

Glen Park Primary School Local Advisory Board Self Evaluation

The latest Department of Education Governance Handbook and Competency Framework for Governors states that the Core Functions of Governance are:

- Ensure clarity of vision, ethos and strategic direction
- Hold executive leaders to account for educational performance of the organisation and its pupils and performance management of staff
- Overseeing the financial performance to ensure money is well spent

In order to ensure that the Local Advisory Board achieve these core functions we must regularly evaluate ourselves to ensure that we are acting in the best and most effective manner possible to achieve these functions.

The Department for Education offers guidance on Effective Governance, which identifies six main areas to focus on, one of which is evaluation to monitor and improve the quality and impact of governance.

The LAB have met, considered and discussed the following questions as a Self-Evaluation Process. It is proposed that this occur annually in order to ensure that the LAB is working at its most effective and efficient.

- LAB met
- LAB Target

Is the Governing Body set up in the most effective way to ensure that we achieve our 'core functions' with the best people in the right places? Do we utilise the skills of the Governors and of other governors within the Plym Academy Trust (PAT) and country-wide? Do we recruit Governors with specific skills in mind? How well do we understand our roles and responsibilities and what it means to be 'strategic'?

- We have Link Governors for all statutory/required roles
- Current Governors' have a wide skill set which are utilised when considering roles and responsibilities
- We aim to recruit Governors after undertaking GAP analysis
- An annual 'business' meeting reviews Self Evaluation, Link roles, Governor Action Plan etc.
- Governor training on Link Governors, requirements and responsibilities was provided Plym Academy Trust (PAT) wide in November 2017
- Relationships with Link Governors PAT wide is improving
- A skills matrix for all Governors would be valuable to help identify gaps in governor experience
- Governors to take further responsibility for reporting back on subject links to improve understanding of link subject

Are we well informed by being provided with high quality, accurate information that is focused on pupil achievement? If we are, what documentation etc. provides this information? Do we understand this information and do we use it effectively to hold School Leaders to account? How do we prove that?

- School Improvement Plan (SIP)
 - Head Teacher reports and PAT CEO reports
 - Analyse School Performance (ASP) information from Headteacher
 - Key stage SAT results show pupil progress
 - PUMA tests show pupil progress for all schools in PAT allowing for challenge at a local level
 - School Self Evaluation
 - Governor support from Karen Powell
 - Head teacher performance management is a good opportunity to hold the Head to account and are used as such
 - Governors are invited to book scrutiny's, pupil progress meetings and liaison meeting with subject leaders
 - Governors question data and reports in minuted meetings
 - Governor area on school website has been developed and is being utilised
- Governors to increase learning walks as quality assurance

Who are the main stakeholders of the School? Do we as a Governing Body have a good relationship and understanding of their needs and roles? What do we do well to ensure that we meet the needs of all stakeholders? How can we prove and improve this?

- Pupils, parents/carers, teachers, support staff, Little Buddies Pre-school, Buddies breakfast, afterschool and holiday club, community, secondary schools, PAT, Local Authority (LA)
 - Staff members on the LAB and our clerk and Head provides a link between other PAT schools and the Trust Board
 - Our head teacher is a member of the Trust Board
 - Chair of Governors has a dedicated e-mail account for stakeholders to use
 - Governors have lanyards and badges
 - Chair of Governors prepares annual report
 - Governors encouraged to attend staff meetings and to feedback to LAB
 - Governors attend new parents welcome meeting
 - Link governors have established relationships with other link governors in the MAT
 - Staff, Pupil and Parent Questionnaire results are fed back to LAB
- Governor to attend school council meeting
- Aim to provide 'drop in clinic' or Governors presence at larger school events

How do we as a Governing Body assist the Head Teacher and the Senior Leadership Team? How do we ensure that the staffing of the school and quality of teaching is right for continuing the excellent performance of the pupils? How do we prove this? Do we know how effective performance management of all the staff is within the school?

- Governors have clear articulation of our Core Functions
- There is a clear distinction of Head Teacher and Governor role – Governors don't get involved in detail in the day to day running of the school
- Governors have an active role in teacher recruitment
- Governors receive information on lesson observations and are free to drop into any classroom at any time
- Governors and CEO carry out performance management for head teacher

- Governors actively review Teacher performance management targets
 - Head teacher regularly reports the continual update of the SIP
 - Terms of reference are updated regularly
 - Governors encouraged to attend training from LA, Karen Powell, OFSTED webinars
 - Governors invited to internal training available through staff meetings
 - Governors inform the clerk of all training undertaken
 - Governor Action Plan regularly reviewed and updated
- Governors should feedback on training session to other Governors
 - More governors to undertake safer recruitment training
 - Need to further develop the Governor Portfolio

Do we understand the Vision of the School? How do we understand this Vision and what do we do to help achieve it? How is progress towards this Vision monitored and assessed and how do we prove our input to this? Where do we expect the School to be in 3 years time?

- Governors helped to develop the Vision by attending and feeding into development meetings, Success for all, through learning together
 - Governors and school leaders share the same vision and it is highlighted in the SIP and linked to the PAT Trust
 - Governors quality assure the School Improvement Plan
 - As a LAB we have in recent years:
 - Assisted recruitment of the right staff and staff retention
 - Assisted the Head and staff to ensure excellent attainment by pupils
 - Restricted our own LAB following the changes made when we converted to a Trust and joined the Plym Academy Trust
 - The aims of the school are shared in the school prospectus and website
 - Continue with a stable staffing body
 - Continued maintenance of high levels of SAT results and continuous achievement for all pupils
 - Glen Park has been used for PAT training sessions
 - Governor Evidence Portfolio has been developed
- Governor learning walks to be linked to Glen Park Essentials

Should we consider preparing an Annual Report of the Governing Body's performance showing what we have achieved and contributed? Will this be of assistance and how? Do we need to regularly assess the performance of the Chair and do we have a Governing Body Succession Plan? How important are these aspects?

- The Chair already prepares an Annual report which details what the LAB have achieved over the academic year and what it aims to achieve over the next
 - Self evaluation of LAB carried out annually and report published
 - Governor Action Plan regularly reviewed and updated
- Chairs performance could be reviewed by the CEO
 - Succession plan to be developed

One of the main Stakeholder groups is the pupils. How do we ensure that the pupils at the School are happy and feel that they are in an effective learning environment? Pupils can be split into different years and 'categories' Do we ensure that no year or category are underperforming? How do we hold the Head Teacher to account for educational performance in general? How do we prove this?

- Attend book scrutiny's, pupil progress meetings, staff meetings etc.
 - Review progress through Analyse School Performance via head teacher
 - Data is split to include pupil premium, SEN, year groups, summer births, gender
 - Clear head teacher reports ensure that data is provided for each group and that Governors are able to challenge
 - PAT wide testing allows for pupil performance to be assessed against other PAT schools
 - Feedback from pupil conferencing
 - General awareness of how the school operates
 - Good relationship between Chair and Head and regular meetings fed back to LAB members, ensure regular dialogue and awareness of important issues
 - Safeguarding training to occurs regularly
 - Annual meeting plan shared with governors allow for increased opportunities to come into school for focussed meetings
-
- Attend School Council meeting to hear thoughts of pupils
 - Expand Governors visibility through attendance at school events

Do we understand the financial aspect of running the School? How do we ensure that the financial resources are well spent and how do we prove this?

- Many of the financial aspects of the running of the school have been delegated to the PAT. However, we are still responsible for the budgets and ensuring value for money
 - LAB regularly reviews Spend vs Budget, curriculum expenses and grant bids
 - School Business manager regularly attends meetings to provide explanation of budgets
 - Spend is linked to priorities as highlighted in the SIP
 - Annual budgeting and regular reviews of Budget Monitor provide a good understanding of finances
 - Ensure effective spending of Pupil Premium and Sports Premium pots of money
 - Head teacher discusses staffing options with Chair and LAB to ensure that the correct decisions are made regarding staff budget
 - Rigorous performance management of Head teacher and staff pay review by Committee members
-
- Discussion of spend and staffing is encouraged at LAB meetings but further challenge could be considered

How do we, as Governors, ensure that we are 'up to date' with changes in Governance Policies and their effect on the day to day activities within the school? Do we need help and support and how do we source this? How do we document or prove all of this? Do we visit school to monitor the implementation of the school strategy – how do we prove this?

- SLT carry out regular observations on lessons and report back to the LAB in meetings and through Performance Management
- The school has excellent SATS results and parent feedback provide further evidence that the school is providing an excellent teaching and learning experience
- Governor agenda points have been reduced to concentrate on the 'big picture' and to encourage less talking through of documents at meetings and more questioning.