

## **The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met**

Inspectors should evaluate:

- how effectively governors help to shape the direction of the school
- how rigorously governors and supervisory boards challenge and support leaders and managers, holding them to account for tackling weaknesses and further improving outcomes for all pupils
- how well governors, supervisory boards and any joint committee(s) fulfil their statutory responsibilities.

### *Outline guidance*

Definitions of the role of governors are set out in legislation. The way in which the role of the governing body, supervisory board, or academy's Trust is interpreted can vary in relation to school size and type, and according to the experience and expertise of governors. Inspectors must judge how effectively these roles are interpreted in relation to the context of the particular school.

If any judgement in the evaluation schedule is inadequate because of a breach of statutory requirements, inspectors should consider whether the school's governance is inadequate.

Inspectors should take account of:

- the extent to which the school's self-evaluation indicates compliance with statutory requirements
- the rigour of the governing body's procedures to ensure the health, safety and well-being of staff and pupils
- how effectively governors fulfil their duties to promote community cohesion and inclusive practice relating to special educational needs, race equality, disability and gender equality
- how knowledgeable governors are of the work of the school, including its strengths and weaknesses, through their monitoring and evaluation of the school's performance
- how engaged governors are in actively setting priorities for improvement and how robustly they monitor and evaluate the impact of any improvement plans
- how effectively the governing body ensures its skills and expertise are matched to the needs of the school and how effectively these are used to improve outcomes for pupils
- the extent to which the governing body understands the school's performance data and has an accurate picture of how well all the

pupils are achieving compared with those in other schools, as well as how different groups of pupils within the school are performing

- how governors ensure that school targets are both achievable and sufficiently challenging to lead to and sustain improvement
- governors' understanding of barriers to learning, including attendance and behaviour issues, and what the school is doing to overcome them
- how effectively and confidently governors develop and use their skills and knowledge to hold leaders to account for improvement by robustly challenging underperformance
- how systematically governors consult and gather the views of users and stakeholders and how these views are taken into account in future planning.

*The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met: grade descriptors*

<p><b>Outstanding (1)</b></p>	<p>Governors make a highly significant contribution to the work and direction of the school. They have high levels of insight, are extremely well organised and thorough in their approach. They are vigorous in ensuring that all pupils and staff are safe. In discharging their statutory responsibilities, they have highly robust systems for evaluating the effectiveness of their implementation, keeping the work of the school under review and acting upon their findings. Governors are innovative, flexible and adapt to new ideas quickly, supporting the work of the staff in improving outcomes for all pupils. They are confident in providing high levels of professional challenge to hold the school to account. Governors engage very effectively with parents, pupils and the staff as a whole and are well informed about users' views of the school. They use these views to inform strategic priorities for development.</p>
<p><b>Good (2)</b></p>	<p>The governing body has the capacity to meet the school's needs and is influential in determining the strategic direction of the school. Governors are rigorous in ensuring that pupils and staff are safe and discharge their statutory duties effectively. They are fully and systematically involved in evaluating the school. Their relationships with staff are constructive and they show determination in challenging and supporting the school in tackling weaknesses and so bringing about necessary improvements. Governors have clear systems for seeking the views of parents and pupils and mechanisms for acting on these.</p>
<p><b>Satisfactory (3)</b></p>	<p>Governors discharge their statutory responsibilities and ensure that pupils and staff are safe. They are well organised, are visible in the school community, and support staff and pupils. Most governors know the strengths and weaknesses of the school and understand the challenges it faces and are directly involved in setting appropriate priorities for improvement. The governing body holds the school to account for tackling important weaknesses. Governors engage often with parents and pupils and</p>

	respond quickly to their views and any significant concerns they may have.
<b>Inadequate (4)</b>	<ul style="list-style-type: none"> <li>■ The governing body has too little impact on the direction and work of the school.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ The governing body does not challenge the school to address weaknesses and bring about improvement.</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>■ The governing body's negligence in failing to meet its statutory requirements places the pupils' achievement or well-being at risk.</li> </ul>

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