

Governing Body self evaluation and accompanying notes

School: Pinxton Village Infant Schools	Date:
--	-------

This document should help governing bodies evaluate their effectiveness and find out whether there are areas for development or where more information is needed. Best practice is to work on this together, although it can be used individually and answers pooled. Please tick 'Yes', 'No' or 'Don't know' to the following statements. The accompanying notes are for support.

The evaluation summary is then used to show strengths and areas for improvement which may be dealt with by training, requests for further information or by adopting different working practices. **Please contact Governor Support if you wish to discuss your GB training needs.**

		Yes	No	Don't Know
General:				
1.	Our new Governors are inducted effectively into their role.			
2.	We make good use of training/briefings/visits to school to improve <u>our</u> performance and feedback to the group.			
3.	Our Governing Body has its full complement of governors.			
4.	Our governors represent a wide range of experience and expertise and skills.			
5.	There is an atmosphere of mutual respect within the Governing Body. See Model Code of Practice: http://www.derbyshire.gov.uk/education/schools_colleges/school_life/governors/governor_support/default.asp			
6.	We evaluate our performance and impact and include this in the School Improvement Plan.			
7.	We are aware of our statutory responsibilities (safeguarding, finance, personnel, standards, etc.) and we meet them.			
8.	As a Governing Body, we ask constructively challenging questions and act as a critical friend.			
9.	We understand that Governors have collective responsibility for the actions of the Governing Body.			

Meeting:				
10.	Agenda and paperwork is received 7 days prior to the meeting.			
11.	Our meetings are well attended.			
12.	Our meetings are purposeful, and start and end on time and are not unnecessarily long			
13.	All governors are encouraged to participate and all views are taken into account.			
14.	There is a good balance between presentation, discussion and decision-making at meetings.			
Monitoring and Evaluation:				
<i>Characteristics of your School:</i>				
15.	All Governors are aware of the school's strengths, weaknesses and key priorities for improvement.			
16.	Governors contribute to and ensure that the School Improvement Plan reflects the outcomes of School Self Evaluation.			
17.	We have a list of policies and know which are reviewed on a regular basis.			
18.	Governors regularly review progress towards achieving the targets in the School Improvement Plan.			
19.	Governors monitor implementation and impact of school improvement priorities.			
<i>Achievement of Pupils:</i>				
20.	Governors understand how the Pupil Premium is used and the impact on pupils' learning.			
21.	All governors are given the opportunity to understand how the school's outcomes compare with previous years.			
22.	All Governors are given the opportunity to understand how the school's outcomes compare with national outcomes and understand how the school's results compare with similar schools.			
23.	Governors know how well different groups of pupils achieve, for example boys/girls, children in care, pupils' entitled to FSM, gifted and talented and SEND etc.			
24.	Governors challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety.			
25.	Governors promote inclusive practice relating to all groups (including SEND etc)			
26.	Governors understand and celebrate the wider achievements of pupils.			
<i>Quality of Teaching</i>				

27.	Governors know through headteacher reports the overall quality of teaching in the school. <i>(All Governors are clear that, under no circumstances do they seek to judge the quality of teaching through classroom observations.)</i>			
28.	Governors ensure that senior staff have good systems to evaluate teaching and that these staff provide us with reports on the general quality of teaching (not naming teachers). <i>(All governors are clear that, under no circumstances do they seek to judge the quality of teaching through classroom observations.)</i>			
	Leadership and Management			
29.	Through reports from the headteacher, we know that the school provides a broad and balanced curriculum that meets the needs of all pupils and promotes their spiritual, moral, social and cultural development.			
30.	The governing body keeps parents, carers and other stakeholders well informed about the school.			
31.	The governing body systematically seeks the views of parents and carers on a range of issues including behaviour and safety.			
32.	The governing body systematically seeks the views of pupils on a range of issues including behaviour and safety.			
33.	Governors liaise closely with school subject/aspect co-ordinators to raise awareness of the implementation and impact of improvement actions.			
34.	The impact of our performance management systems, including the performance management of the headteacher has led to improvements to teaching, leadership and management.			
35.	We have developed long-term aims for the school with clear priorities in an ambitious School Improvement plan which is regularly monitored and reviewed.			
36.	Our planning cycle drives the governing body's activities and agenda setting. Governors understand and celebrate the wider achievements of pupils			
37.	We can make certain that the budget supports priorities and targets in the school improvement plan and is spent in accordance with agreed plans, following the principles of Best Value.			
38.	We are aware of our duty to promote a work-life balance for the headteacher and other staff..			
39.	The governing body has clear procedures to ensure the health, safety and well being of staff and pupils.			
	Behaviour and Safety of Pupils			
40.	We monitor: <ul style="list-style-type: none"> ○ pupils' attendance ○ pupils' punctuality 			

	<ul style="list-style-type: none"> ○ rates and patterns of permanent exclusions ○ rates and patterns of fixed-term exclusions 			
41.	We discuss the school analysis of: <ul style="list-style-type: none"> ○ pupils' behaviour in lessons ○ pupils' behaviour around the school 			
42.	We monitor rates and patterns of bullying.			
43.	We ensure the school has effective plans to address the above (nos 40-43).			

With thanks to Dronfield Infant School Governing Body

We welcome any comment to improve this document by contacting:

governor.support@derbyshire.gov.uk

Last revised 13.12.12

For further support, Governing Bodies may wish to use Governor Mark for good practice standards and examples of evidence via the following link:

http://glmpartnership.org/governor_mark.html

Governing Body Self Evaluation

Notes to help when completing the Governor Support Service Self Evaluation Form

General:

1. This may be related to your own experience. A governor induction handbook or induction policy may have been developed and you may have had a mentor.
2. This could include briefings and visits as well as actual courses attended.
3. Self-explanatory
4. Consider why you have appointed governors to categories that you are allowed to do so. Has the governing body appointed Associate Members for committees in relation to improvement priorities?
5. You may have agreed your own version of our 'Working Together – Code of Practice' document
6. Have the outcomes of the last review you undertook using this document fed through into the improvement planning process and school improvement plan?
7. Lots may be done in committees here. What are the issues from previous audit reports? Have they been met?
8. Are issues critically discussed in a constructive way and questions asked? – is this reflected in the minutes. Think about committee meetings as well. Remember the role of the Governor is to cdef in induction in critical friend section also incorps supporting HT
9. Authority rests with the whole governing body – collective responsibility should be taken for the outcomes. Individual governors only have power if delegated by the GB.

Meetings:

10. Self-explanatory
11. Self-explanatory
- 12-14. Based on governor perception

Monitoring and Evaluations:

Characteristics of your School:

15. Key aims and priorities as outlined in the School Improvement Plan.
16. Through critical discussion and questioning of the Self Evaluation Summary, governors have a greater understanding of the strengths and areas of development for the school.
17. Are you aware that some policies are statutory? Are you supplied with a summary that lists the policies and indicates when they are subject to review.
18. Is the school improvement plan a regular item on the agenda of the governing body.
19. Governors are not solely reliant on reports from the headteacher on school improvement eg governors are aware of external data eg LA Databook.

Achievements of pupils

20. Governors are aware of the amount the school has for Pupil Premium, how it is used and the impact on closing the gap.
- 21-23. Questions linked to SIRR delivery from school adviser, awareness of messages contained within RAISEonline/LA data books etc (If you are unfamiliar with RAISEonline, please ask your headteacher – Governor Support offers specific training.
24. http://www.derbyshire.gov.uk/education/schools_colleges/school_life/governors/governor_support/default.asp see School Performance Monitoring Questions.
25. There is a focus on the progress of all groups of children
26. Are achievements celebrated and minuted?

Quality of Teaching:

- 27-28. Self-explanatory

Leadership and Management

29. <http://www.ofsted.gov.uk/resources/school-inspection-handbook-september-2012n> see p24/25 overall effectiveness
30. This may be through newsletters/parents evenings and the new requirement to publish information on a website.

- 31-32. Self-explanatory
33. Subject Coordinators may sometimes meet governors for learning walks and/or provide reports. Governors feedback on visits and this is minuted?
34. Headteachers are required to report annually to the governing body on performance management arrangements and training/development needs. <http://www.ofsted.gov.uk/resources/school-inspection-handbook-september-2012n> see p42 re the robustness of performance management and effectiveness of strategies for improving teaching.
35. Self-explanatory
36. Plan, action, monitor, evaluate impact
37. Self-explanatory
- 38-39. Self-explanatory

Governing Body Self-Evaluation Summary

Judgements

Strengths	Areas for improvement
Sources of evidence	
Implications for action/training and development needs	

**EXAMPLE Governing Body Self-Review
Action Plan Grid**

Key Area: Holding School Leaders to Account						
Priority	What outcome do we want?	What will we do to achieve this outcome?	Who will do it?	How will the GB check on progress?	Deadline	What resources and training are needed?
.						
2.						
3.						
4.						

* Choose your own, most appropriate milestone dates; eg Christmas, Easter, next July