

Chalk Ridge FGB Self Evaluation - 15th May 2017

Criteria for scoring

Outstanding – if your governing body can provide evidence of excellent practice and a **consistently** high performance over an extended period for the criterion.

Good – if your governing body can provide evidence that it **fulfils** the criterion but could be more effective if minor improvement needs are addressed

Requires Improvement – if your governing body does **not fully** meet this criteria in this criterion and it is a priority that it needs to address.

Inadequate – if your governing body does **not do well** in this area and it is a priority that it needs to address

Competence 1 – STRATEGIC LEADERSHIP		1	2	3	4
1a	<p>Setting direction</p> <p>I. Our GB can demonstrate that it is active in determining and reviewing the school’s vision, objectives and strategic improvement priorities</p> <p>II. We are actively engaged in the formulation, monitoring and review of statutory policies, and evaluate their impact on the effectiveness of the school. (See Appendix 1 for policy list)</p>		√		
1b	<p>Culture, values and ethos</p> <p>The GB has the knowledge and skills required to set the culture, values and ethos of the organisation successfully; demonstrate these in the conduct and operation of the GB; embed them through the whole organisation; and monitor the impact on outcomes for children and young people and on the reputation of the organisation in the wider community.</p>		√	√	
1c	<p>Decision making</p> <p>I. Through our engagement in school self-evaluation and our own monitoring and evaluation processes we have a shared understanding of the school’s strengths and weaknesses.</p> <p>II. We use our understanding of the school’s strengths and weaknesses to ensure that we make an active contribution to the strategic planning process.</p>		√		

	III. We are committed to having courageous conversations in the interests of improved outcomes for children which lead to specific measurable actions being taken.				
1d	Collaborative working with stakeholders and partners We keep parents/carers well informed about the school and we regularly consider the views/perceptions of all stakeholders and use these to inform the improvement planning process.		√		
1e	Risk management I. The GB are able to ensure that risks are aligned with strategic priorities and improvement plans and intervention strategies provide a robust framework for risk management. II. The GB can demonstrate their ability to identify, evaluate and prioritise organisational risks and ensure appropriate action is taken to mitigate against them.		√		
Development areas identified: (Record also specific reasons for judging any criterion less than good) FGB to engage with wider stakeholders to explain what they do and who they are. Via Newsletter / Parents Evenings / School Events / Wider Community					

Competence 2 – ACCOUNTABILITY		1	2	3	4
2a	Educational improvement I. We can demonstrate that the GB and HT have created a professional working relationship based on mutual respect and trust whereby both support and challenge can be provided. II. Our GB is rigorous in holding senior leaders to account for improving school performance (including pupil outcomes) and can demonstrate accountability for health and safety. III. Governors are aware of and hold leaders to account for the progress and attainment for all groups of learners, including disadvantaged groups, SEND and PP.		√		
2b	Rigorous analysis of data I. We have systems in place for monitoring and evaluating improvement plans/the school's assessment of pupil progress throughout the year and can demonstrate that these are effective. II. We have a good overall understanding of the standards of quality of teaching and learning in our school, which is triangulated and are clear what is being done to support further improvement.				

	<p>III. Through analysis of internal and external data, we are clear how well the school performs in relation to school targets and other schools nationally and have ensured that plans are in place to address issues identified.</p> <p>IV. Governors triangulate progress and attainment information through a range of activities including; lesson observations, work scrutiny and learning walks as well as external information such as benchmarking, peer reviews and external expert reports.</p> <p>V. Our governor visits to the school are focused on school improvement priorities and governors report to our GB in line with an agreed code of practice.</p>		√		
2c	<p>Financial frameworks and accountability</p> <p>The GB can demonstrate that they comply with the regulatory framework in respect of financial accountability, including Schools Financial Values Standards (SFVS), budget setting and revision, Pupil Premium Strategy and any requirements contained within funding agreements for Academies.</p>		√		
2d	<p>Financial management and monitoring</p> <p>I. We ensure resources are allocated in line with the school's strategic priorities.</p> <p>II. As a GB we ensure and can demonstrate we always seek best value for money.</p> <p>III. We can demonstrate use of a robust financial management system, complying with financial procedures and deadlines set by the DfE and the LA</p> <p>IV. As a GB we can demonstrate effective use of the Pupil Premium and other resources to overcome barriers to learning, including SEN funding.</p> <p>V. We can demonstrate effective use of the Primary School PE and Sport Premium (if applicable) to improve the quality and breadth of PE and sport provision.</p> <p>VI. We can demonstrate effective use of the Year 7 literacy and numeracy catch-up premium (if applicable) to support Year 7 pupils who did not achieve the age related expectations at the end of KS2.</p> <p>VII. We ensure that budget plans meet the needs of strategic priorities and improvement plans.</p>		√	√	
2e	<p>Staffing and performance management</p> <p>We receive reports from the HT on the effectiveness and impact of the performance management process and can demonstrate the performance and pay review process (for all staff) is robust.</p>			√	
2f	<p>External accountability</p>				

	The GB can demonstrate a clear understanding and interpretation of relevant data presented for external scrutiny, i.e. Ofsted, Regional Schools Commissioner, Education Funding Agency, LA, website.	√			
<p>Development areas identified: (Record also specific reasons for judging any criterion less than good)</p> <p>Governors should ask staff about their views on Performance Management.</p>					

Competence 3 – PEOPLE		1	2	3	4
3a	<p>Building an effective team</p> <p>I. The GB has the skills and behaviours necessary to ensure effective relationships and dynamics around the table.</p> <p>II. The GB help to foster a learning culture where constructive challenge is welcomed; thinking is diverse; a variety of experiences and perspectives are welcomed; and continuous improvement is the norm.</p>		√		
3b	Our governing body is appropriately organized (size, skills, composition and committee structure) in order for it to carry out its responsibilities effectively.		√		
3c	Our GB undertakes self-evaluation to assess our performance, identify development needs, agree plans to address them and monitor progress against the plan.		√		
3d	<p>I. Our GB is committed to developing our skills in order to improve performance and ensuring our knowledge is kept up to date.</p> <p>II. Our GB reviews our effectiveness as governors in discharging our statutory functions.</p>		√		

Development areas identified:

(Record also specific reasons for judging any criterion less than good)

FGB has a good mix of people but should ensure a good mix of people but should review skills matrix and training records are up to date

Chairs to review Terms of Reference and the skills needed for their Committees.

Governors should have a page on the SDP to draw out actions from FGB self evaluation.

Competence 4 – STRUCTURES		1	2	3	4
4a	Roles and responsibilities New governors are well supported in school to become effective in their new role.	√			
4b	Our GB is proactive in ensuring that they have a full complement of governors with relevant skills.	√			
4c	Our GB works as a team, sharing responsibilities and tasks. The GB ensures there are proper schemes of delegation in place and these are compliant with the regulatory framework.	√			
4d	All of our meetings (including committees) focus on strategic priorities, are effectively led and well attended.	√			

Development areas identified:

(Record also specific reasons for judging any criterion less than good)

New governors are in post for some time before they are up to speed with the work of the FGB. How are new Governors mentored during settling in period? CR provides buddies and Committee Chairs can give advice on training required relevant to their Committees

Competence 5 – COMPLIANCE		1	2	3	4
5a	Statutory and contractual requirements The GB can demonstrate compliance with all statutory and contractual requirements, ensuring all statutory returns are dealt with in the prescribed time frames.		√		
5b	The GB are aware of their duties in respect of Safeguarding, The Prevent Duty, special educational needs and disabilities (SEND), Equalities, Data Protection and Freedom of Information and what action needs to be taken to satisfy each of these duties.		√		
5c	The GB are aware of the requirements for governance contained within the Effectiveness of Leadership and Management which is set out in Appendix 2.		√		
5d	<ul style="list-style-type: none"> I. Governors are aware of the Whistleblowing Policy and the appropriate action to take in the event of an issue being raised. II. The GB are aware of their responsibilities in respect of complaints. III. The GB are aware of their responsibilities in respect of staff discipline matters. 				

Development areas identified:

(Record also specific reasons for judging any criterion less than good)

Statutory and contractual requirements could be improved by having a single page of responsibilities listing statutory duties with evidence to back this up.

Governors feel they need to be more aware of Safeguarding – FGB focus item

Governors should know where to find information for whistleblowing and complaints to be able to implement it.

Competence 6 – EVALUATION		1	2	3	4
6a	<p>Managing self-review and development</p> <p>I. The GB reviews the skills and behaviours that help individuals on the board to reflect on how they personally are demonstrating the agreed values and culture of the organisation and what impact their individual contribution is making to effective governance.</p> <p>II. The GB actively seeks ways to improve their practice.</p> <p>III. The GB seeks feedback from a range of colleagues and stakeholders to help inform their development.</p>			√	
6b	<p>Managing and developing the board’s effectiveness</p> <p>I. The GB evaluate the impact of their decisions on the outcomes for pupils</p> <p>II. The GB uses inspection feedback to inform decisions about their development.</p> <p>III. The GB recognises through self-evaluation, their collective strengths and identifies areas for development that are prioritised in a timely manner.</p> <p>IV. The GB are clear on the distinction between strategic and operational leadership and their role within this.</p>		√		

Development areas identified:

(Record also specific reasons for judging any criterion less than good)

Are Governors aware of their own impact?

Does the FGB get feedback from other stakeholders in the school and the wider community?

What do parents think governors do?

How do we find effectiveness of strategic decisions – for example how is Pupil Premium money spent and it is used effectively.

Appendix 1

Statutory Policies required

- Capability of staff
- Charging and remissions
- Complaints Policy
- School behaviour
- Sex education
- Special educational needs
- Teacher appraisal
- Teachers' pay

B. Statutory policies required by other legislation

- Data protection
- Health and safety

C. Other statutory documents

- Admissions arrangements
- Accessibility plan
- Behaviour principles written statement
- Central record of recruitment and vetting checks
- Freedom of Information
- Governors' allowances (schemes for paying)
- Instrument of government
- Minutes and papers from meetings of the governing body & its committees
- Premises management documents
- Equality information and objectives (public sector equality duty)
- School information published on a website
- Register of business interests of headteachers and governors
- Register of pupils' admission to school
- Register of pupils' attendance
- Staff discipline, conduct and grievance (procedures for addressing)

D. Documents referenced in statutory guidance

- Child protection policy and procedures
- Early Years Foundation Stage (EYFS)
- Statement of procedures for dealing with allegations of abuse against staff
- Supporting pupils with medical conditions

Not all of these policies are required for all types of school. A detailed list of policies and documents required by regulations are available from the Governors Intranet section of the Governor Services website under 'P' in the A-Z index.

<http://www3.hants.gov.uk/education/governors/education-governors-intranet.htm>

Appendix 2 - Ofsted Inspection (September 2016)

Inspecting leadership in, and management of, the school

Inspection examines the impact of all leaders, including those responsible for governance, and evaluates how efficiently and effectively the school is managed. In particular, inspection focuses on how effectively leadership and management at all levels promote improved teaching, as judged within the context of the school, and enable all pupils to overcome specific barriers to learning, for example through the effective use of the pupil premium.

Grade descriptors – Effectiveness of leadership and management

Note: These descriptors should not be used as a checklist. They must be applied adopting a 'best fit' approach that relies on the professional judgement of the inspection team. There is detailed guidance on evaluating safeguarding arrangements in 'Inspecting safeguarding in maintained schools and academies'.

Outstanding (1)

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.

- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

Good (2)

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development.

- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils.

Grade 3 - Requires improvement

- Leadership and management are not yet good.
- Safeguarding is effective

Inadequate (4)

Leadership and management are likely to be inadequate **if one or more** of the following applies.

- Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support.
- Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, or who have special educational needs and/or disabilities.
- Leaders are not aware of, or are not taking effective action to stem, the decline in the progress of disadvantaged pupils.
- The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils.
- The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline.
- Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views.
- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern or insufficient action is taken to remedy weaknesses following a serious incident.
- Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk.