Abbey review of governance

Jun 2026

Updated from June 2018; Dec 2019; Most recent Dec 2020; March 21; July '21; July 2022; Autumn 2022; June 2024; June 2025; June 2026

- Ensuring clarity of vision, ethos and strategic direction.
- Holding executive leaders to account.
- Making sure its money is well spent.

And the key features of Governance are:

- **Strategic leadership** that sets and champions vision, ethos and strategy.
- **Accountability** that drives up educational standards and financial performance.
- **People** with the right skills, experience, qualities and capacity.
- **Structures** that reinforce clearly defined roles and responsibilities.
- **Compliance** with statutory and contractual requirements.
- **Evaluation** to monitor and improve the quality and impact of governance.

Summary

This document draws upon the non-statutory guidance from the Department for Education. It has been produced to help users conduct and facilitate an external review of a schools governing body.

The review tool is used to inform the school's SEF specifically for governance as a key aspect of the 'leadership & management' section of the school's SEF.

This is the full governing body's view of the school; the voice of the writer should be interpreted as the voice of the FGB.

Main points

The review tool draws on the Ofsted School Inspection Handbook and the All-Party Parliamentary Group on Education Governance and Leadership's '20 key questions every governing board should ask itself'. Full compliance indicates the board can answer 'yes' to each question in this area.

The review tool covers four core areas:

- **Core Area 1**: Ensuring clarity of vision, ethos and strategic direction
- **Core Area 2**: Holding the headteacher to account for the educational performance of the school and its pupils
- **Core Area 3**: Overseeing the financial performance of the school and making sure its money is well spent
- **Core Area 4**: Effective Governance Practice

How the review was drawn up

The headteacher, chair of the governing body and the chairs of the three delegated committees each contributed to the sections to best represent the corporate view of governance. This document was then sent to the full governing body in the summer of 2018 for discussion and ratification. The first review took place during Autumn 2019.

It is a review document that draws upon the committee structure, link governor visits, leaders' self-evaluation and quality assurance mechanisms to triangulate the view of Governors and form a basis of FGB, committee and training for any academic year using the whole QA and governor schedule from each academic year.

Core Area 1: Ensuring clarity of vision, ethos and strategic direction

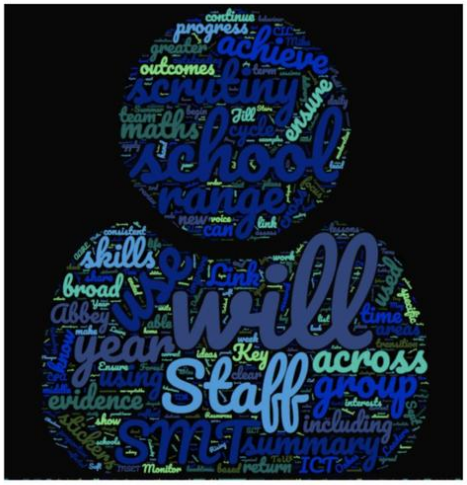
Questions

1.1 Do governors play a significant role in setting out a vision that is shared by all members of the school community and is based on input from, and consultation with, a range of stakeholders?

- Yes

Evidence: Members of the governing body drew together the views of all stakeholders to draft, consult and agree the school's mission statement. With input from pupils through the school council; staff through INSET time; parents through electronic survey a representative sample of the governing body looked in detail at the vision for our school. The statement is published on our website.

http://www.abbeyfederation.co.uk/vision-values/



At Abbey, children are at the heart of what we do. We will foster a love of learning and make learning fun. We will take sensible risks leading to memorable, challenging learning. We will help our children to learn to think, challenge and have confidence to shape their world. Our children will have a voice. We recognise that each child is unique and celebrate the successes of all. We will promote tolerance and mutual respect as part of a global community. We want all our children to thrive and lead happy, healthy lives.

1.2 Has the board agreed a strategy with priorities for achieving the vision with key performance indicators against which governors can regularly monitor and review the strategy?

- Yes

Evidence: The school's use of INSET/directed time provides the opportunity to consult with all staff on the successes

Commented [RK1]: Full GB question reflecting upon the work of all committees

Commented [RK2]:
Our mission statement was reviewed to ensure that it is still fit for purpose September 2020. Previous areas to develop for our GB included linking decisions back to this statement for resources, curriculum, staffing and leadership.

Value placed upon pupil voice
Engaging children through the content taught and sequenced
Inclusive school
Sensible risk courageous leadership for asset management
Range of pupil 'councils' for engagement

Positive feedback from full suite of pupil, parent & staff surveys March 2026 compared to the Ofsted dataset.

Commented [RK3]: Full GB question reflecting upon the work of all committees. The SIP and underlying subject plans provide opportunity to challenge and support; this is in addition to the PP and PE plans. Note PE plan may now be defunct with the reduction in funding.

of the previous year and key priorities for the forthcoming academic year. The full range of school improvement evidence is drawn upon to draft an aspirational yet manageable document that builds upon the school's strengths and seeks to develop further aspects of provision. The review includes governors and is cross-phase so that all staff are able to voice their views of aspects. Senior staff then draft the SIP and circulate for comment and amendment. Finally, the document goes to the full governing body for ratification. Governors provide the final checks and balance that the plan is fit for purpose, aligns with the strategic vision for the school and contains measurable targets for accountability.

Commented [RK4]: Whilst Governors approve the plan, they are also active in shaping it through link visits. Governors have invested the time for staff to debate and plan the next year's improvements therefore increasing staff understanding, accountability and ownership of the work of the school.

The current (and future) plans can be found here: http://www.abbeyfederation.co.uk/school-improvement-plan/

1.3 Does the board's strategic planning cycle drive its activities and agenda setting?

Commented [RK5]: Full GB question reflecting upon the work of all committees

- Yes

Evidence: The roles and remit of the three delegated committees ensure a fair balance of work before the full board meets for more strategic matters. These committees ensure that their aspects of responsibility are dealt with accordingly through a range of scrutiny, presentation, discussion and self-review. This leads to an efficient and effective delegation of responsibility. The headteacher and chairs ensure that the work is visited on a cycle of self-review. Importantly, the wider staff group and senior leaders are invited to committees to support the governors in holding the headteacher to account.

Commented [RK6]: A balance of information, focus for challenge, presentations by wider leadership group and some governing body training
Linking to the skills matrix – what short-burst training opportunities can we integrate into committee meetings (or FGB)? Is this a worthy pursuit for whole FGB training?
One example: The whole of the work of the P&C committee has been to look in detail at leadership; subject leadership; curriculum and outcomes so that Governors know that the school's plans are being delivered well.
A further example where IDSR was released October of any year for all governors to see along with analysis.

The committee structure and roles/responsibilities can be found here:

The Federation of Abbey Infant & Junior School - Governors' public information

1.4 Does the board ensure decisions are made in line with the school's vision and strategic priorities, and monitor the impact of these decisions?

Commented [RK7]: Full GB question reflecting upon the work of all committees

- Yes

Evidence: Governors regularly reflect upon the decisions made against the school's vision and SIP. The annual work of the delegated committees reflects the school's current priorities and so ensures a checking mechanism against the content of the SIP along with the regular and on-going committee work. Examples include: Pupil & curriculum scrutiny of the process of data collection and moderation; staffing and finance completion of Schools financial value standard (SFVS); premises, health & safety scrutiny of support for vulnerable pupils and associated risk assessments. Each main aspect of the SIP has an annual area review that further informs future plans and holds leaders to account for their work.

Commented [RK8]: Link governor visits have been strengthened by agreeing a focus aligned to the SIP or other local information. E.g. testing aspects of provision against the EIF and new Toolkits or other self-review material, the most recent example being link governor visits to look at mathematics and new subject leaders' work. Another example in where link governors checked on work of leaders to use 'non-core story maps'; In Autumn link visits looking at Early Reading; Early Mathematics; Safer recruitment and EYFS assessment along with H&S scrutiny. These visits continue with semi-structured invitations.

1.5 Do governors monitor how effectively the policy framework and related practices support the ethos of the school?

- Yes

Evidence: Yes, through the work of committee structure and the full governing body.

1.6 Does the board have a sound understanding of its statutory responsibilities and

ensure that these are fulfilled?

- Yes

Evidence: All of the statutory policies are in place and reviewed regularly. A professional clerk is available to advise the governors of their duties and is knowledgeable about the duties of a maintained school. Additional evidence is through the school's advisor, external reports from Ofsted and wider self-review documents. Minutes are clear, concise and well-written that clearly demonstrate challenge and decision making. Additionally, governors annually undertake a self-review of skills to inform training and support along with future governor appointments.

1.7 Does the board ensure that the school's curriculum, extra-curricular activities and ethos are preparing pupils for life in modern Britain?

- Yes

Evidence: The school's curriculum statement comprehensively articulates how our curricular design is individual to our school. The school's vision statement is enabled through our belief in a wide range of opportunities and integration of 'life skills, soft skills and bucket list' to ensure that, over the time of the school experience for our children – they have many opportunities to experience a broad and balanced curriculum. Integration of personal, social, emotional and health aspects (PSHE & RSHE) along with a strong pastoral care system ensures that our school is fully inclusive and prepares children for life in modern Britain. PASS/Boxall survey (profile) and parent survey helps to understand responses to the curriculum. The most recent Ofsted inspections, BSQM, Music Mark and Arts Mark further support this view and the latest award PSQM.
The curriculum statement can be found here : http://www.abbeyfederation.co.uk/parent-guide-to-the-national-curriculum/

Commented [RK9]: P&C committee keeps the oversight of these aspects. HT report informs and pupil voice, governor visits all support the FGB understanding. Safeguarding across the curriculum and promotion of SMSC aspects through RE; RSHE and BSL – see Abbey Lenses.

P&C October 2024 & Spring 2025 looked at how well leaders have carried out checks on provision and what subsequent work following these checks. Additionally, referring back to the QE grade descriptors to inform the FGB SEF review. This includes the detailed small-step learning and matching outcomes. In Spring 2026 the school strategy for Inclusion.

Commented [RK10]:
Other policies also inform and shape provision including the well-being plans, RE, Promoting FBV, Extremism and 'how the curriculum supports safeguarding'. School is meeting the statutory SRE 2020 guidance. PASS survey and a new addition of Boxall profile along with regular parent surveys. A wide range of clubs offers extended opportunities for pupils to attend at least one extra-curricular and residential.

Guidance

Relevant Ofsted criteria

- the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils

- whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important

- the effectiveness of governors in discharging their core statutory functions

- the effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues

- the effectiveness of safeguarding

- how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

- how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics[1]), through their words, actions and influence within the school and more widely in the community

The 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

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[1] As defined by section 4 of the Equality Act 2010.

Notes

Next steps

Further develop governors' ability to link decisions to the school's vision statement through first hand triangulation of the already well established 'link governor' visits.

Commented [RK11]:
Should we consider minuting how decisions align to the mission statement – from time to time?

An example (Oct 2025) : P&C agenda setting to meet with subject leaders to check on leaders' checks. This ensures that governors have a direct chance to see that the curriculum and the information that leaders find about their areas is aligned to the overall ethos and vision for our curriculum.

Core Area 2: Holding the Headteacher to account for the educational performance of the school and its pupils

Questions

2.1 Do governors access a range of information about the school in a timely way including:

- The full RAISE online summary Report?
- The FFT Governor Dashboard (If the school subscribes)?
- The OFSTED data dashboard?
- In-year progress tracking from the school?
- External reports including notes of visits from school improvement partners or equivalent?
- Information from governor visits to school?

- Yes

Evidence: All governors have access to a range of performance indicators including IDSR, ASP, internal-tracking, School improvement partner visit notes, other quality assurance mechanisms e.g. school self-review, peer-review, external awards. Pupil and curriculum committee takes the lead in looking in depth at what IDSR means and uses it to challenge and support leaders. The triangulation of evidence is an important part of the governors' work through link-governor visits and the scrutiny of leaders work at all levels.

2.2 Do governors understand the performance data in a way that enables them to properly hold school leaders to account?

- Yes

Evidence: As stated in 2.1 – Pupil and curriculum leads in the in-depth understanding of performance measures and the checking of longitudinal progress of learners. Performance data is used to inform the school improvement plan, Pupil Premium Plan and linked capitation spend through staffing and finance committee. The Pay committee looks closely at the process of the school's performance management and how this links to pay progression. External advisor to the governing body provides an independent view on the work of the head teacher through the performance management process.

2.3 Is the board confident that performance management for all staff is conducted effectively and that this contributes to improving outcomes for pupils?

- Yes

Evidence: Linked to 2.2, the Pay committee spends considerable time in scrutinising the process and also has discussions with staff across the Federation from different job descriptions and bands. This has included (non-statutory) LSP, NQT, Main scale, UPS, Leadership, Office staff. Leaders have supported 6 staff though NPQML and now this group has successfully completed NPQSL. A new group of four staff have embarked on NPQML and completed it. A further group of 1 NPQT&L and 3 x staff National Sendco success in the academic year 2023-24 including the HT NPQEL. Close triangulation of the Pupil and curriculum committee work leads to a good understanding of the progress made by pupils and the improvements made at all key-stage outcomes.

Commented [RK12]: P&C reviewed as part of May '25 committee. Governors understood where the range of evidence came from and were satisfied that the information received allows for support and challenge discussions.
In May '26 a specific focus on Inclusion.
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P&C Oct 2026 is scheduled to look at leaders' work to help pupils catch-up and keep up and the new contextual attainment comparisons.

Commented [RK13]: P&C & FGB
Yes but caveat of additional training session for IDSR

Commented [RK14]: S&F & Pay committee
Pay committee regularly sample staff from all pay grades to assure themselves that the process actually happens, is fair supportive but also challenging.
Note the change to appraisal and not performance management.
This is an important part of checking that senior leaders are delivering the PM process fairly and robustly.

Commented [RK15]: We dedicate significant time to this and should recognise the checks that governors have on this aspect so that they are secure that the process is robust.

2.4 Is performance management of the Headteacher/Principal conducted effectively including meeting statutory and contractual requirements, ensuring performance objectives contribute to improving outcomes and including mid-year review?

Commented [RK16]: S&F & Pay committee

- Yes

Evidence: Yes – as explained in 2.1-2.3

2.5 Does the board have a clear understanding of how pay decisions are reached for all teaching staff in line with statutory and contractual requirements?

Commented [RK17]: S&F & Pay committee

- Yes

Yes – as explained in 2.1-2.3

Guidance

Relevant Ofsted criteria

- the rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement

- the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively governors hold them to account for this

- how well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high-quality education for all pupils, and how effectively governors hold them to account for this

- how effectively leaders monitor the progress of groups of pupils to ensure that none falls behind and underachieve, and how effectively governors hold them to account for this

The inspectors will consider whether governors:

- 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

- 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

- the quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school

Notes

Comments

Governors to consider implications on recruitment & retention through the decisions made and potential impact on work-life balance of all staff.

Motivated staff NPQML & NPQSL.

Consider delegating a focus governor visit to PP to add additional depth to the regular scrutiny of the 2 x plans (soon to be 1).

Governor visit took place to scrutinise SFVS and added additional level of challenge and scrutiny.

Commented [RK18]:
Consider building into the link visits a discussion about workload.

Consider aligning committee decisions to the mission statement and workload of leaders at all levels.

Core Area 3: Overseeing the financial performance of the school and making sure its money is well spent

Questions

3.1 Is the board confident that the school's financial management systems are robust?

- Yes

Evidence: School has overturned an in-year deficit. The most recent financial audit from the local authority's Audit services rated the school's systems as 'outstanding'. Close cross-federation working has ensured that the systems in place are now embedded through both offices. School's financial management standard completed annually. Leaders ensure that the protocol for ordering is followed and links to the school improvement plan. An external advisor to the governing body provides termly updates on the school's spending plan and any virements needed. Leaders have worked to reduce spending and secure value for money through joint procurement and cross-cluster working.

3.2 Does the board access financial benchmarking information and use this to ensure the school is achieving value for money?

- Yes

Evidence: Benchmarking provides a regular feature of the staffing and finance committee's work to check the school spend against similar schools. Effective use of leasing has ensured that the school has been able to update its IT infrastructure to both reduce the total cost of ownership and reduce overall spend within the constraints of a diminishing delegated budget. The procurement process relies upon a minimum of three like-for-like quotes to ensure the principle of the 4C's (Challenge, compare, consult, compete) are embedded.

3.3 Does the board regularly review the staffing structure to ensure that it meets the needs of the school and ensures good value for money?

- Yes

Evidence: Yes. The staffing structure has been reviewed annually and to ensure potential job-losses, in the wake of government spending review, is kept to a minimum, a number of 'natural wastage' reductions have been made.

3.4 In academies: is the board familiar with the requirements of the Academies' Financial Handbook and ensuring that all its financial responsibilities are met?

N/A

3.5 In maintained schools: have all the standards within the school's financial value standard been met?

- Yes

Commented [RK19]: S&F committee.

Commented [RK20]: The new SFVS spreadsheet that has to be submitted in May 2026 & updated annually after can help to fine-tune governors' checks and 'lens' on aspects of our system spending. S&F governor has been allocated to complete a focus visit to look at SFVS which in turn will show that school's financial procedures in more detail to strengthen knowledge. Governor visit took place – see Governor visit note

Commented [RK21]: S&F committee agree to sample benchmarking more frequently to check upon the '4-C's aspect of best value decision' (Challenge, compare, consult, compete)

Commented [RK22]: S&F Committee – see above

Commented [RK23]: Leaders have not replaced staff to ensure that the long-term financial commitments are being reconciled, over time. Staffing options have been scrutinised and possible solutions to address the pressures of the NFF are in-place.

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Commented [RK24]: S&F then approved by FGB

Evidence – See 3.1-3.3 above.

3.6 Does the board ensure that available resources, including pupil premium, are allocated to school development priorities and removing barriers to learning?

- Yes

Evidence: The Pupil Premium and PE Premium plans form a part of the pupil and curriculum committee work and are also part of the appropriate full board's papers. These plans are based upon the full school evidence based gathered through the quality assurance system. Clear identification of barriers and how the additional monies are spent are clearly demarcated. Leaders' use of provision mapping ensures that the pupils who need to catch-up or those who can be stretched to attain a higher level are identified and targeted in phases. The most recent Ofsted inspections have scrutinised both the PE and pupil premium plans and found them fit for purpose. In addition, the PE premium use has resulted in to regional awards for its effective use to raise standards in PE.

3.7 Is the pupil premium being used effectively, so that the school is closing any gaps in achievement between pupil premium pupils and their peers?

- Yes

The most recent Ofsted IDSR identifies no significant weaknesses in the performance of the pupil premium group. The most recent Ofsted inspections also found no weakness with the performance of this group. Leaders and governors are mindful of the need to further accelerate the progress of this groups as a relative gap is present, in progress, at the end of key-stage 2. Both schools are GOOD OE Mar '23 Infants and May '25. This is in the context of historical KS1 attainment data (used at the end of KS2 for progress measures) may not be wholly robust. Leaders have a sharp focus on the targeted intervention for these pupils and all of the school's pupil-progress information has a distinct section where this group's needs are identified and met.

Commented [RK25]: S&F or P&C and FGB approval

Commented [RK26]: S&F & P&C

Commented [RK27]: A much stronger picture in the IDSR with sig+ progress overall and positive progress for PP matched well for Wr & Ma, much improved and positive in reading.
Something to sell as an impact of the continued focus through governance.

Validated performance 2024-25 appears average across all quintiles of attainment and progress.
New IDSR Oct 2025 shows good progress and high attainment in phonics at Y1; GDS Ma & R KS1. One strong indicator of school continuing to meet at least the expected standard.

Attendance is strong for both schools and groups.
No national progress 23-24 due to Covid and no KS1 sats but internal assessment is very strong for progress from PAG (Prior attainment group)
Progress returns for IDSR 2026 but not yet released.

Guidance

Evidence to be drawn on

- Ofsted report
- Board agendas and minutes
- Pay committee terms of reference
- Headteacher's reports to governors
- Performance data relating to the performance of pupil premium children and their peers
- Views of headteacher and governors

Relevant Ofsted criteria

- how effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and **how effectively governors hold them to account for this**

- how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and **how effectively governors hold them to account for this**

The inspectors will consider whether governors:

- 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

Notes

Comments

This is an area of strength within the governing body. The challenge to leaders to ensure best-value and leaders' actions have ensured the school continues to offer a good experience for learners.
New focused visit agreed to look at SFVS and strengthen governor understanding of this aspect – visit took place see note.

Core Area 4: Effective Governance Practice Questions

4.1 Does the board keep its size and structure (including number and terms of reference of any committees) under review to ensure they reflect school and national priorities and support effective and efficient working?

- Yes

Evidence: Yes – reviewed annually. The terms of reference can be found here: http://www.abbeyfederation.co.uk/whos-who/

Commented [RK28]: FGB

4.2 Does the board regularly audit the skills of its members and use the analysis of this to inform governor recruitment and development?

Commented [RK29]: FGB

- Yes

Evidence: Yes – the board completes the annual skills audit and this has been used to good effect to target gaps in governor skills and to inform governor training both internal and external. An example is the background to the school's assessment information focused upon the expected standard at YR,2,6 so that governors understand how the attainment and progress measures are calculated.

Commented [RK30]: Skills matrix shows no significant gap. The range of backgrounds of governors provides a healthy balance of challenge and support. Governors have been pro-active in accessing training and have also arranged their own training for sessions e.g. KCSIE. All governors have been trained on safeguarding in readiness of the changes for KCSIE 2026.

4.3 Are governors able to clearly evidence the impact of governor training and development on the quality of governance in the school?

Commented [RK31]: FGB

- Yes

Evidence: Yes- through the challenge presented to leaders through the committee and full board. The corporate package purchased on behalf of the governing body, including membership of NGA provides good value for money.

Commented [RK32]: Succession planning to remain a focus of FGB

4.4 Does the board have a professional clerk who has a good understanding of the statutory context in which the school operates and effective governance practices, produces accurate and timely minutes and provides legal and procedural advice and support?

Commented [RK33]: FGB – external professional clerk purchased.

- Yes

Evidence: A professional clerk is purchased through a trading arm of the local authority.

4.5 Does the board have plans in place to ensure effective succession, including leadership succession for the board?

Commented [RK34]: FGB -

- Yes

Evidence: Against the back-drop of a decreasing interest in the fulfilling the role of governors, the board has looked to make strong appointments who can support leaders, challenge and fulfil the role of chairs of committees, should they fall vacant. This will remain an on-going challenge for the board.

Commented [RK35]: See comment above. Additionally, the school has most recently added a retiring HT of an outstanding school to its board. Carefully seeking out expertise to support the board. A successful industry appointment to diversify the outlook. Governors need to be mindful of the ethnic make-up of the board.

4.6 Does the chair lead the board effectively?

Commented [RK36]: FGB

- Yes

Evidence: Meetings always take place and are quorate. Minutes of the committees are effective and therefore support the view that the meetings have been chaired effectively because the minutes are clearly focused on the business of the meeting(s). The chair has regular contact through email, telephone and face-to-face meetings with the head teacher to keep abreast of the school's position. The chair has also attended link-governor visits with the local authority's school improvement advisor as part of the termly visits. The Chair has also held governors to account for failure to uphold the board's code of conduct.

4.7 Does the board have effective mechanisms in place to hear from and inform pupils, staff and parents?

Commented [RK37]: FGB & all committees

- Yes

Evidence: Link governor visits to each year group; attendance at parents' evenings; attendance at school events/performances; annual parental survey; pupil surveys

4.8 Is the school supporting and drawing support from other schools and do governors have an understanding of and involvement in these collaborations?

Commented [RK38]: FGB

- Yes

Evidence: The head teacher is the chair of the Smethwick Cluster and works to focus the meetings upon teaching, learning, assessment and leadership. This has resulted in joint procurement of training at exceptional value for money for the cluster's subject leaderss. The head teacher is also a lead inspector for Ofsted and as such keeps the board up to date with the developments and direction of inspection; additionally, able to share effective inspection practice. The school has also entered into partnership with local universities to provide placements to their trainee teachers. This helps to ensure that the teachers of the future get a good start to their chosen careers and identifies possible teaching candidates for the future.

4.9 Is the board having a positive impact on outcomes for pupils and are governors able to articulate this?

Commented [RK39]: FGB & P&C

- Yes

Evidence: Yes – see accountability section above; most recent Ofsted inspections; external awards; parental satisfaction through surveys; pupil surveys; pastoral support for the most vulnerable.

Guidance

Evidence to be drawn on

- Ofsted report
- Board agendas and minutes
- Committee terms of reference and members
- Governor code of conduct
- School website
- Headteacher's reports
- Views of Headteacher and governors

Relevant Ofsted criteria

- how well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils

The inspectors will consider whether governors:

- provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school

- are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents

- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school

Notes

Comments

Further develop time-limited sections of the board's meeting to aspects of training and development.

Commented [RK40]: Governors have sought training on exclusions from a local secondary partner school.

Linked to the skills matrix or SIP – which parts of provision do governors feel that a specific training aspect would inform knowledge and therefore debate, challenge and support?

Latest version V1.6 June 2026.

Note: Update the FGB Self-review to reflect the Toolkits v1.2 when released in September 2026.