



Bishop  
Hogarth

Catholic Education Trust

**KNOWING YOUR SCHOOL:  
A RESOURCE PACK FOR  
GOVERNORS**

## **Questions for Local Governing Committees to Ask**

This resource pack alerts Governors and Directors to a range of questions to help them hold their schools to account and to ensure high standards and the best outcomes for young people. The Local Governing Committee has an explicit responsibility to know its school's strengths and weaknesses, and this resource is one aide (amongst many) to point you in the right direction. Knowing your school well and asking challenging questions are two of the eight elements of effective governance.

Governing bodies are not always as good as they could be at challenging the school effectively and constructively in a way that leads to improved practice and outcomes. It is intended that these questions will help governors to do this and will complement their specific specialisms and support effective visits to school by Governors and Directors (please refer to the School Visit Policy).

Despite the number of questions, they are not intended as an exhaustive list; the more you discover about your school and its performance, the more follow-up questions you may need to ask to dig deeper on specific issues. Some of those may be as simple as 'So what are we going to do about it?' and 'How will we know the impact of doing that?' Local Governing Committees need to concentrate first on areas where school self-evaluation suggests a need for improvement.

**Health warning:** these questions need to be used appropriately. You need to consider the best time and place to ask any questions – it may be at the Working Group meeting, rather than in a full governing body meeting, and must be pertinent to the discussion at hand. It is absolutely **NOT** intended that these questions should be handed over to the Headteacher and an answer to each one sought. This is not a test for school leaders, but a tool to help governors

**Governors with responsibility for Safeguarding should refer to the Keeping Children Safe in Education Checklist for questions.**

**QUESTIONS FOR SCHOOL IMPROVEMENT AND  
CURRICULUM GOVERNORS**

## Questions for School Improvement and Curriculum Governors

The Local Governing Committees should know the answers to questions a) to k) from data sources, such as Analyse School Performance, the Ofsted Inspection Data Summary Report, DfE Find and Compare Schools in England <https://www.compare-school-performance.service.gov.uk/>, and from internal data provided by the School including the Headteachers' Report:

- a) How does attainment at this school compare to national averages and the government's floor standards?
- b) What, if any, impact does the context of our school have on pupils' attainment?
- c) How is the school performing in English and maths?
- d) How do children in our school progress compared with expectations?
- e) How does the school's performance compare to those for other similar schools?
- f) Which groups of pupils in terms of gender and ethnicity are the highest and lowest performing?
- g) How are FSM), SEN and EAL students progressing compared with other students in this school, and compared with FSM students in other schools?
- h) How are low, middle and high ability children progressing and attaining?
- i) Which subjects are highest and lowest performing?
- j) Do we know how these results have been changing over the past three years: are we improving or not?
- k) Does the Headteacher's report give a clear indication of progress towards meeting the targets/objectives in the school development/improvement plan?
- l) Does the Headteacher's report give a clear indication of pupil progress for all year groups and subjects in the school?
- m) What are the strengths and weaknesses of this school?
- n) How do we know that the information we have about our school is robust and accurate?

**Questions for the Headteacher (some of these should be answered regularly by the Headteachers' report)**

- a) Why is progress in some subjects under national expectations (2 levels of progress/key stage)?
- i. What is your strategy for improving the areas of weak performance?
- b) Why is progress in some subjects or year groups better than others in the school?
- i. What is being done to raise performance specifically in those areas which are under-achieving?
  - ii. What has worked well and can we use it more widely?
  - iii. How does this relate to the quality of teaching across the school?
- c) Why are some groups of pupils (as identified above: by gender, ethnicity, EAL, socio-economic status, ability) progressing less well than in other schools?
- i. What is being done to raise performance for those children?
  - ii. Are staff aware of which pupils and groups of pupils are underachieving?
- d) Why are some groups of pupils progressing less well than others in the school?
- i. What is being done to close this gap?
- e) How will you demonstrate to the Local Governing Committee that improvement is taking place?
- i. Who in the staff group has responsibility for monitoring the effectiveness of different interventions, and how is this done?
  - ii. Which interventions offer the best results and how does this compare with the cost?
  - iii. Are we learning from other schools across the Trust?
- f) For pupils with statements of SEN, are we meeting all of the requirements on their statement?
- g) How much progress are pupils with e.g. SEN, EAL, FSM making in relation to:
- i. The expected level (2 levels of progress/key stage)?
  - ii. The national average?
  - iii. The school average?
  - iv. Equivalent schools?
- h) What is the attainment for pupils with e.g. SEN, EAL, FSM in our school in comparison to:

- i. The expected level (2 levels of progress/key stage)
  - ii. The national average?
  - iii. The school average?
  - iv. Equivalent schools?
- i) How do we assess our pupils?
- i. How do we set individual targets for pupils?
  - ii. What proportion of pupils are meeting their personal progress targets?
  - iii. How do you know the targets are ambitious enough?
  - iv. What is being done to help the individual pupils that aren't meeting their targets?
  - v. What is the impact of that and how do you know?
- j) How is assessment and feedback used to help children progress and meet their targets?
- k) What strategies are in place to ensure the most able pupils are stretched?
- i. How do you know they are working?

### **How well does the curriculum provide for and stretch all pupils?**

#### **Questions to senior leaders:**

- a) What is our curriculum intent? What are the key curriculum drivers in this school? (e.g. The National Curriculum, local curriculum, league tables, Ofsted, pupil needs. What is the balance of these?)
- b) How do we ensure our pupils receive a broad and balanced education?
- i. How do we know that the curriculum meets the particular needs of each of our pupils?
  - ii. How do we ensure there is an appropriate balance in terms of subjects?
  - iii. How do we ensure students gain the skills they need (as well as the knowledge) and develop appropriate attitudes to enable them to flourish in and outside of school?
  - iv. How do we ensure that every colleague/every team plays their part?
- c) If there were no rules, how would you change the curriculum?
- i. If so, what's stopping you?
- d) How do you ensure that the curriculum across the school promotes
- i. the ethos of the school
  - ii. the pupils' spiritual, moral, social and cultural development?

- e) What do internal assessments by staff tell us and parents? I.e. is it just pupils' progress through the curriculum? Or does it tell us about the skills, values, and personal qualities they've developed? How does it help parents support their child's learning?
- f) How could the curriculum be made more exciting/stand out more?
- g) Have you asked the pupils what they want from the curriculum? And what did they say?
- h) What do other local schools offer in their curriculum which is different from ours?
- i) How does the school use partnerships with other schools/businesses/the local community to enhance the curriculum?
  - i. Have you developed links with other schools and colleges?
- j) How are staff encouraged to be more innovative about the teaching of the curriculum?
  - i. Is there sufficient lesson differentiation to provide for students of all abilities?
- k) How are you encouraging different key stage staff to collaborate and inter-department collaboration?
- l) What information do you hold about the destinations of our pupils when they leave this school?
  - i. What use do you make of this information?

### **National Curriculum**

- a) How do you ensure all teaching staff are clear about the National Curriculum requirements – especially given the impending changes?
- b) What proportion of the week do pupils spend on the National Curriculum?
  - i. Is this too much? Too little? Or about right?
  - ii. How have you developed the offer for the remaining time?
- c) What skills or competencies do we want our children to leave with?
  - i. To what extent are they being developed?
  - ii. How can this be improved?

### **Are we making best use of the Pupil Premium?**

#### **For Local Governing Committees:**

- a) Can we identify how much money is allocated to the school for the Pupil Premium?
  - i. Is it identified in the school's budget planning?
  - ii. Can we identify the Pupil Premium funding separately to any other funding for disadvantaged pupils?

- b) In determining the strategy for spending the pupil premium have we considered the Ofsted/Education Endowment Foundation information about what methods are effective in raising attainment for disadvantaged pupils?
- c) Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
- d) Do the actions noted for improving outcomes for Pupil Premium pupils:
  - i. give details of how the resources are to be allocated?
  - ii. give an overview of the actions to be taken?
  - iii. give a summary of the expected outcomes?
  - iv. identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors
  - v. explain what will be evaluated at the end of the action and what measures of success will be applied?
- e) Will we know and be able to intervene quickly to request remedial action if outcomes are not improving in the way that we want them to?

### **Continuing Professional Development**

- a) How much money is being spent on the full variety of CPD activities? Are there plans to increase it?
- b) How much time is allocated for staff to engage in professional learning? Is time allocated for all staff, including non-teaching staff?
- c) Do CPD activities have specific pupil outcomes associated with them? Is the impact of each activity being evaluated upon these outcomes?
- d) What is the CPD programme for the year? How long is each CPD focus being sustained for – are these one-off activities or long-term approaches?
- e) What steps is the school taking to ensure that up-to-date, evidence-based approaches to teaching are being actively sought and embedded?
- f) Are appraisal and mid-year reviews used with all staff to discuss specific development needs and set personal objectives?

### **Careers**

- a) How does your school develop, manage and implement its careers programme?
- b) How does your school provide opportunities for pupils to learn from career and labour market information?
- c) How does your school address the career guidance needs of each pupil?
- d) How do teaching staff in your school link curriculum learning to careers?
- e) How does your school ensure that pupils have encounters with employers and employees which enrich their understanding of working practices?

- f) How does your school ensure that pupils receive relevant experiences of work places to help them to make career decisions?
- g) How does your school ensure that pupil's people participate in relevant encounters with further and higher education and work-based learning providers to help them make career decisions about future learning options?
- h) How does your school ensure that all pupils have access to the personal guidance they require to help them make informed career decisions?



## **QUESTIONS FOR FINANCE GOVERNORS**

## Finance Governor - Questions

**Do we have a sound financial strategy, make the most efficient use of our resources, obtain good value for money and have robust procurement and financial systems?**

- a) Do we understand how the delegated budget received from the Trust via the General Annual Grant from the Education Skills Funding Agency has been calculated?
  - i. Are we clear what items of expenditure this budget is meant to cover?
- b) Do we have the necessary skills on the governing body to effectively monitor the finance and procurement processes effectively?
- c) Are there a clear financial procedures, including procedures for procurement, in place?
  - i. Are there appropriate mechanisms in place to ensure that the agreed procedures are being followed?
  - ii. Have we taken/received advice from our auditors on our financial systems?
  - iii. Do we have sound procedures in place for fraud detection?
- e) Are we allocating funding in line with development/improvement priorities?
- f) Are we making efficient use of all our financial resources?
- g) Are there areas in which we could obtain better value for money from our budget?
- h) Do we benchmark income and expenditure and investigate further where any category appears to be out of line?
- i) Are we the opportunity to challenge plans for replacing contracts for goods and services that are due to expire shortly?

Do we consider collaboration with others, for example, on sharing staff or joint purchasing, where that would improve value for money?

- j) Do we compare our non-staff expenditure against the DfE recommended national deals to ensure you are achieving best value?
- k) Do we maintain premises and other assets to an adequate standard and make best use of capital monies for this purpose?

- h) Are we under or over spending in any areas of the budget? Why is this?
- i) Do we have a deficit and do we have a clear plan for eliminating it?
- j) Do we have any reserves and do we have a clear plan in relation to spending them?

Can we identify how much funding is allocated to the school for the Sports Premium and Pupil Premium?

How have we spent our PE & Sports Premium funding?

- i. What impact has this spending had on pupils' achievement in PE?
  - ii. Will our spending ensure a long-term impact for pupils, beyond that of the funding itself?
- 
- k) Have we implemented recommendations and actions following internal assurance?

## **QUESTIONS FOR LAC GOVERNORS**

**DESIGNATED TEACHER'S ANNUAL REPORT TO  
THE LOCAL GOVERNING COMMITTEE ON CHILDREN LOOKED AFTER**

**Name of School /Academy:** .....

**Date:** .....

**Report is for the academic year:** .....

**Prepared for the Local Governing Committee meeting to be held on:** .....

**Author:** .....

**Name of Designated Teacher and Position within the School, e.g. SENCo, Assistant Headteacher etc;**

.....

**Name of Nominated LAC Governor** .....

This page must be completed by the Designated Teacher. If there are currently no children who are looked after on the school roll, please sign and date below.

I confirm there are currently no children looked after on the school roll.

**Signed:**

**Date:**

**To protect a child's need for confidentiality it is important to ensure that the reports do not mention individual children by name. The report should enable the Local Governing Committee to make judgements about the designated teacher role. Details of this information are confidential – names and specific circumstances cannot be discussed.**

**WHOLE SCHOOL ISSUES:**

Summary of Training Undertaken:

*It is recommended that all nominated LAC governors undertake the GEL Looked After Children and Pupil Premium Modules*

<b>Role in School</b>	<b>Date of Training</b>	<b>Name of course</b>	<b>Provider</b>
Headteacher			
Designated Teacher			
Nominated LAC Governor			
<b>Other Staff e.g. Teaching assistants, pastoral staff, SENCo, etc.</b>			

**Training provided by Designated Teacher to colleagues about the education and well- being of LAC:**

<b>Focus of Training</b>	<b>Date of Training</b>	<b>Colleagues trained</b>

**Looked After Children Additional Information:**

<p>On the 1 June 2014 how many pupils on roll are defined as Children Looked After?</p>	
<p>How many of the pupils have Darlington Borough Council / Stockton Borough Council as their Corporate Parent?</p>	
<p>How many pupils on roll have a different Local Authority as corporate parent? Please note the local authorities.</p>	
<p>How many PEPs are fully up to date and formally reviewed at least annually?</p>	
<p>Have young people, their parents or carers been involved in developing the PEP?</p>	
<p>Do PEPs include targets for educational achievement and the full use of all available resources such as one to one tuition to achieve targets?</p>	
<p>How has the Pupil Premium funding been used to support the children looked after in school e.g. allocated</p>	

on an individual basis or used generally to support LAC.					
Are targets regularly reviewed?					
<p>How many LAC are making the expected progress in English, Maths and Science?</p> <p>Please delete Key Stages not applicable to your school / academy</p>			Number making progress English	Number making progress Maths	Number making progress Science
	Number of CLA at KS1				
	Number of CLA at KS2				
	Number of CLA at KS3				
	Number of CLA at KS4				

<p>What is the % of attendance for LAC and how many have an attendance figure below 90%?</p>	
<p>How many LAC have been subject to a Fixed Term Exclusion (FTX)? How many occasions and days? What are the causes of the FTX and what are you putting in place to prevent such occurrences?</p>	
<p>Have any LAC been permanently excluded and why?</p>	
<p>How many pupils are registered on the SEN register?</p>	
<p>How many LAC pupils are registered as G&amp;T?</p>	
<p>Number completing KS4</p> <div style="text-align: center; margin-top: 10px;"> <input style="width: 50px; height: 40px; border: 1px solid black;" type="text"/> </div>	<p>Please list Post 16 destinations:</p>

**Other comments, observations and / or proposed actions:**

**Signed**.....

**Dated**.....



## **QUESTIONS FOR SEN GOVERNORS**

## **QUESTIONS FOR SEN GOVERNOR**

### **POLICY**

- a) Does the SEN policy reflect current practice?
- b) Who else is involved in the policy review process?
- c) Does the policy reflect and meet the needs of pupils?
- d) Does it contain a clear statement of current financial planning?
- e) How does the school's SEN policy link with other policies, such as those for behaviour, health and safety, Accessibility Plan?
- f) Does it contain the information as set out in the SEN and Disability regulations 2014 and SEN and Disability Code of Practice: 0-25 years?
- g) Who is involved in drawing up the development / action plan?

### **BUDGET – VALUE FOR MONEY**

- a) How confident are you that money for SEN pupils is being used efficiently and effectively compared to other pupils?
- b) Is the notional school budget for SEN being used effectively to meet the needs of all pupils on the SEN record?
- c) Is there a suitable range of provision to meet all SEN pupils' needs?

### **PLANNING**

- a) How are you responding to the new SEND Code of Practice?
  - i. Does the school have suitable arrangement for consulting with parents?
  - ii. Does the school publish information on its websites about the implementation of the governing body's policy for pupils with SEN?
  - iii. Is the school is fulfilling its legal duties in ensuring there is a qualified teacher designated as SENCO?
  - iv. Is the school is cooperating with the local authority including in developing the local offer and when the school is being named in an EHC plan?
  - v. Has the school put in place arrangements to support pupils with medical conditions?
  - vi. Has the school published information about the arrangements for the admission of disabled children, the steps taken to prevent disabled

children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans?

- b) What is the progress and attainment of SEN children compared to other pupils?  
What do we do about this?
- c) Are there any recommendations from the last OFSTED visit on SEN children?
- d) How does the attendance of pupils with SEN compare with the attendance of the school as a whole? If significantly lower, why is this?
- e) How does the unauthorised absence rate compare with the school as a whole? If significantly higher, why is this?
- f) How does the number of pupils with SEN excluded compare with that of all pupils excluded?
- g) What is the main area of need of pupils with SEN who are excluded e.g. specific learning difficulty, BESD? Does this inform future provision?
- h) How are parents informed that their child has SEN?
- i) Is information for parents available in accessible formats?
- j) How does the SEN development plan fit with the whole school development plan?
- k) Are the priorities the key ones? How do we know?
- l) Who will monitor and evaluate the success of the development plan?
- m) Is there sufficient time given to non-class based tasks e.g. preparations of resources, administration, review meetings, meeting time for teaching assistants?
- n) Are pupils doing better in certain subjects than others e.g. is there better progress in reading than writing? Why is this?
- o) Do pupils with a particular area of need do better than others e.g. do pupils with specific learning difficulties make better progress than pupils with general learning difficulties? Why is this?
- p) Are pupils in particular year groups doing better than others? Why is this?
- q) Are there significant differences in results between boys and girls?
- r) How does this data analysis inform future practice and provision?
- s) When were SEN-related staff skills last reviewed?
- t) What training has been undertaken?

## **IMPACT**

- a) For pupils with statements of SEN, are we meeting all of the requirements on their statement?
- b) How much progress are pupils with SEN making in relation to:
  - i. The expected level (2 levels of progress/key stage)?
  - ii. The national average?
  - iii. The school average?
  - iv. Equivalent schools?
- c) What is the attainment for pupils with SEN in our school in comparison to:
  - i. The expected level (2 levels of progress/key stage)
  - ii. The national average?
  - iii. The school average?
  - iv. Equivalent schools?

**QUESTIONS SCHOOL & COMMUNITY  
ENGAGEMENT GOVERNORS**

## **School & Community Engagement governor – Questions**

### **How well do we keep parents informed and take account of their views?**

- a) Are we meeting the statutory requirements on publishing information?
- b) How does the school communicate with parents?
  - i. How often? Who? For what purpose?
  - ii. How good is the school website as a source of information for parents (see attached audit)? How do you know and how could it be improved?
  - iii. Should the governing body be communicating with parents?
- c) Do we ensure that parents are made aware of any changes taken place in school?
- d) When and how were parents last asked for their views about the school?
  - i. What did the results show?
  - ii. What action was taken as a result?
- e) How does the school development plan take account of parents' views?
- f) Is it easy for parents to get in touch with the school?
- g) Are parents directed toward Ofsted's parent view website?
- h) What is done to encourage parents to help their children learn?
  - i. What is the school doing to provide support to/for parents to do this?
- i) How are parents informed about their child's behaviour (bad/good) and what methods are used to engage them (parents)?
- j) Why are parents choosing – or not choosing – our school?
  - i. How do you know that? Are there better ways of learning this?
- k) Why do children leave the school before their final year?
  - i. How do you know that? Are there better ways of learning this?
- l) Should governors be carrying out focus groups to find out more?
- m) What complaints have we had from parents and what action was taken as a result?

### **How well do we involve pupils and take account of their views?**

- a) Do we have an active School Council?
- b) Do we have an active Pupil Participation policy, including all aspects of pupil participation, not just the school council?

- c) How is school council business reported/ considered by the governing body and Leadership Team?
- d) Are there effective mechanisms for communication between pupil representatives and the governing body are in place?
- e) Do pupil have a meaningful role in planning, implementing and reviewing policies which affect them including the School Development/Improvement Plan?

### **How do we involve the community with the School?**

- a) How do we developing a good understanding of the priorities of the school community?
- b) How do we ensuring the school addresses these priorities in its school action or development plan?
- c) How do we keep up to date with developments that may impact on the community?
- d) Is the governing body represented on community forums or meetings?
- e) How do we support and promote the school in the local community?
- f) How effective is the school in contributing to community cohesion within the local community?
- g) How do we build links with our local community?
- h) What do we do to build links across communities locally, nationally and internationally?
- i) How do you promote engagement with 'hard to reach' groups?

### **Website**

- a) Is the school website complaint with DfE reporting requirements? Please refer to the [Audit Tool](#)



## **Questions for Attendance & Behaviour Governors**

## **Attendance & Behaviour Governor – Questions**

### **How does the school promote good behaviour to enhance learning?**

The answers to many of these questions will be found in the School Behaviour Policy, but as part of the review and monitoring process, these can be useful:

- a) Is this a happy school with a positive learning culture?
  - i. What is the overall picture of behaviour in this school – how does it compare with other schools?
  - ii. How is good behaviour rewarded? And how often?
- b) How are pupils, parents and staff made aware of the school behaviour policy:
  - i. What measures are in place to ensure good behaviour, discipline and respect is communicated to pupils?
  - ii. Are staff clear about the school's behaviour policy and the extent of their disciplinary authority/powers?
  - iii. What steps do we take to inform parents about how they are expected to behave while on school premises?
- c) What impact does the behaviour policy have on classroom practice – how do you know?
- d) How do you monitor whether the behaviour policy is being applied consistently across the school?
- e) How do you assess/monitor pupils' attitudes to learning?
- f) What information do you have about:
  - i. the levels of attendance?
  - ii. incidents of bullying (including racist, cyber-bullying and homophobic bullying)?
  - iii. levels of poor behaviour?
  - iv. What are you doing to address any issues?
- g) What measures are in place to deal with persistent poor behaviour?  
E.g. systems to identify and address the needs of pupils who continuously display disruptive behaviour.
  - i. How do you monitor pupils causing concern?
  - ii. Do you/the staff know the root causes of poor behaviour?
  - iii. What external support do the staff have for dealing with any behaviour issues?

- iv. Have all staff received appropriate training in relation to dealing with aggressive pupils where restraint may be required?
- h) How many pupils have been excluded (fixed term and permanently) in the last term/year/three years?
- i) How many managed moves have taken place this term/year?
- j) How do you deal with poor behaviour that takes place beyond the school gate?
- k) How do you deal with cyber bullying?
  - i. What steps do we take to educate staff about the issues of social media
  - ii. What steps have you taken to inform/educate parents about the potential pitfalls of social media, for example, cyber-bullying, 'grooming' and 'unfriending'?
- l) How do you deal with poor behaviour that occurs during a school organised or related activity/trip?
- m) Does the school have links with other schools in relation to behaviour initiatives?
- n) How many CAFs (Common Assessment Framework) reports have been filled in on pupils in this school?

### **Attendance**

- a) Is low attendance having an impact on pupil outcomes?
  - i. Are there any persistent late-comers – if so, what impact is that having?
  - ii. Are there particular groups affected, such as children on Free School Meals?
  - iii. What is being done to improve attendance and is it having an effect?
- b) Does the number of children arriving at the school after the usual intake affect their attainment and what are we doing to improve outcomes for those children?
- c) How do we support children arriving at the school to settle in and learn?
- d) How do we prepare children for the next stage of their education?
- e) How does attendance in each year group compare with national averages, and what are the trends over time?



## **Questions for Premises & Health & Safety Governors**

## **Premises & Health & Safety Governor – Questions**

### **Premises**

- a) Is there a systematic cycle of planning and review of the state of our buildings and other assets?
- b) Do we have a priority list of buildings and assets in need of repair/replacement?
- c) How will projected pupil numbers affect the building requirements for the next three years?
- d) Are all parts of our buildings used to their maximum potential and, if not, do we have a plan in place to improve this.
- e) What process does the school use to identify possible building development funds?
- f) Have we identified all the obvious risks (including asbestos) associated with our buildings and do we have a plan for managing them?
- g) Have we got adequate levels of insurance?
- h) Do we know employ someone to maintain the buildings/manage repairs?
- i) Do we have a plan for investment in learning resources (including IT systems)?

### **Health & Safety**

Please refer to the attached checklist:

# GOVERNORS ANNUAL REVIEW OF HEALTH & SAFETY

## Guidance Notes on using this checklist

Under health and safety law the employer is required to monitor activities to ensure compliance with locally set policies and procedures. As overall employer it is the Board of Directors that exercises overall responsibility for the health, safety and welfare of all staff, pupils and visitors to Trust premises and Trust activities.

This safety checklist has been designed to assist governors when reviewing the annual health and safety inspection with the Health & Safety Advisor and School Business Manager. Its completion forms part of the schools strategy to demonstrate that it is compliant with the Scheme of Delegation i.e.

- i. maintenance of the Academy estate in accordance with the policies established by the Trust;
- ii. ensure adequate resources are allocated to provide a safe working environment for all those affected by the Trust's activities
- iii. Liaise with and support the Board of Directors in fulfilling their health and safety responsibilities.

It is not necessarily exhaustive, and can be customised to fit individual circumstances as required. Governors are not expected to ask every question instead it is to be used as a tool to aide enquiry during the review of the annual H&S audit with the School Business Manager and Health & Safety Advisor.

## Definitions

- Tools/Equipment – Includes hand tools (e.g. hammers, chisels etc.), Buffer machines, strimmers, PE Equipment.
- Hazardous Substances – Substances that are covered by the Control of Substances Hazardous to Health (COSHH) Regulations (substances classified as very toxic, toxic, harmful, corrosive or irritant. These can be identified by their warning label and orange pictogram but there are other substances such as dusts to consider).
- Off Site Activities – Any activity that takes place beyond the school site (e.g. trips, visits, sports fixtures); details can be found in the “Off Site Visits” Manual.
- DSE – Display screen Equipment such as computers, laptops etc.

SCHOOL NAME.....

DATE REVIEWED ..... REVIEWED BY.....

		Y	N	N/A	COMMENTS / ACTIONS NEEDED
POLICY	Is there a health & safety policy (signed & dated by Head teacher / Chair of Governors)?				DATE OF LAST REVIEW: (Good practice is to review annually, max of 2 yearly)
	Are there effective arrangements for ensuring that all staff are aware of the relevant contents of the Health and Safety policy?				
RISK ASSESSMENT	Are school specific risk assessments in place for those school activities presenting a <i>significant</i> risk?				DATE OF LAST REVIEW: (Should be reviewed annually / sooner if circumstances change)
	Are individual risk assessments being carried out where applicable? (e.g. pregnant employees, known medical conditions where there are H&S implications, such as epilepsy etc.)				
	Is there evidence that heads of department/ curricular leads are adopting / adapting model risk assessments for curriculum activities?				
	Are staff aware of the content and location of all relevant risk assessments?				
	Are all notifiable off site visits (overseas, self-led adventurous activities, field work in wild /open country etc.) entered and approved on Evolve (LA's online system)				
	Is a member of staff designated as an Educational/External Visits Coordinator (EVC) and have they received training?				
INSPECTION	Regular (e.g. termly) health and safety inspections of site undertaken and documented?				DATE OF LAST INSPECTION:
	Have recommendations arising from inspections been actioned?				

	Curriculum specific checklists completed by heads of department  Have recommendations arising from inspections been actioned?				
		<b>Y</b>	<b>N</b>	<b>N/A</b>	<b>COMMENTS / ACTIONS NEEDED</b>
<b>FIRE</b>	Has a fire risk assessment been completed / reviewed within the last 12 months?				DATE OF LAST REVIEW:
	Have there been any recent changes to the building? If <b>YES</b> has the Fire risk assessment been altered to reflect these changes?				
	Documented school evacuation plan in place?  Evacuation plan considers any individuals who may need specific assistance during evacuation? (e.g. due to mobility impairment etc.)				
	Fire drills conducted termly and recorded?  Have any issues identified as a result been resolved?				DATE OF LAST DRILL: TIME TAKEN TO EVACUATE BUILDING:
	Fire alarm call points tested weekly (different call point each week on a rotational basis) and documented?				
	Appropriate fire extinguishers are available and inspected annually?				DATE OF ANNUAL INSPECTION:
	All emergency exits / routes clearly signed and unobstructed?				
	Areas of school used for lettings outside of ambient daylight hours have emergency lighting available on escape routes?				
	Emergency lighting tested monthly (in house) and full discharge test completed annually (by competent service engineer)?				DATE OF FULL DISCHARGE TEST:
	Fire alarm serviced / inspected by a competent engineer (6 monthly for systems with a battery back-up, annually for mains only systems)?				DATE OF LAST SERVICE / INSPECTION:

	Does the fire alarm system have a battery back up?				If fire alarm is mains powered only (240V) there should be a plan for replacement and in the interim a management procedure for how an alarm would be raised in event of a power failure.
	Key internal fire doors (e.g. cross corridor and stairwell) in place and fully closing?				
		<b>Y</b>	<b>N</b>	<b>N/A</b>	<b>COMMENTS / ACTIONS NEEDED</b>
<b>FIRST AID</b>	Adequate numbers and levels of first aiders on site?				Number of staff trained in: Pediatric first aid under EYFS: First aid at work: Emergency first aid:
	First aid boxes in appropriate places and maintained, no unapproved content (medicines etc.)?				
<b>MEDICATION</b>	Pupils with medical needs and allergies are clearly identified, annual review of care plans undertaken for complex cases?				
	Documented system for acceptance and administration of medication in line with DfE guidance 'Managing Medicines in Schools and Early Years Settings'?				
	Training for epi-pens / medical procedures up to date? (Should be carried out annually)				
<b>ACCIDENT REPORTING</b>	Accident records kept locally and monitored for trends?				
	Have all accidents to employees and significant incidents to pupils / visitors been reported using accident forms?				
	Are governors notified of any significant accidents, such as those that are RIDDOR reportable and ensured that an appropriate investigation has taken place?				
<b>COMMUNICATION</b>	Is there a system whereby all defects found with equipment / plant /premises are notified to management and taken out of service?				
	Is health and safety a standing agenda item at relevant governing body committee meetings?				
	Are there formal arrangements in place to discuss health & safety matters with other users/groups/other occupants of the site?				

<b>TRAINING</b>	All staff health and safety training needs are assessed?				
	All health and safety training recorded and available to view?				
	Have all staff received an effective and documented health and safety induction?				
		<b>Y</b>	<b>N</b>	<b>N/A</b>	<b>COMMENTS / ACTIONS NEEDED</b>
<b>PLANT/ TOOLS &amp; EQUIPMENT</b>	Has training and instruction been given to relevant members of staff in the safe use of tools & equipment (including ladders and mobile tower scaffolds)?				
	Have Work at height risk assessments been conducted?				
	Is a Ladder register and checklist in place and reviewed termly?				
	Is there any significant use of power tools / machinery? If so a register of such equipment should be in place which identifies if there are there any significant safety issues to consider, (Noise and vibration levels, guards that should be in place, PPE required, maintenance or training / instruction required)?				
	Planned preventative maintenance schedule in place for all plant / equipment?				
	PE and outdoor play equipment inspected annually by competent contractor?				DATE OF INSPECTION
	<b>LIFTS</b>	Are passenger lifts serviced regularly (6 monthly)?			
	Is there a protocol for responding to passenger alarms in place?				
<b>MINIBUSES</b>	List of nominated minibus drivers maintained and training conducted?				
	Are driving licences checked annually to identify any penalties which might affect insurance cover?				
	Are inspection, MOT / servicing records in place?				
<b>HAZARDOUS SUBSTANCES</b>	Inventory of chemicals (e.g. cleaning and maintenance products) and safety data sheets available and reviewed in last 12 months?				

	Have substances identified as presenting a significant risk (for example, swimming pool chemicals) had a COSHH risk assessment conducted?				
	Are hazardous substances stored appropriately e.g. secured out of the reach of children?				
	Are all containers clearly labeled and marked (e.g. irritant, flammable)?				
	Has Local Exhaust Ventilation Check taken place?				DATE OF LAST TEST-
		<b>Y</b>	<b>N</b>	<b>N/A</b>	<b>COMMENTS / ACTIONS NEEDED</b>
<b>ASBESTOS</b>	Is the asbestos permission to work system used on every occasion before any work is conducted on building fabric? (This applies equally to the site team / caretaker as to contractors)				NUMBER OF ENTRIES IN PERMISSION TO WORK LOG IN PAST 12 MONTHS: DATE OF LAST ENTRY:
	Minimum of 2 asbestos authorised officers present and trained within last 3 yrs?				
	Asbestos visual inspection completed (minimum of annually) and recorded in asbestos log?				DATE OF LAST VISUAL INSPECTION:
<b>ELECTRICAL / GAS</b>	Portable electrical appliances tested by a competent according to relevant timescales?				DATE OF PAT TEST:
	All emergency shut offs accessible, clearly identified and functioning?				
	Fixed electrical wiring inspected within last 5 years and all remedial actions completed?				DATE OF LAST TEST-
	All gas appliances tested in past 12 months by gas safety registered contractor?				DATE OF LAST TEST
	Gas cylinders stored appropriately? (Secured upright, separated from flammables, room signed and location marked on plan within fire risk assessment)				

	<b>LPG tanks</b> External above ground pipework and fittings  visually checked for any signs of corrosion or damage?  Emergency control valves checked for accessibility and operation?				
<b>CONTRACTORS</b>	When awarding contracts health and safety is included in specifications and contract conditions?				
	Are appropriate competency checks undertaken prior to engaging a contractor? (In particular where contractors are used who are not on HCC framework contracts)				
<b>WELFARE AND ENVIRONMENT</b>	Fingerguards in place on vulnerable doors i.e. toilet & classrooms in nursery, KS1?				
	Any outstanding items from the last EHO report for the school kitchen?				DATE OF REPORT
	All DSE (computer) users identified and workstations assessed?				
		<b>Y</b>	<b>N</b>	<b>N/A</b>	<b>COMMENTS / ACTIONS NEEDED</b>
<b>WELFARE AND ENVIRONMENT</b>	Glazing filmed / safety glazing to BS 6206 in place in vulnerable areas?( e.g. panes >250mm wide in or adjacent to doors, areas where PE is conducted etc.)				
	Lettings policy in place and emergency procedures clearly communicated to hirers?				
	Water risk assessment conducted and operational controls being recorded in water log book?				DATE OF ASSESSMENT
	Hazard areas (kitchen, labs, workshops etc.) locked when unsupervised?				
	Is kitchen access restricted to authorised personnel only?				

	Do catering providers have a food safety management system compliant with HACPP (hazard analysis and critical control point)?				Where the service is provided by Herts Catering then food safety management system meets this standard
<b>HOUSEKEEPING</b>	Housekeeping satisfactory?				
	Is flooring in good condition and free of slip / trip hazards?				
	Are items that are stored at height (e.g. files/folders on shelves) accessible, secure and safe?				
	Are boiler rooms and electrical intake areas kept free of combustible materials?				
<b>EXTERNAL AREAS</b>	Pedestrian routes clearly defined and segregated from vehicles?				
	Risk assessment in place?				
	Tree survey conducted by arboriculturalist?				DATE OF SURVEY
	Adequate access maintained for emergency services?				
<b>SECURITY / SAFEGUARDING</b>	Clear signage directing visitors to reception / other services on site?				
	Visitor access to buildings adequately controlled?				
	Where visitors can gain access to pupils, e.g. playgrounds there is a risk assessment in place which demonstrates that there is effective supervision?				
	External lighting adequate?				
	Clearly defined route between site entrance(s) and reception with access to children avoided where practicable?				
		<b>Y</b>	<b>N</b>	<b>N/A</b>	<b>COMMENTS / ACTIONS NEEDED</b>
<b>SECURITY / SAFEGUARDING</b>	Gates and perimeter fencing of adequate height and maintained?				
	Access to low roofs restricted? (Any anti-climb paint/ anti-scale devices clearly signed)				
	Fragile roof surfaces identified by signage on site?				
	External storage / waste bins secured and located away from buildings?				
	Have risk assessments and qualifications been verified for any external lettings?				

		Y	N	N/A	COMMENTS / ACTIONS NEEDED
ANY OTHER SPECIFIC ITEMS FOR YOUR SCHOOL					