**Leadership & Management Link Governors Monitoring form**

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| **Ofsted Criteria** | **How well does school meet this criteria?** | **Evidence** | **Impact** |
| |  | | --- | | Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. | |  |  |  |
| Leaders and governors are ambitious for all pupils and promote improvement effectively. The school’s actions secure improvement in disadvantaged pupils’ progress, which is rising, including in English and mathematics. |  |  |  |
| Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school’s work. |  |  |  |
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| Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils’ learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly. |  |  |  |
| Governors hold senior leaders stringently to account for all aspects of the school’s performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. |  |  |  |
| The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils’ good progress. The curriculum also contributes well to pupils’ behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. |  |  |  |
| Leaders consistently promote fundamental British values and pupils’ spiritual, moral, social and cultural development. |  |  |  |
| Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. |  |  |  |
| Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. |  |  |  |
| Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. |  |  |  |