Edvance
ENGLAND

FREE EDVANCE CHECKLIST - NO LOGIN REQUIRED

Ofsted governor questions

Edvance suggested preparation questions, not an official Ofsted question list. Use normal records; keep confidential material restricted. Early years and post-16 questions apply where relevant.

Leadership and governance

- How did the board identify the school's most significant improvement priorities?
Our evidence: _____
- Give an example of challenge that changed a decision or led to further action.
Our evidence: _____
- How does the board know agreed improvement actions are having an effect?
Our evidence: _____
- How do trustees and local governors distinguish retained and delegated responsibilities?
Our evidence: _____
- How do you hear staff and parent views and use them in strategic discussion?
Our evidence: _____

Inclusion

- How does the board know which pupils face barriers to participation or learning?
Our evidence: _____
- What evidence tests whether support is improving their experience and progress?
Our evidence: _____
- How do governors challenge the suitability and oversight of alternative provision?
Our evidence: _____
- What did pupil or parent feedback reveal that performance summaries did not?
Our evidence: _____

Curriculum and teaching

- How does the board know the curriculum is ambitious for all pupils?
Our evidence: _____
- What have leaders reported about teaching strengths and improvement needs?
Our evidence: _____
- How are curriculum decisions informed by pupils' needs and the school's context?
Our evidence: _____
- How does the board check that agreed support for teaching is making a difference?
Our evidence: _____

Achievement

- What does the board understand about pupils' achievement and progress over time?
Our evidence: _____
- Which groups need closer attention, and what action has the board scrutinised?
Our evidence: _____
- How have governors challenged explanations for weaker outcomes?
Our evidence: _____
- What evidence, beyond a single headline figure, supports your view of improvement?
Our evidence: _____

Attendance and behaviour

- What does the board know about persistent absence and the pupils most affected?
Our evidence: _____
- How are attendance barriers identified and support checked?
Our evidence: _____
- How do governors scrutinise behaviour, suspensions and exclusions in context?
Our evidence: _____
- How does the board know the behaviour policy is understood and applied fairly?
Our evidence: _____

Personal development and wellbeing

- How does the board know pupils can access the school's wider opportunities?
Our evidence: _____

- What have governors asked about wellbeing, relationships and preparation for life?
Our evidence: _____

- How is pupil feedback used to identify an experience that needs improvement?
Our evidence: _____

- How does the board check whether provision reaches pupils facing barriers?
Our evidence: _____

Early years

- What does the board know about the quality and priorities of early-years provision?
Our evidence: _____

- How are children's needs identified and support discussed with families?
Our evidence: _____

- What evidence informs scrutiny of children's learning and development?
Our evidence: _____

- How do governors check safeguarding and welfare assurance for this provision?
Our evidence: _____

Post-16 provision

- How does the board understand the strengths and priorities of post-16 provision?
Our evidence: _____

- What does it know about students' participation, achievement and destinations?
Our evidence: _____

- How does it check that support responds to students' needs?
Our evidence: _____

- What challenge has led to a change or closer monitoring of provision?
Our evidence: _____

Questions for the safeguarding governor

- How does the board know safeguarding policies are understood and used in practice?
Our evidence: _____

- What assurance has it received about the DSL's role, capacity and support?
Our evidence: _____

- How does it test whether pupils and staff feel able to raise concerns?
Our evidence: _____

- What evidence supports assurance about safer recruitment and the single central record?
Our evidence: _____

- How are filtering and monitoring arrangements scrutinised?
Our evidence: _____

- How does the board know pupils absent from the site or in alternative provision are safeguarded?
Our evidence: _____

- What changed after the annual policy review, audit or a reported weakness?
Our evidence: _____

- How are unresolved safeguarding actions escalated and checked to completion?
Our evidence: _____

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