

# Guidance Notes to support the Governing Body Self-Evaluation process

*The following Guidance notes and exemplar material have been designed to assist you with the completion of your governing body action plan. They are not by any means definitive. We will be building on the exemplar material provided in conjunction with Local Authorities / Regional Consortia and those involved in the Self-Evaluation process; this is very much work in progress.*

*The Guidance notes focus on the Key Questions, Quality Indicators and Aspects of Estyn's Common Inspection Framework. Further information is available at:*

<http://www.estyn.gov.wales/sites/default/files/documents/Common%20Inspection%20Framework.pdf>.

## **PART A**

# **Documentation Check and Statutory Requirements**

The guidance information sets out examples of support material to assist you with the Self-Evaluation process, in addition to the 3 key questions: How good are outcomes? How good is provision? How good are leadership and management?

Additional information has been provided on all of the Quality Indicators used by Estyn.

<b>Governing Body Constitution</b>		<b>Support Material</b>
1	Is the governing body is properly constituted in accordance with the terms of The Government of Maintained Schools (Wales) Regulations 2005 OR The Federation of Maintained Schools (Wales) Regulations 2014?	Copy of the Instrument of government (or proof of agreement) authorised by the Local Authority, available at the school.
<b>Committees</b>		<b>Support Material</b>
2	Are all the statutory committees, statutory procedures and committee membership in place?	<p>Minutes of full governing body meeting recording discussion and agreement of the committee structure and terms of reference.</p> <p>Terms of Reference and membership of Committees.</p> <p>Statutory committees and membership are in place:</p> <ul style="list-style-type: none"> <li>• <i>Staff disciplinary and dismissal committee</i></li> <li>• <i>Staff disciplinary and dismissal appeals committee</i></li> <li>• <i>Pupil discipline and exclusions committee</i></li> <li>• <i>Admissions committee (Voluntary Aided and Foundation schools only)</i></li> </ul> <p>Have procedures and committee membership in place for the following:</p> <ul style="list-style-type: none"> <li>• <i>Headteacher and Deputy head selection panel</i></li> <li>• <i>Headteacher Performance Management Appraisers and Appeals Appraiser(s)</i></li> <li>• <i>Pay review and Pay review appeals</i></li> <li>• <i>Complaints</i></li> <li>• <i>Grievance and Grievance appeals</i></li> <li>• <i>Capability and Capability appeals</i></li> </ul>
3	Is the membership and terms of reference of committees agreed and reviewed annually at a meeting of the full governing body?	Minutes of full governing body meeting recording discussion and agreement of the committee structure, membership of and terms of reference for committees.

4	Do the terms of reference clearly specify the powers and responsibilities of all committees, membership and quorum levels?	Minutes of full governing body meeting recording discussion and agreement of the committee structure, membership and copies of terms of reference for committees.
<b>Governors</b>		<b>Support Material</b>
5	Are the chair and vice-chair of the governing body elected annually using the correct procedures?	Minutes of full governing body meeting recording the election of chair and vice-chair to office on an annual basis.
6	Is a register of members of the governing body and their terms of office kept up-to-date?	Membership file (including associates, co-opted any non-governor members of the governing body or committees).
7	Are governors for SEN, LAC and child protection appointed annually?	Minutes of full governing body meeting recording the nomination and agreement of governors for the role, membership file.
8	Is notice of resignations from governors recorded?	Minutes of meetings and Clerks records.
9	<b>SECONDARY SCHOOLS ONLY</b> Is the School Council given the opportunity to nominate up to two pupils from years 11 to 13 (inclusive) from its membership to be associate pupil governors (APGs) on the school's governing body?	Minutes of full governing body meeting recording the School Councils' nominations for APGs, membership file.
<b>Clerks</b>		<b>Support Material</b>
10	Does the governing body ensure that the clerk is <u>not</u> : <ul style="list-style-type: none"> <li>• A member of the school's governing body</li> <li>• A non-governor member of any committee of the governing body</li> <li>• The headteacher?</li> </ul>	Details of clerk, record of membership of governing body.

Meetings		Support Material
11	Does the governing body hold at least one meeting each term?	Agendas and corresponding minutes from the <u>last three</u> full governing body meetings.
12	Does the clerk give notice of meetings at least five clear working days in advance?	Letter / email of invitation to the meeting clearly showing the date sent.
13	Are documents for all meetings received by governors at least 5 working/school days in advance of the meeting?	Letter / email of invitation listing documents enclosed for the meeting.
14	Does the governing body have clear agendas for each meeting to which it adheres?	Agendas from governor meetings. Minutes of all meetings must record, as a minimum, the agenda items discussed. The governing body chair and chairs of committees will determine, with the clerk and headteacher, the agenda content. Minutes will show that agendas have been adhered to.
15	Does the attendance at all meetings meet quorum requirements? If the quorum requirement is not met are the meetings postponed and re-convened at a later date?	Minutes of full governing body and committee meetings, literature relating to the postponement of a meeting where appropriate.
16	Are the pay and performance of the headteacher reviewed annually by the governing body and do the processes used conform to Welsh Government guidance?	Minutes of the relevant review committee. Minutes / record of the headteacher's performance review. Performance management policy Governors must be able to show how they have set targets and objectives for the headteacher, relevant to school improvement, and reviewed performance in a fair, systematic and robust way. Also, feedback from governors delegated to review the headteacher's performance. <u>Governors need to be mindful of the confidential issues surrounding staff performance and ensure records of their discussions are secure.</u>
17	Does the governing body receive a written report from the headteacher regarding the effectiveness of the school's appraisal procedures at least once during each school year?	Written reports from headteacher. Governors must satisfy themselves that staff performance is reviewed in an equally fair, systematic and robust manner. Examples of evidence could be minutes of meetings and reports from the headteacher and link governors (where they exist). <u>Governors need to be mindful of the confidential issues surrounding staff performance and limit their discussions accordingly.</u>

<b>Minutes</b>		<b>Support Material</b>
18	Are all meetings of the governing body (committee and full governing body) minuted?	Minutes of last three termly meetings of the full governing body and committees.
19	Do all governing body minutes (committee and full governing body) accurately record all decisions made and actions taken?	Minutes of meetings.
20	Are all official minutes signed by the chairperson? Are loose pages signed separately?	A set of <u>signed</u> minutes to be submitted. All loose leaf pages should be initialled by the person signing the minutes.
21	Do all committees report back to the governing body, either verbally or via written minutes? ( <i>Governors need to be mindful of confidential issues</i> )	Agendas and corresponding minutes of meeting showing clear reports from committees to the full governing body.
22	Are copies of signed minutes and papers for all governing body and committee meetings available for inspection at the school?	Minute file held by clerk to the governing body ( <i>please note that this could include a picture of the minute file, or where minutes are available electronically, a screenshot of the webpage or the link to the web address</i> ).
23	Do minutes of governing body meetings accurately record those in attendance and detail whether apologies are accepted or not?	Minutes of meetings clearly showing that the governing body have accepted the apologies or not.
24	Are confidential matters noted appropriately, either marked 'confidential' or separately as part of the minutes?	Copies of minutes of meetings with confidential information redacted or confidential items minuted under Part 2 of the minutes.
<b>Documentation</b>		<b>Support Material</b>
25	Is a completed register of governors' interests, requiring all governors to complete and sign, carried out annually?	Register of interests held at the school, example of a completed form.
26	Is the school's budget plan for each financial year presented to the full governing body / finance committee (dependent on delegated powers) for approval and the decision duly recorded in the minutes of a governing body meeting?	Minutes of meetings clearly showing that the full governing body / finance committee has approved the budget.

27	Does the governing body produce an annual report and issue a copy (or a copy of a summary report) to the parents and carers of all pupils at the school? Does the content meet statutory requirements?	Copy of the full annual report (and if produced, summary report). The Report must meet the requirements of <a href="#">The School Governors Annual Reports (Wales) Regulations 2011.</a>
28	Has the governing body reviewed and approved the statutory policies and documents and set up a review checklist for the same?	Policy checklist. Minutes of decisions to approve policies.
29	Can the governing body show that the requirements of the National Curriculum have been met?	Minutes of committee with delegated responsibility for reviewing curriculum matters. Minutes of full governing body referencing curriculum delivery. Minutes of Finance/Pay & Staffing referencing staffing to deliver the curriculum.
30	Has the governing body a School Development Plan in place covering at least the next three years? Does the content meet the statutory requirements?	School Development Plan / School Improvement Plan – checked against Welsh Government guidance and monitored / evaluated on a termly basis.
<b>Training and Skills</b>		<b>Support Material</b>
31	Have governors (and clerk) completed all mandatory training requirements (e.g. data, induction, Chairs, Clerks training)?	The clerk to the governing body should keep a record of training and development events attended by individual governors. Minutes of governing body meetings, training records.

Sections B, C and D are closely aligned to the Common Inspection Framework which will help to form judgements for the school self-evaluation.

These sections are to assist governing bodies in developing their support, challenge and accountability roles, working closely and in partnership with school leaders to achieve an honest and accurate self-evaluation of strengths and areas for improvement.

The governing body needs to evidence that discussion and, where necessary, decisions have been made that have been successful in ensuring that the criteria in the template are being met.

## **PART B: Question 1 - How good are outcomes?**

### **1.1 How do we evaluate standards?**

Strong self-evaluation looks first at school performance standards. Monitoring standards helps to evaluate the impact of the quality of provision, leadership and governors' decision making and planning. The governing body will be able to show that it has made decisions/allocated resources/taken actions that have been successful in ensuring that targets have been reached and standards have been raised to expected levels.

Effective self-evaluation makes judgements in the light of measurable performance data and evidence presented by the senior leadership team. A rigorous analysis of this information enables governors to identify strengths as well as areas for improvement. While the analyses of performance data and other evidence may raise some questions for governors to ask, the answers and any management of change will come from within the school. Where possible, governors should look at their own performance over the previous three years.

'Attainment' refers to pupils reaching an expected level, such as a Level 4 in English or a 'C' grade at GCSE. 'Achievement' relates to pupils reaching or exceeding a level predicted for them based on ability and prior attainment. 'Value added' data will indicate to governors whether pupils are 'attaining' at an appropriate level – the difference between what was predicted for them compared with what they actually achieved.

#### **1.1.1 How good are results and trends in performance compared with national averages, similar providers and prior attainment?**

'Attainment' of cohorts of pupils from year to year may vary according to several factors. However, 'value-added' data can mitigate this to some extent. The governing body should be able to demonstrate that pupils are 'achieving' at a level appropriate to ability, i.e. those with greater academic ability achieve higher levels of attainment and those, say with Additional Learning Needs, are achieving at or above the level predicted for them on entry to the school.

The governing body will be able to show that it has used benchmarking data (internal and external) effectively to identify and take advantage of improvement opportunities.

All key performance data will span at least three years and will compare well to governing body targets. The governing body will demonstrate that it has a good understanding of shortcomings and failure to meet target and has addressed all issues effectively.

Governing bodies will demonstrate good correlation between teacher assessments and outcomes at Foundation Phase to KS2 (Primary) or KS3 to KS4 (Secondary).

Governors will be able to demonstrate that they have used FFT Aspire dashboards effectively. Special Schools need to look at internal data to show that pupils are doing as well as they could.

'Value-added' data showing actual aggregated predicted pupil performance at end of the Key Stage compared to prediction when pupils entered the Key Stage.

Performance relative to target in key areas of provision over three years.

Results and outcomes of literacy and numeracy testing over three years.

Governing bodies will be able to demonstrate good correlation between the school's assessments and testing and that of the secondary school that pupils progress to.

Data showing pupil destination, attainment, achievement (value add figures) and evidence showing 'success rates', e.g. pupils progressing to first choice destination.

### **1.1.2 How good are the standards of groups of pupils?**

The governing body will demonstrate a good understanding of what groups of pupils are potentially at risk or additional risk of under-achievement, what groups have historically under-performed in their school and what action has been taken (and is being taken) to address under-performance.

The governing body will describe how it has used internal and/or external benchmark data to identify opportunities for improvement.

Examples of groups who are statistically at risk, e.g.: Boys; those born in the fourth quarter of the academic year; eFSM; traveller children; ALN (SEN); MAT; LAC; English or Welsh as a second language; ethnic origin.

### **1.1.3 How good are pupils' achievement and progress in learning?**

Governors will monitor and evaluate the effectiveness of pupil tracking systems.

Governors will demonstrate, through meeting minutes or link governor reports, confidence in the effectiveness of the school's processes and systems for developing pupils' knowledge, understanding and skills, e.g. individual target setting, pupil mentoring.

Evidence and data will be referred to that confirms pupil progress through each Key Stage is as expected, or better, in relation to age and ability.

Governors can confirm, through data analysis, that levels of numeracy and literacy reflect the age and ability of all pupils.

Minutes of governing body and committees.

### **1.1.4 How good are pupils' skills?**

Governors will produce evidence that they have considered data to support their understanding that all pupils have the relevant skills to access the whole curriculum and to develop these skills to a level appropriate to their ability.

Minutes of governing body and committees.

Governors can produce the evidence that pupils achieve at a level appropriate to ability.

Minutes of governing body and committees.

### **1.1.5 How good are pupils' Welsh language skills?**

Governors can provide data to show that all pupils attain the level of Welsh language skills appropriate to their ability and in the context of their wider education achievements and the community which the school serves.

## **1.2 How do we evaluate wellbeing?**

Governors will be able to demonstrate how they have used feedback from pupils to benefit the school, e.g. pupil surveys; School Council; Associate Pupil Governors (Secondary).



### 1.2.1 How good are pupils' attitudes to keeping healthy and safe?

Information and processes used to educate pupils about healthy lifestyle.

Reports to governing body and committees with regard to improved pupil understanding of health and lifestyle choices.

Analysis of data relating take-up of sports and other physical activities.

School Council feedback; APG (Secondary) feedback; pupil surveys; parent/carer surveys.

Pupil complaints data; Headteacher's Report; number of incidents registered.

Link governor for safeguarding has received the appropriate training.

Staff member for safeguarding has received appropriate training.

Meetings of safeguarding link governor and staff member.

### 1.2.2 How much do pupils participate in and enjoy their learning?

Meeting minutes of discussions re attendance rates and comparing data, internally and (where relevant) externally. Data showing attendance rates against targets set over three years, defined by year groups and other appropriate groups, as identified by the governing body.

Data showing numbers of 'warnings' issued with regard to behaviour. Number of exclusions. Data is categorised and broken down to identify if there are specific problem areas or groups of pupils to address.

Governing body policies and strategies such as for anti-bullying. Evidence of discussion in meetings

Exclusion rates. Pupil and Parent/carer surveys.

'Pupil Voice' Link governor. 'Pupil Voice' staff member. Systems for pupil feedback to staff on teaching and learning. APG (Secondary) feedback. Governors are aware of School Council discussions on teaching and learning and response from staff. Pupil and Parent/carer surveys.

### 1.2.3 What is the extent of pupils' community involvement and decision-making?

Governors will receive reports from school staff on the extent of extra-curricular activities offered and take up by pupils. The participation in sport and other extra-curricular activities will meet school targets and (where applicable) compare well with similar schools.

School Council and pupil groups will be involved in influencing the governing body's decision making processes and have an input into strategic planning (School Development Plan) and policy reviews that affect their education and learning, e.g. pupil complaints policy, safeguarding (including anti-bullying).

The extent of 'Pupil Participation' will be evaluated as part of the School Self-Evaluation Report.

GB minutes and School Council minutes (or notes) will evidence this.

### 1.2.4 How good are pupils' social and life skills?

Pupil Well-being monitoring systems.

Reports on Social and Emotional Aspects of Learning (SEAL) are received by governors.

Pupil and Parent surveys give positive feedback.

Headteacher's Report to governors – pupil engagement.

Link governor reports.

Pupil mentoring – reports on effectiveness and outcomes.

## **PART C: Question 2 - How good is provision?**

This section includes important aspects of provision, including the curriculum, teaching and assessment, care support and guidance, and the learning environment. The focus here should not only be on the quality of the provision but also on the impact of provision on pupils' standards and wellbeing. The function of the school's provision is to help make standards and wellbeing as good as they can be. The governing body will be able to show that it has made decisions / allocated resources / taken actions that have improved all aspects of provision and had the desired impact on standards and wellbeing.

### **2.1 How do we evaluate learning experiences?**

As a school, we are free to organise and deliver the curriculum in the way that best suits our circumstances and needs, as long as we cover statutory requirements, such as the National Curriculum and religious education (unless special circumstances dictate otherwise). The main issue in evaluating the curriculum is how well its organisation and delivery meet the needs of pupils.

#### **2.1.1 How well do we meet the needs of pupils, employers and the community?**

Governing body and Curriculum Committee minutes provide evidence that National Curriculum requirements are being met.

Curriculum Policy.

Equality Policy.

Achievement and Attainment of groups of pupils and Year Groups are reported.

Reports on the effectiveness of classroom teaching – classroom observations.

Governors can show that they are aware of groups of pupils that are 'at risk' of under-achievement.

Governors can evidence the actions agreed and taken to address problem areas and subsequent outcomes / improvement.

Governors can evidence this in Policy documents and minutes of meetings.

Governors receive reports and can show evidence of discussion and actions agreed.

#### **2.1.2 How well do we provide for skills?**

Link governors for literacy and numeracy. Whole school approach to literacy and numeracy. Pupil tracking and mentoring. Headteacher's Report. Meeting minutes.

#### **2.1.3 How well do we provide for the Welsh language and the Welsh dimension?**

Language Policies. Link governor for Welsh / Languages.

Curriculum Committee minutes.

Embedding of Welsh language in all subject areas. Reference in Policies to documents such as 'Our Language: Its Future', 'Iaith Pawb' and the Welsh-medium Education Strategy?

Headteacher's Report.

Evidenced by data and reports to governors, Curriculum Committee minutes.

Governing Body and Curriculum Committee minutes. Link governor reports.

Governors can demonstrate that achievement and attainment are at an appropriate level or better than predictions would suggest.

Headteacher's Report – progress through Key Stages against targets.  
Favourable comparisons with similar schools.

#### **2.1.4 How well do we provide education for sustainable development and global citizenship (ESDGC)?**

Staff member appointed to co-ordinate and monitor whole school approach to ESDGC. Link governor appointed.

School ECO committee.

Performance measures in place to monitor the environmental and economic impact of the school.

Pupil feedback, e.g. Survey, School Council, APGs.

#### **2.2. How do we evaluate teaching?**

High-quality teaching is the foundation on which effective educational performance is built, enabling pupils to acquire knowledge, understanding and skills.

#### **2.2.1 How well do we evaluate the range and quality of teaching approaches?**

Governors can demonstrate support for staff CPD in minutes of meetings (GB, Curriculum, Finance), Link Governor Reports and Headteacher's Report.

Evidence of governors encouraging staff to liaise and work with staff in other schools to share good practice.

Evidence of sharing best practice within school.

Training and development records.

Reports on classroom observations on the quality of teaching and learning. School Self-Evaluation Report. School Development Plan.

Staff Performance Management.

Headteacher's Performance Management.

Appointment of staff with specific outcomes in mind, e.g. support for ALN pupils to raise achievement.

#### **2.2.2 How well do we raise pupils' achievement through assessment of and for learning?**

Governors receive reports on pupil tracking systems. Link governor reports. Curriculum Committee minutes. Evidence of sharing good practice within school and with other schools.

Governors receive reports on pupil progress and have agreed strategies with senior managers to raise standards, e.g. pupil mentoring and involvement of pupils in setting personal targets, reorganisation of staffing structure to enable more rigorous monitoring of classroom standards.

Pupil and Parent survey feedback.

Regular informal meetings with groups of parents, e.g. Year Groups.

Parental access through computer technology to monitor their child's progress.

## 2.3 How do we evaluate care, support and guidance?

The focus here is on the impact of care, support and guidance on pupils' standards and wellbeing rather than merely on the procedures and arrangements.

It is vital that any evaluation of care, support and guidance looks at the extent to which the arrangements have a beneficial effect on vulnerable pupils. It is also important to keep in mind that there should be a clear link between any judgements made about care, support and guidance, and judgements about standards and wellbeing.

### 2.3.1 How well do we meet the provision for health and wellbeing, including spiritual, moral, social and cultural development?

Policies that impact on pupil Health and Wellbeing, including religious and sex education. GB and Curriculum Committee minutes – discussions on healthy eating, lifestyle and personal development.

School Council notes – School Council reports to governing body. APG reports to governing body (Secondary).

Committee reports on Health and Safety issues, actions and outcomes.

Actions and outcomes following discussions on SEAL.

Parents, pupil and staff feedback from surveys and meetings, Link governor reports, Headteacher's report.

Appropriate Policies in place.

Number of incidents investigated. Number of incidents validated and accepted, prompting action.

Mechanisms in place to support pupils.

Governing body and School Council minutes. School Council and APG reports to governing body.

Pupil survey feedback.

PSE Policy.

Curriculum Committee minutes. School Council and APG reports. Headteacher's Report. School Self-Evaluation Report.

Parent, pupil and staff feedback.

Incidents of 'time-outs', warnings, exclusions. Benchmarking internally and externally where appropriate. Monitoring over at least three years different groups of pupils.

Parent, pupil and staff feedback. Parent and pupil involvement in reviewing and amending policies related to behaviour.

Policy documents, Governing Body and Curriculum Committee minutes.

Governors can evidence discussions, actions and outcomes to do with pupils' personal development, particularly with regard to the development of their ability to question and put forward logic to support their thinking, whilst at the same time accepting that others may have different beliefs and views.

School Council processes and outcomes.

Tutor groups.

ECO groups.

Pupil mentors.

Community events.

Events between schools.

Transition events.

Most recent Diocesan Section 50 report.

Evidence that governors ensure daily acts of collective religious worship take place.

### **2.3.2 How well are pupils supported with specialist services, information and guidance?**

School Prospectus meets statutory regulations and guidance.

School Prospectus is widely published and easily accessible to all parents/carers, pupils and the community.

Link governor for ALN has had appropriate training and development. Staff member for ALN has had appropriate training.

Individual mentoring on a regular, systematic schedule.

Governors can provide evidence that systems are in place and outcomes are evaluated.

Events designed to inform and educate parents and pupils about post-16 options.

Feedback from parents, pupils, other schools (e.g. 6<sup>th</sup> Form progression), FE colleges, HE providers and employers.

Numbers of pupils progressing to 6<sup>th</sup> Form, FE, HE and employment.

School leaver feedback / surveys of quality of advice and guidance.

### **2.3.3 How good are our safeguarding arrangements?**

Link governor and designated staff member for Safeguarding have had appropriate training.

Governors, where appropriate, have had a current DBS checks in accordance with regulations. All staff have had all appropriate checks on their suitability to work with children.

The Safeguarding Policy complies with the latest Welsh Government guidance.

Governors can show that the Safeguarding Policy is clearly understood by themselves and all others as appropriate. Governors ensure that the Safeguarding Policy is easily accessible to parents / carers and pupils.

Data: incidents related to safeguarding and child protection.

Committee minutes evidencing discussion, actions and outcomes with regard to premises security, records of Health and Safety checks e.g. within the school boundary and for pupils travelling to and from the school (where school transport is provided by the school), issues identified, actions agreed and follow-ups.

Governors understand the 'Prevent' programme and have amended relevant policies as appropriate.

Data: number of incidents recorded. Number of incidents compares favourably with external and internal data over three years.

Governors can demonstrate that incidents are well documented and are dealt with appropriately.

Governors ensure all staff, permanent and temporary have had appropriate checks and are suitable to work with children.

Physical Intervention Policy, Pupil Behaviour Policy.

Data: number of incidents requiring physical intervention, time-outs, warnings and exclusions.

### **2.3.4 How well do we meet the needs of pupils with ALN?**

Link governor and staff member designated responsibility for ALN have had appropriate training.

Data: ALN pupils achieve at a level appropriate to their ability and do better than predicted on entry to the school. Value-added data shows 'positive' progression and achievement.

Governors receive reports on ALN pupils. Minutes of meetings reflect that governors have satisfied themselves that ALN pupils are well supported and achieve well.

Governors can evidence that they have satisfied themselves that all pupils, including those experiencing emotional and behavioural difficulties, are well supported and that the systems and processes in place identify the appropriate strategies to address problems.

Feedback from parents / carers, pupils, staff and other relevant stakeholders is positive.  
Headteacher's Report. Self-Evaluation Report.

### **2.4 How do we evaluate the learning environment?**

We need to provide a learning environment that helps pupils to succeed as well as they can. To be fully effective, our school needs to be an inclusive community in which pupils receive equal access to all areas of the school's provision. In effective schools, there is a clear emphasis on recognising, respecting and celebrating diversity.

It is also important that a school has enough good quality resources and accommodation that are well matched to pupils' learning needs. In addition, the accommodation needs to be well maintained.

#### **2.4.1 How well do we evaluate the ethos, equality and diversity of our school?**

Equality and diversity policies.

Monitoring of achievement and attainment of different pupil groups.

Governors can demonstrate knowledge of groups potentially at risk of under-achievement and refer to actions and outcomes that have led to improvement and equal opportunity for pupils to succeed.

Parent, pupil and staff feedback.

Data: reported incidents of harassment and discrimination.

Most recent Diocesan Section 50 report.

Governing Body and Curriculum Committee minutes, Equality Policy, Parent and pupil feedback.

Equality Policy aligns with Welsh Government and LA guidance.

School Development Plan.

School Self-Evaluation Report.

Reports on staff CPD.

Complaints Policy. Number of complaints received. Number resolved by Complaints Committee.

#### **2.4.2 How well do we ensure that the physical environment is appropriate for pupils' needs?**

Governing Body, Curriculum, Premises and Finance Committee minutes.

Parent, pupil and staff feedback, Health and Safety checks, Link governor responsible for H&S, LA audit report of the school, most recent Estyn Inspection report.



## PART D:

### Question 3 - How good are leadership and management?

Leadership is concerned with:

- building and co-ordinating a team whose members have a common purpose;
- encouraging individuals to contribute to the common purpose; and
- developing a capacity to reflect critically on what is being done and how it can be improved.

The governing body will be able to show that it has made decisions / allocated resources / taken actions that have been successful in ensuring that the effectiveness of their governance has been improved, e.g. the governing body's plans focus on the impact of strategic partnerships, resource management and quality improvement in all aspects of provision. The governing body will be able to link their development plans to improved outcomes for the school, pupils, staff or community.

#### **3.1 How do we evaluate the effectiveness of our leadership?**

When thinking about strategic direction, we need to consider the extent to which we have clear aims, strategic objectives, plans and policies that are focused on meeting pupils' needs. Good plans are appropriately focused, implemented and monitored in a timely way.

##### **3.1.1 How good is our strategic direction and what is the impact of our leadership?**

Minutes of discussion with regard to the governors' long-term ambitions for the school. Documents outlining the governors strategic objectives.

School Development Plan (SDP) meets statutory requirements and provides clear direction for the school staff.

All the SDP objectives are specific, measurable, agreed (with the person who is to deliver the objective), realistic and time constrained (SMART).

Staff and pupils have had appropriate input into the construction of the SDP.

Governing body review of committee structure and terms of reference. Governing body committee structure monitors and evaluates progress towards priorities identified in the SDP.

Committees have clearly defined roles, responsibilities and terms of reference.

Self-Evaluation Report (SER) of school performance.

Self-Evaluation Report of governing body performance, e.g. meeting attendance, training, completion of agreed actions etc.

All staff, parents/carers, pupils, neighbouring schools, community and other stakeholders are aware of the vision for the school. Governors and staff understand that it will be delivered through the SDP. This is tested through survey feedback: staff, parents/carers and pupils. Values and behaviours are part of the vision, mission and school ethos defined in the SDP. Part of governing body self-evaluation tests values and behaviours of governors.

Headteacher and staff performance management meet statutory guidance and are firmly embedded as part of the governance of the school.

Governors can demonstrate that performance management is systematic, robust and has led to improvement teaching and learning as well as improved pupil outcomes.

Governing Body and Committee minutes reference LA and Welsh Government initiatives and priorities. Governors can evidence discussions, actions and outcomes that respond to these initiatives and priorities.

Governors can evidence working with the local Governors' Association and neighbouring schools to address issues of local and national importance. Governors can demonstrate examples of sharing their good practice with (and learning from) other governing bodies.

### 3.1.2 How good is the work of our governors?

All new governors have completed the national mandatory training sessions for 'understanding data'. All new governors have completed the mandatory 'induction' training. All chairs have completed the mandatory 'chairs' training.

All new governors have had an effective school induction.

All new governors were mentored to ensure they knew their role and who to turn to if they were unsure of anything.

Governors can provide evidence of asking questions critical to the improvement of standards.

Governors can evidence discussions on school performance data which resulted in actions for further improvement.

The Complaints Policy is published for all staff, parents/carers, pupils and others to easily access. The school website and Prospectus gives clear direction as to how to access the Complaints Policy. Data reviewed: number of complaints. Feedback from parents/carers, pupils, staff and others on the level of satisfaction with complaints handling.

### 3.2 How do we improve the quality of what we do?

When self-evaluation becomes a reflective professional process, it helps schools get to know themselves well, identify their agenda for improvement and promote sector-leading practice. Our leadership and management are unlikely to be good if self-evaluation procedures are not effective.

#### 3.2.1 How well do we carry out self-evaluation, including listening to pupils and others?

Headteacher's Report – staff performance reviews. Reports on classroom observation and quality of teaching and learning.

School Self-Evaluation Report. Governors' self-review/action plan.

Evidence that governors have acted upon recommendations from external reports, e.g. Estyn, Diocesan Section 50 report, IIP, Quality Mark Bronze Award.

Governing Body Self-Evaluation – evidence that governors have reviewed the effectiveness of their own performance and have acted upon the outcomes.

#### 3.2.2 How do we plan and secure improvement?

The governing body can provide evidence that it has improved its own effectiveness as a result of feedback from surveys, external inspections, governing body self-evaluation, school self-evaluation and other inputs.

The governing body has a balanced set of performance measures and targets against which it can determine its effectiveness, e.g. attendance at meetings, attendance at training and development events, attendance at school events (such as formal or informal parent meetings), attendance at conferences (national, consortium or local), number of meetings with other governors or governing bodies, number of joint initiatives or projects with other governing bodies, number of complaints or grievances (against the GB), number of link governor meetings, completion of annual skills matrix, completion of self-evaluation questionnaire etc.



### 3.3 How do we evaluate the effectiveness of our partnership working?

Governors recognise the need to work in partnership to improve provision, standards and wellbeing. To be effective at working with others, schools need to:

- be relevant to the local community and to the lives of children and young people outside school and school hours;
- engage with families and the broader community, including businesses, external agencies and the voluntary sector; and
- work in a joined-up way with other providers and agencies to improve the standards and wellbeing of individual pupils.

#### 3.3.1 How strategically do we work with our partners to improve pupils' standards and wellbeing?

Governors have identified key stakeholders (those with an interest in the success of the school).

Governors can explain the strategies in place to engage with families, the community, other schools and other stakeholders.

Governors monitor a broad range of measures to evaluate the effectiveness of the strategies.

Governors monitor the effectiveness of the school's strategic partnerships that are designed to improve standards and pupil wellbeing.

Headteacher's Report.

School Development Plan.

School Self-Evaluation Report.

Link governor reports.

Annual Report to parents/carers.

Chair and governing body communications with the community and other stakeholders.

#### 3.3.2 How well do we collaborate with partners to deliver coherent programmes and choices?

Governors can explain how the school works with others, such as partner schools, to improve the quality of provision.

Governors can explain how they work with governors in partner schools to improve the management and sharing of resources.

Governors can explain the strategies in place to engage with employers, FE Colleges, other schools and Higher Education Institutions.

Governors monitor the effectiveness of strategies and evaluate outcomes in terms of achievement, attainment and pupil destinations.

Governors can explain shortfalls and the learning and any subsequent action when targets are missed.

### 3.4 How do we evaluate resource management?

Leadership requires that resources, including staff, time and finances, are used effectively to improve provision, standards and wellbeing. When evaluating the management of resources, we should look at the quality of our plans and strategies to ensure that we deliver value for money.

### 3.4.1 How well do we manage our staff and resources?

Governing Body, Curriculum, Finance, Pay and Staffing Committee minutes. Appropriate staffing structures implemented.

Governors can show that the work-life balance of Headteacher and staff is managed effectively.

Staff CPD policies.

Headteacher performance review.

Staff performance review.

Records of training and development.

Governing Body and Committee minutes detailing decisions on investment leading to improved outcomes.

Governors can show how they have supported Headteacher and staff training and development, such as:

- Involvement in Professional Learning Communities
- Attendance at events and conferences
- School to school support
- Within school sharing of best practice.

Governing Body, Curriculum, Finance, Pay and Staffing, Premises Committee minutes.

School Development Plan.

Clear delegation of budget responsibilities.

Balanced budget or clear strategies and plans to return to a balanced budget when over-spend is planned or anticipated.

Evidence of effective risk management.

### 3.4.2 Do we provide value for money?

Governors can demonstrate how value for money has been achieved. Spending decisions are made based on desired outcomes and subsequent evaluation is made on actual outcomes.

For acronyms and useful educational terms please refer to the Jargon Buster:

<http://www.governors.wales/publications/2006/10/01/jargon/>

<b>Governing Body Action Plan</b>			
<b>Area for improvement</b>	<b>Action Required</b>	<b>By whom</b>	<b>By when</b>