



Buckinghamshire
Learning Trust

Governing Body Self-Evaluation Framework

Buckinghamshire Learning Trust Governor Services

INTRODUCTION

A key question for all governing bodies is whether they are carrying out their strategic leadership role effectively to secure the best possible outcomes for all pupils. This is regardless of the framework or category within which they are operating.

This Framework has been written by Governor Services in the Buckinghamshire Learning Trust to assist governing bodies in undertaking a robust self-evaluation so that they can answer this question.

It aims to support governing bodies in recognising their strengths and where they have made a difference to outcomes, as well as identifying areas for development. It is hoped it will also help governors and school staff check that governing bodies are receiving the reports and information they need to carry out their strategic leadership role.

Structure of the Framework

Please note that in this edition, the supporting prompts and examples have been placed in a separate guidance document.

The Framework structure is linked to that of the Ofsted Common Inspection Framework (Updated August 2015) with sections on:

- effectiveness of leadership and management
- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils

as well as additional sections on:

- governing body organisation and
- development, recruitment and succession planning

The first four sections have a number of over-arching standards, which are supported by a series of criteria based on those in the Ofsted Common Inspection Framework and the Handbook for Inspectors.

Space is provided for governors to record their evidence of monitoring and impact against each criterion.

At the end of each section there is a box for governing bodies to record any proposed actions that are identified from the self-evaluation process and the intention is that this would then form the basis for your action plan feeding into the school improvement plan.

Using the Framework

We recommend that the sections of the Framework are matched to committees or working groups/individuals and that completed sections and proposed actions are reported back to the governing body. This will help all governors to gain an understanding of the governing body's self-evaluation and collectively agree areas for development and for inclusion in the school improvement plan.

We would also recommend that a review date is agreed so that the Framework can be updated to include the impact of any proposed actions identified in earlier governing body self-evaluation.

However, governors will probably find that there is repetition in their supporting evidence for some of the criteria, in which case you may wish to cross-reference to other relevant entries. It is hoped that any prompts and examples set out as bullet points might be useful as checklists to aid self-evaluation.

Guidance

Each section contains links to additional guidance or supporting documents in the corresponding section of the appendix.

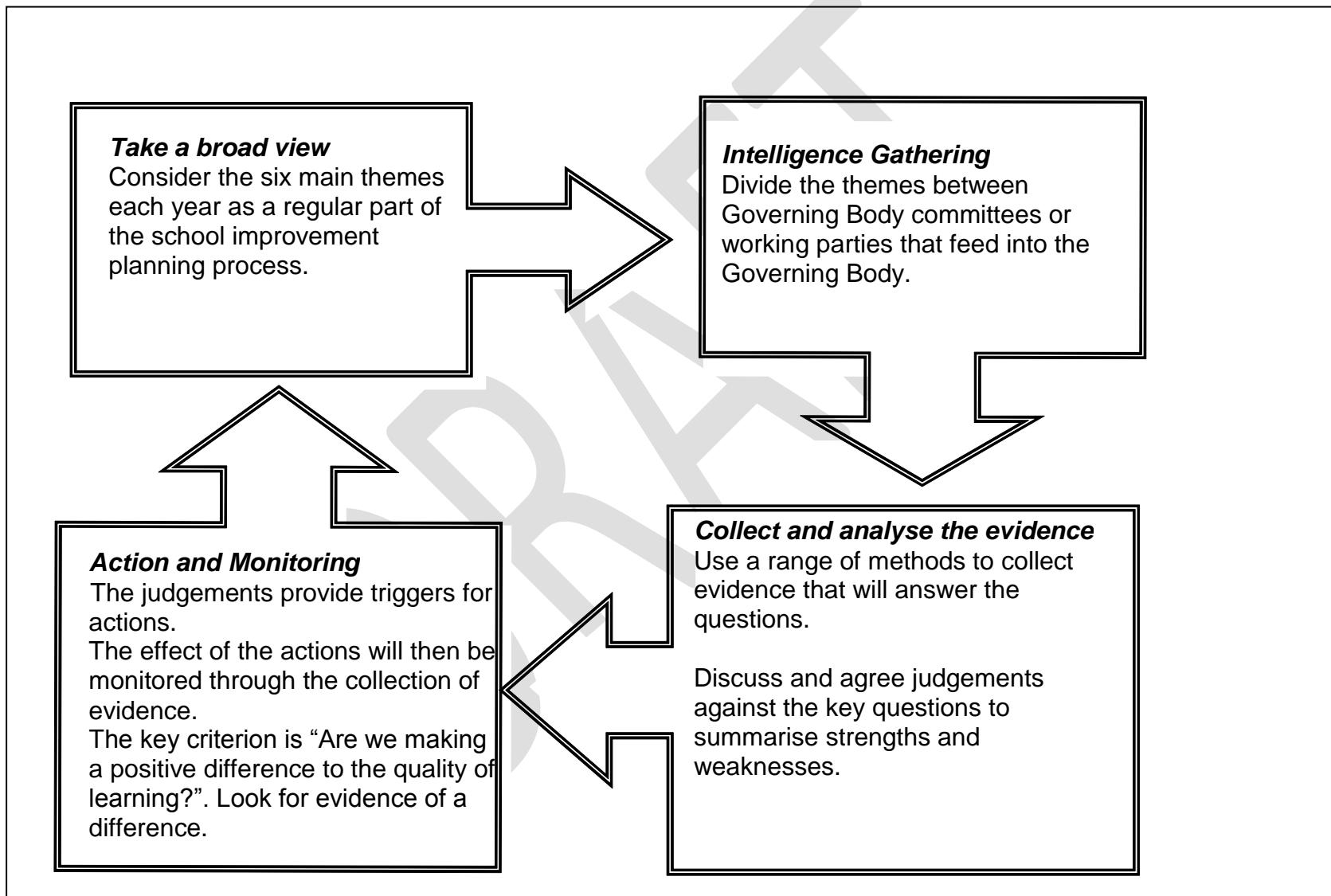
Terminology

A number of terms are used throughout the Framework to encompass a broader definition:

Term used	Term to encompass
School	LA maintained schools (including special schools), academies, multi-academy trusts (MATS) and free schools
Governing body	Governing body or trust, local governing body, committee, working group
Headteacher	Headteacher, leadership team members
Parent	Parent and carers

Where the term 'regular' is used, it will be for governing bodies to agree what this means in practice, as it will depend on the subject under review and the school's individual context.

The Self Evaluation Process



A: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

- The governing body understands the school's strengths and weaknesses, as well as its own, and uses this knowledge to promote improvement
- The governing body supports and challenges the School Leadership Team to ensure the school is efficiently and effectively led and managed

Criteria	Governing Body Evidence of Monitoring and Impact
A1. Governors discharge their core statutory functions	School website, policies and GB minutes
A2. Governors promote all forms of equality and foster greater understanding of, and respect for, people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community	FGB minutes, visit/monitoring reports, SEF, questionnaires
A3. Governors work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition	Policies, visits, visit/monitoring reports, school website, SEF and SDP
A4. Governors ensure that there is rigour and accuracy in their school's self-evaluation. They hold the school to account for how well this leads to planning that secures continual improvement	FGB minutes, SEF and SDP
A5. Governors ensure that assessment information from leaders provides them with sufficient and accurate information to ask questions about outcomes for pupils	HT report, performance data, FGB and committees' minutes, visit/monitoring reports
A6. Governors hold the school to account for the effectiveness of the actions that leaders take to secure and sustain improvements to teaching, learning and assessment	HT report, FGB and committees minutes SEF, Performance data, Questionnaire shared, external reports shared, SEF and SDP
A7. Governors hold the school to account for monitoring the progress of groups of pupils to ensure that none falls behind and underachieve	Governors receive data, FGB and committees' minutes, SEF and SDP

A8. Governors provide a balance of support and challenge to leaders, understanding the strengths and areas needing improvement in the school	Area for development FGB and committees' minutes, visit/monitoring reports, SEF and SDP
A9. Governors evaluate how the school is using the pupil premium	FGB and committees' minutes, visit/monitoring reports, SEF and SDP
A10. Governors ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium	FGB and corporate services committee minutes, visit/monitoring reports, SEF and SDP
A11. Governors provide support for an effective headteacher	FGB and committees' minutes, visit/monitoring reports, SEF and SDP
A12. Governors understand how the school makes decisions about teachers' salary progression and performance. Governors performance manage the headteacher rigorously	FGB and committees' minutes, visits, HT performance management
A13. Governors engage with parents, carers, staff, other agencies and the wider community to support all pupils	FGB and committees' minutes, visits, attendance and participation at school events. Questionnaires
A14. Governors are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings, and contact with parents.	FGB and committees' minutes, visit/monitoring reports, SEF and SDP

PROPOSED ACTIONS BY GOVERNING BODY	BY WHEN	BY WHICH COMMITTEE/ GOVERNOR(S)
Access training on data analysis either in house or specifically for special schools. IMPACT - Governors will provide appropriate challenge to school leadership.	September 2018	DH – training governor
To create a monitoring schedule for all governor visits	In place for September 2018	JL and MFG

<p>IMPACT – achieving constant monitoring and triangulation of policy into practise.</p> <p>Governors to look at more efficient ways of reviewing the HT report. IMPACT – improved rigour in FGB meetings</p>	<p>In place for September 2018</p>	<p>AR and DH</p>
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B: QUALITY OF TEACHING, LEARNING AND ASSESSMENT

- The governing body has a sound understanding of the quality of teaching, learning and assessment in the school.
- The governing body challenges the school to improve in identified areas of teaching, learning and assessment and to share good practice

Criteria	Governing Body Evidence of Monitoring and Impact
B1. Governors understand the extent to which teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils.	Minutes of FGB and committees. Performance data, HT report, Teacher performance management, CPD records, SEF and SDP
B2. Governors understand the extent to which teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils	Minutes of FGB and committees. Performance data HT report, Teacher performance management, questionnaires, CPD records, SEF and SDP
B3. Governors understand the extent to which assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well	Minutes of FGB and committees. Performance data HT report, Teacher performance management, questionnaires, CPD records, SEF and SDP

PROPOSED ACTIONS BY GOVERNING BODY	BY WHEN	BY WHICH COMMITTEE/ GOVERNOR(S)

<p>Governors to have a structured programme of visits in school. IMPACT – improved understanding of staffing, curriculum and pupil progress.</p> <p>FGB to discuss moving forward to involve governors in learning walks IMPACT – improved understanding of staffing, curriculum and pupil progress</p>	<p>In place for September 2018</p> <p>FGB May 2018</p>	<p>AR and JL</p> <p>FGB</p>
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C: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- The governing body supports and challenges the school to promote pupils' self-confidence, self-awareness and understanding of how to be a successful learner
- The governing body supports and challenges the School Leadership Team to ensure systematic and consistent support for pupils' personal development, behaviour and welfare, so that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

Criteria	Governing Body Evidence of Monitoring and Impact
C1. Governors hold the school to account for promoting pride in achievement and commitment to learning, supported by a positive culture across the whole school	Minutes of FGB and committees. Visits and attendance at school events, policies, questionnaires/pupil voice, school data, website, FOPBS
C2. Governors understand how the school promotes pupils' personal development, and awareness of everyone's right to respect and freedom from all forms of bullying, harassment and discrimination so that they are well prepared to respect others and contribute to wider society and life in Britain	Minutes of FGB and committees. Minutes of FGB and committees. Visits and attendance at school events, policies, questionnaires/pupil voice, school data, website, FOPBS

C3. Governors understand how successful the school is in developing pupils' understanding of how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media	Safeguarding Governor and SEND governor Minutes of FGB and committees. Visits and attendance at school events, policies, questionnaires/pupil voice, school data, website, FOPBS, CPD records
C4. Governors understand how the school promotes prompt and regular attendance and punctuality at school and in lessons	Varied understanding Minutes of FGB and committees, school data, visits
C5. Governors understand how well the school ensures the systematic and consistent following of any guidelines for behaviour and conduct, including management of pupils' feelings and behaviour, and how they relate to others	Minutes of FGB and committees. School data, visits, policies, attendance and participation at school events, HT report
C6. Governors understand how well the school develops pupils' knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating	Minutes of FGB and committees. HT report, visits, website, SEF and SDP, policies
C7. Governors understand how the school supports choices about the next stage of pupils' education, employment, self-employment or training, and employability skills, where relevant so that they are well prepared	Minutes of FGB and committees. HT report, visits, website, SEF and SDP, policies,

PROPOSED ACTIONS BY GOVERNING BODY	BY WHEN	BY WHICH COMMITTEE/ GOVERNOR(S)

<p>(C.6) PSHE governor to visit and report back to Pupil support committee on a personal development, behaviour and welfare alongside TA</p> <p>IMPACT Governors can articulate how the school enables pupils to keep themselves healthy.</p> <p>(C.4) Governors to request information on processes related to attendance and punctuality.</p>	PSC June 2018	RB
	PSC June 2018	Chair of PSC

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D: OUTCOMES FOR PUPILS

- The governing body understands the standards of achievement in the school and the progress all pupils make (including pupils with Special Education Needs and Disabilities and all groups of pupils within the school). This includes Early Years Foundation Stage and Sixth Form, where appropriate.
- The governing body uses its understanding to support and challenge the School Leadership Team to raise standards

Criteria	Governing Body Evidence of Monitoring and Impact
D1. Governors understand how well pupils progress from their different starting points	FGB and committee minutes, performance data, HT report, SEF and SDP
D2. Governors understand how well pupils learn, the quality of their work in a range of subjects and the progress they have made, including the growth in pupils' security, breadth and depth of knowledge, understanding and skills	FGB and committee minutes, performance data, HT report, SEF and SDP
D3. Governors understand how well pupils are gaining and consolidating knowledge, understanding and skills	FGB and committee minutes, performance data, HT report, SEF and SDP
D4. Governors understand the extent to which pupils attain relevant qualifications so that they can and do progress to the next stage of their education into courses that lead to higher level qualifications or into jobs that meet local and national needs	FGB and committee minutes, performance data, HT report, SEF and SDP
D5. Governors understand how well disabled pupils and those with special educational needs progress in relation to the progress of all pupils nationally with similar starting points	There is no national comparative data Data at every FGB meeting FGB and committee minutes, performance data, HT report, SEF and SDP
D6. Governors understand how well gaps are closing between the performance of different groups of pupils, compared with that made nationally by other pupils with similar starting points, compared to all pupils nationally and within the school	There is no national comparative data Data at every FGB FGB and committee minutes, performance data, HT report, SEF and SDP

D7. Governors understand the extent to which pupils are making good progress towards meeting or exceeding the expected attainment for their age, as set out in the school's own curriculum and assessment policies	FGB and committee minutes, performance data, HT report, SEF and SDP
D8. Governors understand how well disadvantaged pupils progress by the end of each key stage (compared with pupils nationally with similar starting points.) They hold the school to account for the extent to which any gaps in progress, and consequently in attainment, are closing.	There is no national comparative data FGB and committee minutes, performance data, HT report, SEF and SDP

PROPOSED ACTIONS BY GOVERNING BODY	BY WHEN	BY WHICH COMMITTEE/ GOVERNOR(S)
<p>Access training on data analysis either in house or specifically for special schools.</p> <p>IMPACT - Governors will provide appropriate challenge to school leadership in relation to performance data</p>	September 2018	DH
<p>Governors to request average starting points/baseline assessments.</p> <p>IMPACT – To better understand key strengths and weaknesses and the reasons for any differences in performance.</p>	September 2018	FGB

E: GOVERNING BODY ORGANISATION

- The governing body organises itself to enable it to carry out its responsibilities effectively
- The governing body understands its role and works as a team, delegating where appropriate, to share responsibilities and tasks

Criteria	Governing Body Evidence of Monitoring and Impact
E1. The governing body has a clear structure and set of working procedures in place in order to perform its duties and inform itself about the work of the school	FGB and committee minutes, terms of reference
E2. The governing body has effective leadership	FGB and committee minutes, governor training and cascading
E3. Governors are supported by a professional clerk	FGB and committee minutes
E4. Governors undertake regular focused monitoring visits to the school	FGB and committee minutes, visits/monitoring reports
E5. There is a clear process by which the governing body develops, adopts, reviews and publishes policy documents. The governing body monitors how these policies are put into practice	FGB and committee minutes, terms of reference, visits/monitoring reports

PROPOSED ACTIONS BY GOVERNING BODY	BY WHEN	BY WHICH COMMITTEE/ GOVERNOR(S)

Governors and SLT to create a schedule of monitoring visits that support the policy review cycle, the school's priorities and statutory requirements. IMPACT – Improved triangulation over all aspects of school life, and policy review.	September 2018	DM, JL, AR, DH
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F: DEVELOPMENT, RECRUITMENT AND SUCCESSION PLANNING

- The governing body prepares new governors for the role and has a strong commitment to the development of its own skills and knowledge in order to support school improvement
- The governing body plans its recruitment to strengthen skills and knowledge
- The governing body engages in good succession planning to ensure its future strength and effectiveness

Criteria	Governing Body Evidence of Monitoring and Impact
F1. The governing body has its own school-based induction programme for new governors which is effective and meets their needs	FGB and committee minutes, governor training records, BLT support, NGA membership
F2. The governing body understands the importance of initial governor induction training and governors' continual professional development	FGB and committee minutes, governor training records, BLT support, NGA membership
F3. The governing body constantly reflects on its own effectiveness in order to identify its training needs	FGB minutes and training record Financial skills audit completed annually Governing Board Self Evaluation Framework NGA membership,

F4. The governing body actively recruits suitable governors in order to have the required skills, experience and knowledge	ongoing, challenge for future. GB actively looking for potential governors. FGB and committee minutes
F5. The governing body actively considers succession planning to ensure its future strength and effectiveness	School buys into BLT Governor training package and NGA membership

PROPOSED ACTIONS BY GOVERNING BODY	BY WHEN	BY WHICH COMMITTEE/ GOVERNOR(S)
Governors SEF to be added to SDP IMPACT – Governing board and individual governors have a plan for their own development.	May 2018	DM

Well developed
Developing
Development needed