**………………………………..SCHOOL GOVERNING BOARD ANNUAL SELF-EVALUATION (SEF) (Date………………..)**

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| **The contribution of governors to the school’s performance is evaluated as part of the effectiveness of leadership and management.** | | |
| **Do governors at ……………………………………………………School** | **Judgment**  **(see Grade Descriptors below)** | **Comments/evidence** |
| 1. Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition. |  |  |
| 1. Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school. |  |  |
| 1. Provide support for an effective Headteacher or   are hindering school improvement because of a lack of understanding of the issues facing the school. |  |  |
| 1. Performance manage the Headteacher rigorously. |  |  |
| 1. Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school. |  |  |
| 1. Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils. |  |  |
| 1. Ensure that the school’s finances are properly managed and   Evaluate how the school is using the   * Pupil Premium * Year 7 literacy and numeracy catch-up premium * Primary PE and sport premium * Special Educational Needs funding.   (delete as appropriate) |  |  |
| 1. Are governors transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents? |  |  |
| 1. How effective are governors at discharging their core statutory functions and   How committed are they to their own training and development as governors in order to improve their performance? |  |  |
| **Additional Questions.** | **Answers/Comments.** | |
| 1. How effectively do governors monitor the quality of education in their school?   **Intent:**  What are the key drivers shaping your school’s curriculum?  How do the school’s values underpin the curriculum?  What involvement has the Board had in developing the curriculum?  How does your curriculum take account of diversity within your school and ensure equal access for all? |  | |
| 1. How effectively do governors monitor the quality of education in their school?   **Implementation:**  How do governors evaluate that the curriculum in their school is broad and balanced?  How do you monitor that teachers have the subject knowledge required to deliver the curriculum well?  How does the Board monitor how effectively staff CPD is aligned with the curriculum?  How does the Board monitor achievement and progress for pupils in respect of the Pupil Premium?  Is your school effectively closing the gap between them and their peers? |  | |
| 1. How effectively do governors monitor the quality of education in their school?   **Impact:**  How does the Board monitor and evaluate the effectiveness of the curriculum? |  | |
| 1. How many governor vacancies does the Board currently have?   How many governor vacancies does the Board expect to have going into the next academic year?  Do you find it difficult to recruit and retain governors? |  | |
| 1. Planning for the long-term do you expect to need to recruit a new Headteacher or Chair of Governors within the next academic year? |  | |
| 1. As Executive Leaders of the school what are your top three concerns for the future? *(Ie school budgets, place planning, SEND support & funding, staff recruitment & retention, federation/academisation agendas.)* |  | |
| 1. Do you have any additional training needs for your governors or clerk for the next academic year? |  | |
| **As of (insert date….) we judge governance at ………… ………………………….School to be “(insert overall grade)” overall.**  **We plan to improve in all the above areas by …………..(insert date.)**  **The SEF will be monitored and re-evaluated by …………..(insert date.)** | | |

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[Ofsted Grade descriptors for the effectiveness of Leadership and Management. (As of Sept 2018.)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730127/School_inspection_handbook_section_5_270718.pdf)

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| **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. * Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils. * 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 and SEN 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. |