



**BRENTWOOD DIOCESAN EDUCATION SERVICE**

*“Supporting Catholic schools to provide excellent education where pupils flourish, and Christ is made known to all.”*

**Ofsted Checklist**

**This quick checklist is not exhaustive but outlines the key areas that will help you prepare for Ofsted.**

Checklist	Yes	No
The time of the governing board meeting/phone call with the inspector(s) has been agreed.	<input type="checkbox"/>	<input type="checkbox"/>
Governors have been identified to be available to speak to inspectors, with alternative arrangements in the event of unavailability.	<input type="checkbox"/>	<input type="checkbox"/>
The school’s website is up to date and complies with the School Information Regulations for <a href="#">maintained schools</a> or <a href="#">academies</a> .	<input type="checkbox"/>	<input type="checkbox"/>
The schools <a href="#">statutory policies</a> <a href="#">statutory policies</a> <a href="#">academies</a> are up to date and published on the school website, especially the Child Protection/Safeguarding policy and Equalities Policy.	<input type="checkbox"/>	<input type="checkbox"/>
Child protection training is up to date for the designated person(s) and staff.	<input type="checkbox"/>	<input type="checkbox"/>
The Single Central Record is complete and up to date and is regularly monitored by the governing board.	<input type="checkbox"/>	<input type="checkbox"/>
Governors can explain how the school handles allegations and instances of sexual harassment, online sexual abuse and sexual violence.	<input type="checkbox"/>	<input type="checkbox"/>
Governors can talk to inspectors about pupil behaviour. They can explain how the school creates an environment where bullying, peer-on-peer abuse or discrimination are not tolerated.	<input type="checkbox"/>	<input type="checkbox"/>



Checklist	Yes	No
Governor minutes clearly show how the headteacher and senior leaders are challenged and supported.	<input type="checkbox"/>	<input type="checkbox"/>
<p>Governors can speak confidently about the strengths and weaknesses of the school and how any weaknesses are being addressed.</p> <p>What are the school's three greatest strengths and three crucial areas for development? What is the story here? <i>(i.e. tell me about.....why you are saying you are good / this area needs improvement?)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Governors can explain how the curriculum is broad and balanced. Is it planned and sequenced towards cumulative knowledge and skills for all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND)?</p> <p><i>Do pupils enjoy their learning? How do you know?</i></p> <p><i>How does the school give pupils with SEND the support they need to succeed?</i></p>	<input type="checkbox"/>	<input type="checkbox"/>
Governors can talk about the opportunities learners have for broader development, including after-school clubs and activities.	<input type="checkbox"/>	<input type="checkbox"/>
Governors can give examples of how the school prepares learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society.	<input type="checkbox"/>	<input type="checkbox"/>
The headlines of in-school assessment data are understood by governors. Governors can tell the story of the school's performance for different groups of pupils including SEND, disadvantaged and more-able pupils and how the school is addressing any gaps in learning due to Covid-19.	<input type="checkbox"/>	<input type="checkbox"/>
Attendance is central to raising standards in education and ensuring all pupils can fulfil their potential. How does the school promote good pupil attendance? If asked, are governors able to talk about 'gaming' and off-rolling of pupils?	<input type="checkbox"/>	<input type="checkbox"/>
Governors are actively involved in monitoring all aspects of the school development plan. Governor visit reports evidence monitoring against school improvement priorities.	<input type="checkbox"/>	<input type="checkbox"/>



Checklist	Yes	No
Governors have detailed understanding of the school's performance management systems and can explain how the pay policy meets the needs of the school.	<input type="checkbox"/>	<input type="checkbox"/>
Governors can articulate how they monitor staff wellbeing and the work-life balance of staff.	<input type="checkbox"/>	<input type="checkbox"/>
<p>Governors can articulate how the <a href="#">Pupil Premium funding</a> is used to support disadvantaged pupils and the impact of any interventions. Is this published on the school website?</p> <p>Can you tell inspectors about the use of additional funding for disadvantaged pupils? Where has this funding had the biggest impact? How do you know?</p>	<input type="checkbox"/>	<input type="checkbox"/>
Governors in primary schools can explain how the <a href="#">PE and Sports Premium Grant</a> is spent and the impact of these decisions. Is this published on the school website?	<input type="checkbox"/>	<input type="checkbox"/>
Governors can demonstrate how well they keep up to date with national and local initiatives and good practice, and the impact this has had on their effectiveness. They have evidence that they take their development seriously.	<input type="checkbox"/>	<input type="checkbox"/>
Governors can demonstrate how they have reviewed the effectiveness of the governing board, and actions taken as a result.	<input type="checkbox"/>	<input type="checkbox"/>
Governors can demonstrate how the governing board holds school leaders to account for the financial performance of the school. How is effective use made of resources?	<input type="checkbox"/>	<input type="checkbox"/>
Governors can talk about how the school communicates effectively with parents and carers, including parents of children with SEND.	<input type="checkbox"/>	<input type="checkbox"/>