

Ten Point Quality Indicator - Governance

Consider the impact on provision for each statement below placing 'x' against the relevant analysis opposite. Respond robustly, and if in doubt tick the lower option. Only place one 'x' for each response. (If N/A tick Col. 1)		1	2	3	4	Notes for further action / tips		
		1	2	3	4			
		Self-analysis criteria					Notes for further action / tips	
		1	2	3	4		Notes for further action / tips	
1	The EIF evaluates whether governance has a positive impact on learner progress, governors understand how they will achieve this and hold managers to account and have the capacity to advise on finance and quality?					<i>If there is a company Board of Directors it may be worth looking to form a sub-group with education and training interests. Governors must be aware of all subcontracted work and QA.</i>		
2	Governors understand their strategic leadership role and offer direction for developing sustainable improvements. Governors ensure the provider fulfils its legal duties and members clearly understand what these are.					<i>Beware some industry governors are totally finance driven - while important it isn't the whole story.</i>		
3	Governors/Board members engage with delivery teams, sit in on lessons and take a lead role in supporting managers and driving standards particularly during times of crisis such as pandemic lockdown.					<i>How well are governors responding to supporting the provider and maintain standards during the Covid-19 pandemic?</i>		
4	Governors/Board members set ambitious short and long-term targets for improvement to learner attendance, achievement and progression. Targets are routinely reported on and monitored with the management team.					<i>Useful to have evidence in minutes of strategic target setting</i>		
5	Board members receive frequent reports to help them understand the strengths and weaknesses of provision and are able to link these to the SAR and QIP, citing recent actions to improve standards?							
6	How well do governors understanding of all aspects of provision, issues for improvement together with what view governors might express to inspectors. Governors understand and monitor public funding?					<i>Be aware governors often speak as though they think they know but often knowledge is superficial. With checking governors understand high needs funding.</i>		
7	Board members are updated frequently regarding progress towards action plans for improvement, and for ensuring the action plan arising from self-assessment is robustly followed and actions challenged.					<i>Have governors approved the SAR?</i>		
8	Governors both understand and take effective action to promote equality of opportunity, how well they understand the Equality Act 2010. Understand the different starting points for learners.					<i>Worth ensuring governors understand variation in starting points and how progress is monitored.</i>		
9	Engaging new governors in the Ofsted approach will be a progressive exercise. Do you have a plan to fully inform governors and what impact they can have on improving standards?					<i>A simple job role for governors will be helpful.</i>		
10	Board members receive training on safeguarding and Prevent strategies and can explain their responsibilities. All safeguarding issues discussed at Board meetings.					<i>Generally governors do not need DBS checks unless they spend time alone with learner groups.</i>		
Your total score provides an indicative guide to organisational preparation only. This list is not exhaustive, and may prompt further reassurance checks.		0	0	0	0	<i>Col 1. >9 well prepared, just some fine tuning.</i>		
						<i>Col 2. >8 good, but further confirmation required.</i>		
						<i>Col 3. >7 some aspects in place, but much to do.</i>		
						<i>Col 4. <6 significant concerns about readiness.</i>		