

Questions for governors and trustees



How to use these questions

Here are some questions that you and your fellow governors/trustees can use to check and see if your school is doing what it should. The questions should be used selectively and appropriately, and you should consider the best time to ask any questions. It could be at the full governing board meeting, or perhaps better at a committee meeting, and should be pertinent to the discussion at hand. It is not intended that the list should be handed over to the senior executive leader, or any other member of staff, and an answer to each one sought. It is not intended to be a test for school leaders, but as a tool to help governors and trustees.

Broad and balanced curriculum

- What values underpin the school's curriculum? Have these been discussed with parents/pupils/teachers; and is recognition of a broad and balanced curriculum with arts, culture and creativity represented?
- Is our school giving all pupils a fully rounded education?
- Does every pupil benefit from high-quality arts, cultural and creative education at our school?
- Are there enough curriculum-thinkers among the staff, who have an understanding of the arts, culture and creativity and their contribution to a broad and balanced curriculum?
- What are the strongest aspects of arts, culture and creativity at our school and what needs strengthening?
- Are we meeting the requirements of the national curriculum in relation to arts subjects and cultural education?
- Are all pupils gaining the cultural capital they need to succeed in life? How is the school monitoring this? How can this be strengthened?

- How are the softer aspects of arts education measured?
- Are pupil outcomes in arts subjects in line with expectations? If not, why not?

Health and wellbeing

- Do we keep children safe and healthy? How do we know? How could we do better?
- Is our school offering a broad arts and cultural education for all students to support good health? How many pupils are participating in these? What could be done to get more pupils involved?
- Are staff aware of the benefits of participation in arts, culture and creativity to support good health?
- Has our school applied for Artsmark?

Life skills and employability skills

- Does our school have someone able to give advice on career pathways into the creative industries?
- Is careers education offered to all pupils from year 7 through to year 11?
- Do pupils have the opportunity to engage with both employers and educators from all academic routes, including apprenticeships and T-Levels?
- Does our school provide information about careers in the creative and cultural industries?
- Do our pupils have an understanding of the wide range of career opportunities in the creative and cultural industries?
- What information do we hold about the destinations of our pupils when they leave this school? What use do we make of this information?

Social mobility

- In determining the strategy for spending the pupil premium, have we considered available information (e.g. Ofsted/Education Endowment Foundation/Arts Council England) information about how arts, culture and creativity can be effective in raising attainment and outcomes for disadvantaged pupils?
- Do our school's improvement/action plans include arts culture and creativity to help improve the performance of pupils who are eligible for the pupil premium? If so, how? If not, why not?
- Does our school strategy for narrowing the gap recognise the benefits and provide opportunities for students to engage in arts, culture and creativity?
- Do the actions noted for improving outcomes for pupil premium pupils using arts, culture and creativity:

- Give details of how the resources are to be allocated? Give an overview of the actions to be taken?
- Give a summary of the expected outcomes?
- 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/trustees?
- Explain what will be evaluated at the end of the action and what measures of success will be applied?

Personal development

- How (and where) is personal development represented in our school vision and strategy
- How do we ensure pupils' personal development? How do arts, culture and creativity support pupils' personal development?
- Do arts, culture and creativity play a role in delivering personal development in our school curriculum?
- In what ways do arts, culture and creativity play a role in delivering SMSC in our school curriculum? What contribution is arts, culture and creativity making to SMSC at our school? How can this be developed?
- Do the extra-curricular activities on offer complement our school's values?
- What do pupils gain from the extra-curricular activities on offer? Is there a broad and balanced arts and cultural offer as part of the extra-curricular provision? Who attends? How can participation and equality of access be improved?
- Are extra-curricular activities integrated into our school improvement plan?
- If not, how could this be done? How do the extra-curricular activities contribute to the pupils' spiritual, moral, social and cultural development?

School community and parental engagement

- Does our school measure parental engagement? How strong is parental engagement in pupil learning and in the school community?
- Does our school monitor student progress and parental engagement?
- Does our school provide arts, cultural and creative opportunities to strengthen engagement and community? Does the school know the impact of these opportunities?
- How does our school involve parents in their children's arts, cultural and creative education?
- Are parents invited to attend school performances and exhibitions?
- How does our school share pupils' arts and cultural learning and creative achievements with their parents?

- Does our school invite alumni back to speak to pupils about their experiences post-school including any relevant careers in the creative and cultural industries?