

Ofsted Expectations of Governance (to be read alongside Scheme of Delegation) September 2019

Governance within a Multi-academy Trust is structured so that responsibilities are delegated to different levels. Trustees of WISE Academies delegated some of their functions to Local Governing Bodies. This document provides examples of what happens at each level of governance in relation to the three core functions:-

Ensure clarity of vision, ethos and strategic direction						Supporting Evidence (Examples)
	Trustees	CEO	Regional Hub Lead	Headteacher	Local Governing Body	
Define the WISE rationale for the curriculum for the organisation	✓					<ul style="list-style-type: none"> • Coverage of curriculum • Effective sequencing of curriculum • SEF/SDP • Behaviour & Discipline Policy • Incidents of Poor Behaviour • Analysis of Exclusions • Safeguarding arrangements • Extra curriculum offer • Pupil Premium & Sports Funding Strategy & Impact • Effectiveness of policies • Record of staff training
Reflect the WISE rationale of the curriculum at local level			✓	✓		
Ensure that the WISE rationale is addressed in the context of the school				✓	✓	
Ensure that the breadth of the National curriculum is taught across the Trust.	✓					
Implement and evaluate the curriculum, ensuring breadth, balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare			✓	✓	✓	
Ensure that the WISE rational of Reading, Writing, Maths and Early Years approaches are delivered consistently	✓	✓	✓			
Ensure that the curriculum is well mapped and sequenced from Early Years to the end of Key Stage				✓	✓	
Ensure that the curriculum, focuses of safeguarding, protected characteristics of equality, PSHE and cultural capital themes are implemented through the curriculum to ensure that pupils have developed knowledge and understanding.				✓	✓	
Ensure that extra-curricular opportunities support the formal curriculum for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities				✓	✓	
Ensure that continuing professional development for staff is aligned with the curriculum			✓	✓	✓	
Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff						
Holding Regional Hub Boards to account for performance of Regional Hub	✓					<ul style="list-style-type: none"> • Data • External reviews • Peer reviews • WISE People Strategy • Pay and Appraisal Policies
Holding Regional Hub Leads to account for performance of Headteachers within their Hub		✓				
Holding Headteachers to account for performance of their school			✓		✓	
Monitor and evaluate the school's performance – outcomes for pupils					✓	
Arrange annual appraisal of CEO	✓					
Conduct annual appraisal of Executive Leadership Team		✓				
Conduct annual appraisal of Headteachers and make recommendations on pay with engagement of the Chair of the LGB			✓			
Conduct annual appraisal of other teachers and make recommendations on pay				✓		
Overseeing the financial performance of the organisation and making sure that its money is well spent						
Ensure that sound and appropriate financial governance are in place	✓	✓				<ul style="list-style-type: none"> • Ensuring compliance with Academy's Financial Handbook • Internal and external audit reports • Finance Director Financial Reports
Contribute to the financial priorities				✓	✓	
Monitoring and ensuring effective use of specific targeted resources eg Sports Premium and Pupil Premium for individual school and hold Headteacher to account					✓	
Review financial benchmarking at Regional Hub level			✓			

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight for educational and financial performance.

Effectiveness of Leadership and Management (including governors) - Ofsted School Inspection Handbook <https://www.gov.uk/government/publications/school-inspection-handbook-eif>

Ref	Areas that Ofsted Inspectors will consider as part of an inspection	Supporting Evidence (Examples)
1	Leaders' high expectations of all pupils in the school (including SEND and disadvantaged groups), and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils.	SEND strategy, Pupil Premium Strategy and Impact. Inclusion arrangements, staff CPD programme.
2	The extent to which leaders focus their attention on the education provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for pupils.	Data, External Reviews, Peer Reviews, Coverage of Curriculum including effective sequencing of the curriculum, Attendance Policy, Extra Curricular Offer, PE/Sport strategy and Impact, SEF/SDP.
3	Whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils.	Record of staff training. SEF/SDP, SEND Strategy.
4	The extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school.	Behaviour & Discipline Policy, Incidents of Poor Behaviour, analysis of Exclusions.
5	Whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Also, whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school.	Stakeholder Voice/Parent Questionnaires, Pupil Voice, Equality Duty, PREVENT Strategy, Safeguarding arrangements.
6	The extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce.	Staff Questionnaires, Staff Absence/attendance management, WISE People Strategy, Appraisal and Performance Management.
7	The extent to which leaders' and managers' high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence.	SEND / inclusion strategy, Pupil Premium Strategy and Impact.
8	Whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.	Equality Duty, Prevent Strategy, Welfare of Learners, British Values, staff training log.
<p>In assessing 8 above, those responsible for governance may be asked to summaries the following: (examples given below – this is not an exhaustive list)</p>		
A	How those responsible for governance quality assure and challenge the quality of education offered and carry out monitoring.	e.g. through effective link visits, mechanisms for holding leaders to account for the quality of the curriculum.
B	Resources are managed well and financial health of academies is ensured.	Scrutiny of financial reports, ensuring compliance with financial handbook, internal auditors' reports, external auditors' reports.
C	Ensuring that the academy meets its obligations under the equalities agenda.	Effectiveness of policies, staff training log.
D	Ensuring effectiveness of provision for SEND pupils.	Policies, link visit reports, accessibility/ compliance reports

DELEGATION OF POWERS – LOCAL GOVERNING BODY OVERVIEW

This is intended as a summary. It is not exhaustive and reference should be made to Articles of Association, Schemes of Delegation and Terms of Reference for Individual Committees.

Everyone within the Trust

- Ensure that income and property of the Company shall be applied solely towards the promotion of the Object.
- Responsibility to ensure that academies are conducted in accordance with objects of company and promoting high standards.
- Duty to promote safeguarding requirements
- Ensure compliance with the health and safety, buildings and other policies of WISE Academy Trust (acting in accordance with appropriate professional advice)

Where any power or responsibility is not specifically itemised under this Scheme of Delegation, the CEO will make a determination.

GOVERNANCE

- Approve Trust policies that are academy specific
- Power to co-opt and remove members to LGB (having any regard to views of Trustees)
- Duty to comply with direction of Trustees
- Duty to inform CEO of any Ofsted visit or investigation
- Determination membership and roles of sub-committees of Local Governing Bodies (having regard to any views of Trustees)
- Monitoring viability of extended services and community needs (and reporting to Trustees accordingly)
- Schools self-evaluation and quality assurance
- Responsibility for challenging and monitoring standards and reporting to Trustees
- Setting and review of the curriculum, having regard to any views of the Trustees /CEO
- Monitor and challenge pupil attendance of individual school

PREMISES MANAGEMENT

- Exercise responsibilities for maintenance of the buildings and facilities
- Participate in inspections of academy premises alongside representative of WISE Estates Team (i.e. in relation to H&S) and monitor actions in line with Trust policies

FINANCIAL MANAGEMENT PROCEDURES

- Contribute to the financial priorities
- Monitoring and ensuring effective use of specific targeted resources eg Sports Premium and Pupil Premium for individual school and hold Headteacher to account

RISK MANAGEMENT/INTERNAL ASSURANCE

- At least annually review the Local risk register and focus on key risks throughout the year (academy level)
- Keep under review risk management plans – academy level
- Monitoring of the website compliance

GENERAL

- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development
- Hold the Headteacher to account on all matters involving safeguarding
- To develop, monitor and approve the School Development Plan/SEF
- Monitor and evaluate the school's performance – outcomes for pupils
- Monitor Health & Safety Action Plans
- Engage with parents, carers and other stakeholders and agencies to support all pupils
- Work effectively to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism
- 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, understand the strengths and areas needing improvement at the school
- Provide support for an effective Headteacher or are hindering school improvement because of lack of understanding of the issues facing the school
- Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school
- Contribute to / determine marketing strategies for academies

SAFEGUARDING

- Consider and endorse academy-specific child protection policies and procedures
- Oversee safeguarding training records, ensuring that all staff/volunteers have had appropriate training and induction prior to working with children and that all pre-employment checks had been carried out
- Oversee effective record keeping linked to safeguarding
- Verify that single central record is kept up to date, noting when it was last checked for compliance
- Be aware of any Local Authority Designated Officer (LADO) referrals / significant breaches of safeguarding
- Monitor the safeguarding training matrix (half-yearly)
- Receive termly reports regarding safeguarding compliance and monitor challenge
- Ensure that safeguarding procedures are effectively implemented
- Duty to report safeguarding concerns/breaches to CEO

CURRICULUM

- Ensure that the WISE rationale is addressed in the context of the school
- Implement and evaluate the curriculum, ensuring breadth, balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
- Ensure that the curriculum is well mapped and sequenced from Early Years to the end of Key Stage
- Ensure that the curriculum, focuses of safeguarding, protected characteristics of equality, PSHE and cultural capital themes are implemented through the curriculum to ensure that pupils have developed knowledge and understanding.
- Ensure that extra-curricular opportunities support the formal curriculum for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities
- Ensure that continuing professional development for staff is aligned with the curriculum