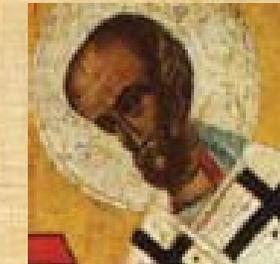
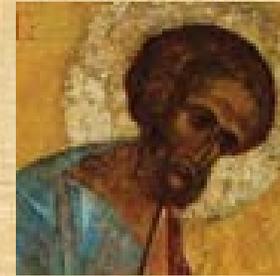
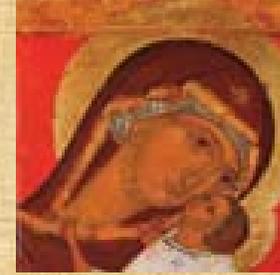


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Governors Briefings  
Autumn 2018

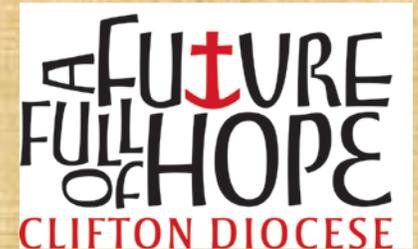
# Year of Prayer

- The Prayer life of the school
  1. Inset provision
  2. Evaluation
  3. Pupil Leadership
  4. Partnership
- Vocations
- Prayer and Action



# Overall updates

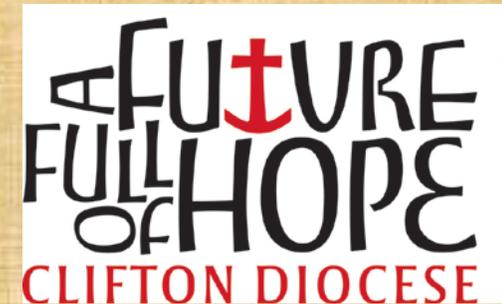
- Trustees have signed off the academy documentation
- Still issues with 6<sup>th</sup> form colleges' documentation preventing conversion
- The pattern across the diocese suggests a reduction in the number of good or better schools and is following the pattern across the South West as a whole. Key issues identified by Ofsted:
  1. Lack of challenge, accountability and monitoring from governors of the leaders and identified priorities
  2. Failure of attention to safeguarding processes and staff and governors knowledge
  3. Too much focus on end of key-stage results, lack of attention across other year groups
  4. In accurate assessment
  5. Lack of professional development of staff
- Changes to LCVAP funding from 2020



# New Ofsted Framework September 2019

Consultation will begin from January 2019

- Schools will no longer receive a separate grade for outcomes for pupils to dissuade from over reliance on data and end of Key Stage results
- The focus will be on the substance of the overall provision of learning and education.
- Will look at the provision of a contextually relevant broad and balanced curriculum
- Attention will be paid to the off-rolling of pupils i.e. exclusions, use of managed moves



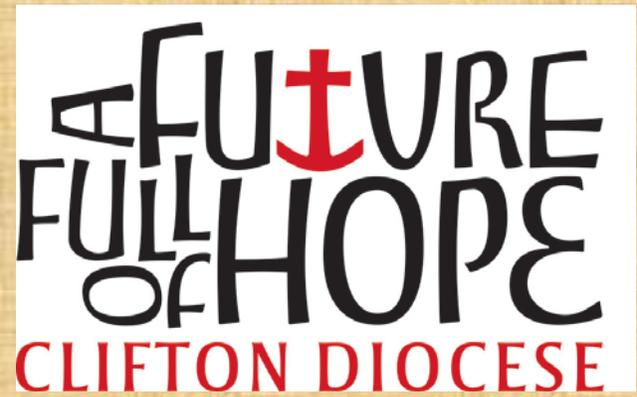
- Monitoring schedule
- Analysis of evidence to ascertain impact



- Reviewed every 3 years
- Owned and shared with all
- Measurable



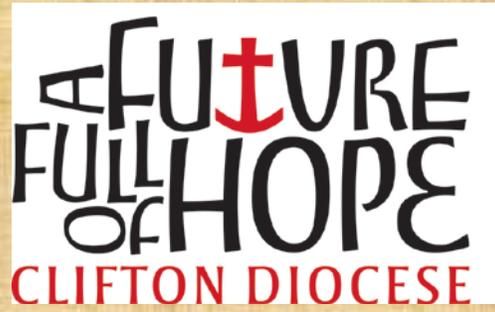
- School Development Plan/improvement plan
- Long and short term goals
- Covers a range of aspects – strengths and areas for development
- Include governance



## Vision Statement

- Unique to the school and its context
- Refers to culture, ethos and values
- Inspires and motivates all
- Not what we currently do
- Is succinct and measurable





The ways in which your school will develop or change over a period of time

A description of what the future will look like

Ideas and attitudes associated with your specific school

Principals or standards that will be important to set out for your school

The ways in which your pupils will act or behave

A plan of action to meet the short and long term objectives

Strategic  
Direction

Vision

Ethos

Values

Culture

Strategic Plan



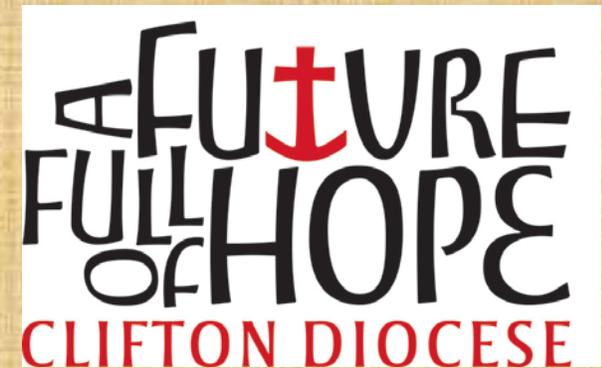
- Does our school have a compelling, inspirational vision statement that lays out what we wish the children to achieve or become by the time they leave our school?
- Does it contain the key components?
- Is it contextual to our school?
- When was it last reviewed and who was involved?
- How far as a group of governors did we lead this?
- Are all our community members aware of our school's vision and their part in helping to achieve it?



# Implementation of the Vision

School Development Plan is the key driver.

- Does the content reflect the school's overarching vision?
- Does it contain short-term objectives and long term objectives with key milestones and success criteria?
- Does it include leadership and management i.e governance?
- How rigorous is the ratification of the document?
- Can governors clearly understand and monitor it?





# Good School Development Plan

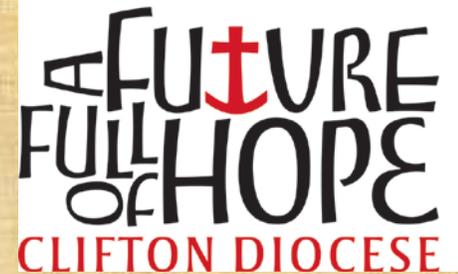
- Clear and concise
- Regularly updated
- Based on self evaluation which is evidence based
- Includes a simple overview to share with parents
- Includes measurable success criteria to assess progress and impact
- A focus and driver for the heads report



# Self -Evaluation- Monitoring the Vision

Principles of good self evaluation are:

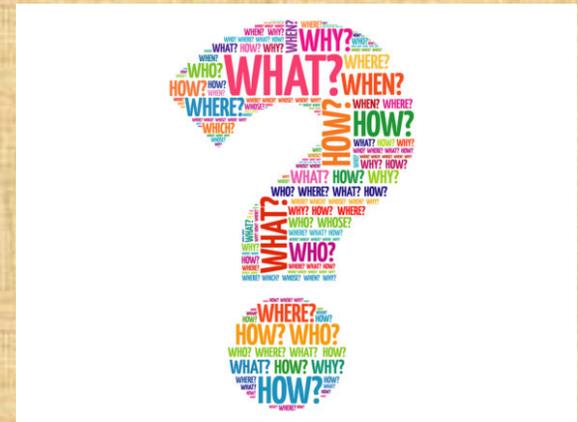
- A need to be honest and rigorous: Any lack of progress towards targets etc is based on clearly identified evidence
- Well evidenced- not based on assumptions
- Reviews undertaken regularly
- Analyses the information and suggests why things are as they are
- Identifies clear measurable priorities for on going development



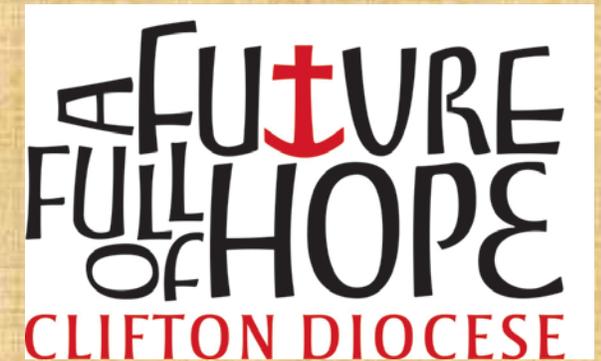
# What should be regularly self evaluated

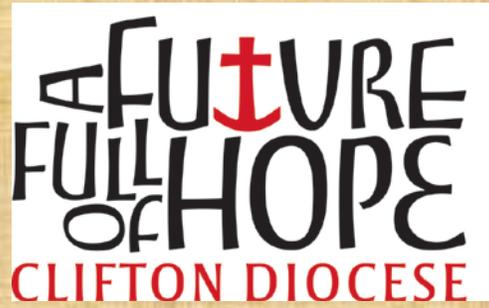
- Leadership and management
- Personal development outcomes
- Schools provision including Catholic life
- Overall standards and progress including performance of various groups





- The Governors role is to monitor the progress towards the vision through the identified priorities, support self- evaluation by asking relevant probing questions and validating judgments and statements through the collection of evidence
- Governors must also self evaluate themselves and identify priorities for their further development





## External Evidence

- Analyse School Performance
- Improvement partner reports
- Inspection reports
- LA/ review quality assurance findings e.g. Governor reviews
- Financial audits
- Social trends data

## Internal Evidence

- Learning walks
- Evaluation of interventions
- Scrutiny of pupils' work
- Pupil tracking data
- Lesson visit notes
- Parental and pupil surveys
- Governor visit notes

# Governors Monitoring Plan

Objective	Monitoring activity	who	when	What to look for	Report to governors
All teaching is good or better	<ul style="list-style-type: none"> <li>•Scrutiny of CPD data</li> <li>•Learning walk reports</li> <li>•School improvement adviser reports</li> <li>•Work scrutiny reports including governor visit notes</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching and learning committee</li> <li>• Nominated governor for visit</li> </ul>	Termly	CPD reports link to areas for development with reports of impact Improvement in areas identified during learning walks and work scrutiny	Chair of committee provide summary to FGB
Lunch times are a positive experience for all students	Scrutiny of schools log of behaviour incidents and exclusions XX governor's visit report Analysis of pupil surveys and conferencing	Nominated governor Feedback to mission and ethos committee	Termly	Reduction in exclusions from a lunchtime session. Reduction in behaviour and accident log of incidents at Lunch time. Pupil surveys is 85% positive	Nominated governor provide summary of findings to FGB

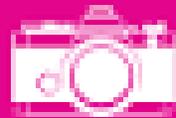
# Self evaluation Summary

Area	Judgment	Evidence
Quality of teaching	Good	<p>Pupil progress within year groups shows 80% pupils at expected level</p> <p>Work scrutiny shows marking is fully embedded and leads to improvements in pupils work</p> <p>90% of teaching and learning performance targets have been met</p> <p>85% pupils say they enjoy their lessons and find the work challenging</p>
Behaviour	Requires improvement	<p>Lesson observations validated by SIP reports still indicate a significant amount of low level negative behaviour.</p> <p>No of exclusions has only fallen by 1%</p> <p>40% of pupils surveyed still say behaviour in lessons and during lunchtime is not good.</p> <p>Governors focused visit reports say 4 serious incidents of bad behaviour were observed during lunchtime</p>



- Do you as governors have a clear focused monitoring plan linked to the schools' priorities in place?
- Have you undertaken a self-evaluation of governance which has led to priorities being included in the SDP
- Are you provided with an annual summary of achievement of the SDP with evidence? What do you do with it and how does it lead to the identification of the next steps?
- Has the schools' self evaluation undergone moderation/external validation? Have you, as a governing body undertaken any external validation of your workings and effectiveness?

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