

Governors' Responsibilities

Governors and the headteacher of maintained schools have a duty to secure the implementation of the statutory curriculum in their school and the associated assessment arrangements.

Many of the issues that relate to the scope, quality, organisation and management of the teaching of the curriculum in schools are part of the day-to-day management of the school and fall within the responsibilities of the headteacher. It is for the governing body to be accountable for the implementation of national policies for schools and for the drawing up of local policies and strategies for monitoring their effectiveness. It is for the headteacher to manage the day to day practical implementation of these policies.

Your curriculum committee should help your governing body to keep pupil learning at the heart of its agenda by:

- assisting the whole governing body to carry out these responsibilities including for example:
 - making sure that the curriculum teacher assessment procedures are carried out;
 - determining policy on sex education;
 - considering the approach to religious education;
 - approving the arrangements for collective worship;
 - hearing appeals and complaints concerning the curriculum;
- taking decisions or helping the full governing body to take decisions about other aspects of the curriculum, including the school's policy on Special Educational Needs (SEN);
- monitoring or helping the full governing body to monitor the impact of those decisions;
- ensuring that the full governing body has the information which will enable it to monitor standards of pupil achievement.

8. SCHOOL INSPECTION

The summary below sets out the way Estyn will inspect schools for the next six-year inspection cycle from September 2010. **Detailed information and guidance about the inspection process can be found on http://www.estyn.gov.uk/InspectionGuidance_2010.asp**

The governing body has a very important role in making sure that the school provides a good quality education for its pupils. It shares this responsibility with the headteacher, staff and the Local Authority. The School Development Plan/School Improvement Plan and the school's self evaluation report will help the governing body make judgements about the progress the school is making.

The Welsh Assembly Government is concerned about the standards and quality of education in individual schools as well as across the whole education service. Because of this, it is important that when judgements are made about the quality of and provision of education in different schools, there is a consistent approach being applied to those judgments and the same criteria is used. To meet these requirements, the Estyn Common Inspection Framework provides a systematic approach to inspections with all schools being inspected within a six-year cycle.

Under Section 28 of the Education Act 2005 and related regulations, from September 2010 all schools will be inspected at least once every six years by Her Majesty's Inspectorate for Education and Training in Wales, known as Estyn.

Inspections are conducted by a team of inspectors, led by a Reporting Inspector with other team members, all drawn from HMI or Additional Inspectors (Additional Inspectors may be on secondment or contract to the Inspectorate). Each team will also have a Peer Inspector (i.e. a member of staff from another school) and a Lay Inspector (who has not been involved in providing or managing school education, other than in a voluntary capacity). The inspection team members must have satisfactorily completed a training and evaluation course organised and approved by Estyn. The inspection team should not have any connection with the school as this may cast reasonable doubt on their ability to inspect and report impartially. In addition to the above, the school that is being inspected will be invited to select a 'nominee' (a member of the school's senior staff) to work with the inspection team. The nominee will provide an important link between the school and the inspection team.

PURPOSE OF INSPECTION:

The school inspection will cover all aspects of a school's provision, apart from denominational education and the content of collective worship in voluntary schools. These schools are inspected separately under section 50 of the Education Act 2005 for collective and religious worship.

The current inspection arrangements were introduced in order to:

- provide a means of identifying strengths and weaknesses to help improve standards and quality;
- provide an independent evaluation;
- identify and promote good practice and strive for excellence; and
- keep the Welsh Assembly Government and public informed (see list below).

Schools will receive four weeks' notice of the inspection, and will be required to submit the following information:

- key background information about the school;
- a copy of the school's most recent self-evaluation report and Improvement Plan;
- Details of:
 - (i) the school's timetable for the period of the inspection and,
 - (ii) staff members and responsibilities.

During the inspection, three Key Questions will be asked about the school, as noted in the Common Inspection Framework:

1. How good are outcomes?
Quality indicators:
 - 1.1 Standards
 - 1.2 Wellbeing
2. How good is provision?
Quality indicators:
 - 2.1 Learning experiences
 - 2.2 Teaching
 - 2.3 Care, support and guidance
 - 2.4 Learning environment
3. How good are leadership and management?
Quality indicators:
 - 3.1 Leadership
 - 3.2 Improving quality
 - 3.3 Partnership working
 - 3.4 Resource management

Each of the quality indicators above is supported by a number of different aspects.

Self-Evaluation Report

Self-evaluation is at the heart of the inspection process. A self-evaluation report will form the starting point of the inspection, highlighting strengths and shortcomings and areas for development. As a governor, it is crucial, therefore, that you have a clear idea of what is happening within your school. Does your governing body fulfil its strategic role? Do you act as a “critical friend” of the school by asking questions about all aspects of its life and work? Do you ask those key, but often simple questions – Why? How? Where? When? Do you monitor and evaluate performance and standards? Do you play an active part in producing and reviewing the School Development/Improvement Plan? Does the governing body have a clear vision for the school for the next five years?

See “A self-evaluation manual for primary and secondary schools 2010” on [http://www.estyn.gov.uk/publications/FINAL-selfevaluation%20\[Primary\]_aw.pdf](http://www.estyn.gov.uk/publications/FINAL-selfevaluation%20[Primary]_aw.pdf)
[http://www.estyn.gov.uk/publications/FINAL-selfevaluation%20\[Secondary\]_aw.pdf](http://www.estyn.gov.uk/publications/FINAL-selfevaluation%20[Secondary]_aw.pdf)

Before the inspection

The inspectorate will arrange to obtain a briefing on the school from the local authority. The reporting inspector will also complete a pre-inspection commentary (PIC). This will include hypotheses based on the school's self-evaluation report and other information that inspectors will use to direct lines of enquiry during the inspection. The PIC will be sent to the nominee before the on-site part of the inspection.

The governing body, along with the headteacher and senior management team of the school must be responsible for ensuring that:

- (i) parents/carers and stakeholders are informed of the date of the inspection;
- (ii) a meeting is arranged between the Reporting Inspector and parents/carers of pupils of the school;
- (iii) questionnaires are sent (on behalf of Estyn) to parents/carers and a sample of pupils. The results of these surveys will form part of the pre-inspection evidence;
- (iv) the various documentation requested is sent to the inspection team;
- (v) the headteacher, members of staff, pupils and school nominee are supported in preparing for the inspection; and
- (vi) a meeting is arranged with the chair of governors and inspectors during the inspection period.

During the inspection:

The inspection team will:

- observe lessons;
- listen to learners;
- hold interviews and discussions with pupils and staff; and
- scrutinise pupils' work, school documents and other relevant evidence;

The inspection team will also consider whether the school needs any follow-up activity, i.e:

- (1) good practice case study;
- (2) Local Authority monitoring;
- (3) Estyn monitoring;
- (4) significant improvement; or
- (5) special measures.

After the inspection:

- (i) The inspection team will evaluate the provision and make two overall summary judgments, linked to the three key questions and 10 quality indicators, which in turn are based on a 4-point scale – excellent, good, adequate and unsatisfactory. The summary judgements will include an overall judgment on the school's current performance and on the school's prospects for improvement;
- (ii) The Reporting Inspector will provide oral feedback, on the inspection findings at the end of the inspection process to leaders and managers, including a governor representative – this will usually be the chair of governors. A representative from the LA should be invited to attend the meeting. This will convey the main judgements and the reasons for them;
- (iii) The school will have five working days to consider a draft response to check for factual accuracies;
- (iv) The Reporting Inspector must produce the inspection report within the statutory timescales after the end of the inspection. Copies of the report will be provided free of charge to parents;
- (v) On publication of the report, the governing body must produce an Action Plan within 45 working days. The action plan must show what will be done in response to the inspection recommendations. The governing body must ensure that the recommendations from the report are built into the School Improvement Plan and are monitored and evaluated. Reports on progress made by the school should be communicated in the governors' annual report to parents.

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9. PUPIL BEHAVIOUR

Governing bodies must prepare and regularly review a written statement of general principles that provide the framework for an overall policy for behaviour and discipline.

This should take into account the needs of all pupils within the school. Where the governing body wants particular measures introduced or issues addressed they must notify the headteacher and may provide guidance where appropriate. In preparing or reviewing its statement a governing body may set out:

The ethos and values of the school and its moral code;

- the boundaries of acceptable behaviour;
- positive and constructive rules of conduct;
- the arrangements to ensure consistent application of rewards and punishments.

The statement may also include the principles of bullying prevention. In drawing-up and revising the statement, the governing body must consult the headteacher and parents/carers of pupils at the school and take account of their views.

The governing body should oversee the maintenance of school discipline by the headteacher, who has to act in accordance with the above-mentioned statement and comply with any guidance the governing body may give on specific measures for promoting good behaviour.

In accordance with the governing body's statement of principles and any specific guidance, the head teacher should draw up the school behaviour policy, which will include rules and arrangements for their enforcement.

The school behaviour policy must be approved by the governing body as well as being subject to formal review from time to time.