

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 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. 6th Form progression), FE colleges, HE providers and employers.

Numbers of pupils progressing to 6th 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.

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

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