

# 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>.*

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.

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

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