

## **Peninsula Learning Trust**

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### **The 3 S's: a brief guide for governors**

The role of the LGB is to examine, evaluate and feedback to parents and other stakeholders on the overall quality of the child's experience at that school. The MAT Board do not know the school or the children and are going to focus on strategic direction, evaluating risks to the organisation and holding the MAT staff to account for their actions and impact.

Governors do not 'do' any of these things but should be well informed about the school's work in these areas and be able to challenge where they feel progress is too slow or not reaching a high enough standard.

The gold standard we want is:

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.

Ofsted guidance on governance is:

- 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 and the primary PE and sport premium
- are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.

## **Standards**

- How well pupils progress from starting points and achieve or exceed the standards expected for their age.
- Progress and attainment of particular groups, especially disadvantaged including evaluation of the impact of PP funding on this group and also SEND.
- How effective the curriculum provision is and its impact on learning and achievement.
- Meeting pupils and discussing their experience of learning.
- Knowledge of how children are assessed.
- How effectively the school evaluates itself, including external reviews.
- The extent to which school leaders are impacting on standards through their leadership.
- The standards of teaching in the school (based on robust interrogation of school records but not through direct observation), how they are being improved through management action, the link with CPD planning and the extent to which teacher pay rises are linked to performance of the class, subject or area.
- How well the school prepares pupils for the next stage of education including the programme for individual advice and guidance.
- Results of staff surveys for quality of CPD, support and guidance, understanding of goals of the school.

## **Safeguarding**

- Is there an aspirational culture and ethos in the school?
- How does the school develop physical and emotional wellbeing?
- Results of student surveys on wellbeing and safety.
- What is the impact of IAG? (secondary focus)
- What do pupils know about staying healthy? Supported how by school canteen?
- Behaviour – evaluated through exclusion records, behaviour logs and pupil conferencing. How effective are school systems for managing behaviour?

- Punctuality and attendance – particularly of key groups such as disadvantaged and SEND.
- How well does the school manage bullying, particularly homophobic or racist bullying?
- Does the school have a PREVENT strategy understood by all staff?
- Is the school teaching fundamental British values and with what success?
- Has the Single Central record been evaluated externally?
- How does the school approach PSHE and sex education?
- Do pupils know how to keep themselves safe on-line?
- Is there a named governor for child protection who is properly trained?
- What procedures are there in the school for child protection?
- Have all the staff had safeguarding training? Have senior staff and governors had safer recruitment training?

### **Stakeholders**

- How well does the website communicate the ethos and values of the school? Is it a good tool for keeping parents informed? How is the school using all forms of social media to keep parents informed?
- What are the results of the Parent Survey and/or Parent Forum and how have they been followed up?
- How does the school communicate with the wider public on its work and the achievements of its students?
- What links does the school have with 'wealth creating' organisations locally?