feed into your approach as a school?
28. Do those leading on attendance and working with families have a strong understanding of the causes of absence and how is this taken into account into the school's approach?
29. Can you guarantee governors that in all cases of severe absence the school is engaging in multi-agency work?
30. Can schools leaders demonstrate to governors a track record of improvement in attendance?
31. Can the school give examples of where the attendance of pupils with particular needs have improved their attendance?
32. There is a strong link between persistent and severe absenteeism and safeguarding concerns. Can schools reassure governors that there are systems in place to link up attendance and safeguarding concerns?
33. For pupils with SEND who need to improve their attendance, how do leaders ensure that expectations for them remain high, the policy is applied consistently but that individual circumstances are also taken into account?
34. On average, how many pupils are late on a daily basis? How is the school tackling this and promoting punctuality?

Staffing

1. What current vacancies does the school have?
2. How does the school ensure that student's education is not being negatively impacted by the vacancy?
3. How is the school covering staffing absence?
4. Has turnover improved since last year?
5. Are all leadership clear on who their Developing, enhancing, embedding teachers are? How are they sharing expectations for the different standards expected?
6. How are school priorities being allocated to embedding teachers and how does the school monitor the impact?
7. What is the bi weekly Check-in %?
8. What is the school doing to increase this to full completion?
9. What are your figures for reviewers?
10. What is the school's % of exit interviews being completed? What is the school doing to increase this figure? What are the main reasons given for leaving the school?

Staff Survey

1. What did the last Welbee survey tell the school?
2. Did the school take up the meeting with Welbee lead and can the school share the resulting action plan to address key priorities?

3. What were the last wellbeing charter commitments the school made to staff? What progress has been made against these?

Parent Survey

1. What does the school do to collate parent views on a regular basis? How does the school analyse this? What resulted from the last parent view?
2. Why the disparity between student and parent view?
3. What is the school doing to share the student views wider?
4. What student accreditations is the school is working towards and how will this be shared with parents and community?
5. From the latest parent survey – what have the school identified as top 5 areas to address? How will you monitor/ensure this happens?

Compliance

1. What are the areas of non-compliance against statutory regulations and what action is in place to rectify this?
2. Who is responsible for managing school level compliance and are they suitably training ed and resourced?
3. What is the current and 3 year financial forecast for the school and will any operational changes need to be made to ensure no deficit in this and future years?