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**[Name of School/Academy]**

**Annual Self-Evaluation of the Governing Body**

**Purpose**

As an integral part of its educational vision for the holistic formation of children and young people, the Catholic Church expects Catholic schools to promote and uphold high standards, including academic standards. In order to uphold these high standards and fulfil your responsibilities, it is essential that you, as the governing body, are as effective as possible.

You should therefore conduct an annual self-evaluation, to identify for yourselves your existing strengths and areas for further development. To enable you to comply with these requirements you must engage with your Trustees and Diocese, on a regular and ongoing basis.

The CES would recommend such an evaluation to be carried out by a committee by way of this Form which draws on the document created by the NCTL: External Review of Governance and also draws on the Ofsted School Inspection Handbook and the All Party Parliamentary Group on Education Governance and Leadership’s ‘20 key questions every governing body should ask itself’. Additionally it reflects the fact that the functions of the governing body is conducted in accordance with its Catholic character. Full compliance indicates that you, as the governing body, can answer ‘yes’ to each question.

**Use of this Form by schools and academies**

For the purposes of this Form, the term “school(s)” is a general description of the educational establishment whether it is a school or academy or sixth form college and the term governing body or bodies will be used to mean governing bodies of maintained schools (including governing bodies of maintained school federations) and of sixth form colleges, boards of directors of academies and may also include local governing bodies/Academy Councils/Committees/Advisory Groups within multi-academy trusts. The term governor therefore includes both the governor of a maintained school as well as an individual registered at Companies House as the director of an academy trust.

**Role of the Governing Body**

As the governing body of a Catholic School, your overarching responsibility lies in ensuring that your school is conducted in accordance with its Catholic character at all times, and this overriding duty (which is also a legal duty) permeates everything that you do.

Further, in accordance with your legal obligations, you should endeavour to operate at a strategic level, leaving the headteacher or principal or chief executive (as appropriate) and the school’s senior leaders responsible and accountable for the operational day-to-day running of your school. It is by achieving these aims that you can be sure that your school has effective governance.

Your three core strategic functions, therefore, are in:

1. Ensuring clarity of vision, ethos and strategic direction;
2. Holding the headteacher or principal or chief executive (as appropriate) to account for the educational performance of the School and its pupils; and for the internal organisation, management and control of the School, including performance management of staff; and
3. Overseeing the financial performance of the School and making sure its money is well spent.

Canon law (Church law) also requires that Catholic schools (which includes academies and sixth form colleges) are “…at least as academically distinguished as that in the other schools of the area” (806§2) and the Governing Body are mindful of this requirement in all that we do.

You therefore have to evaluate four core areas as set out in this Form (including Catholic character). Once the self-evaluation process is completed, an action plan (your School Improvement Plan or equivalent) should be drawn up (or updated) suggesting an order of priorities and a time-table for implementing them. This should lead to the identification of the key strategic priorities that will drive the agenda of future governing body meetings.

**Evidence of compliance**

Documents that may assist you when filling in the “how do we know” section may include: the Ofsted report; Diocesan Inspection Report; Diocesan Reviews; Governing Body agenda/minutes/other GB papers; Completed Annual Governance Statements; Governance structures, Committee Work Programmes; Terms of Reference; School Vision statement/aims; School Improvement Plan or equivalent; School self-evaluation documentation; Headteacher’s report to the GB; Views of the headteacher/principal/chief executive and the governors; Committee Terms of Reference (e.g. Pay); School newsletters and website; Performance data (e.g relating to the performance of pupil premium children and their peers).

**Additional Guidance**

Finally, we have also provided additional guidance and resources that you may find helpful which is listed in the Appendix at the back of this document.

**Overarching Core Area:**

**Catholic character of the School**

**(Catholic life; Collective Worship; Religious Education and Relationships and Sex Education)**

**Relevant Catholic Criteria**

The extent to which you as a Governing Body can demonstrate adherence to the Church’s teachings including its social teachings. This Form is not intended to duplicate your work and can be used as an annual self-evaluation to evidence some of the requirements of an inspection of Denominational Education under Section 48 of the Education Act 2005.

The Church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society. Several of the key themes that are at the heart of Catholic social tradition and which should permeate through your School, are 1) life and dignity of the human person 2) call to family, community and participation 3) rights and responsibilities 4) option for the poor and vulnerable 5) the dignity of work and the rights of workers 6) solidarity and 7) care for God’s creation. The purpose of this governing body is to ensure that these values permeate all aspects of school life.

Some practical examples (which are not exhaustive) indicating compliance are set out in red and italics below under the section “How do we know”

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|  | **Catholic Life** | | | | | |
| **Objective** | | **Yes/Fully** | **Developing** | **No** | **How do we know?** | **Action Required (if any)** |
| 1. There is a named governor/committee responsible for overseeing the Catholic life of the school | |  |  |  | *Examples may include:*   * *It is mentioned in the Scheme of Delegation/Terms of Reference/Minutes of meetings* * *There is a Governor monitoring report* | Click here to enter text. |
| 1. You engage with your diocese in such a way that the Diocesan Bishop is able effectively to exercise his Episcopal oversight of Catholic Education | | ☐ |  |  | *Examples may include:*   * *Regular governor briefing meetings at Diocesan level to include discussion on whose term is coming to an end and plans for new appointments* * *Attendance at Diocesan Training for governors such as governor conferences/events and Senior Leadership conferences/events* * *Attendance at Diocesan events and conferences* * *Actively seeking involvement of the Diocesan Education Service in recruitment processes for Senior Leaders* * *Taking a role in Diocesan school inspections* * *Following all Diocesan guidance notes in relation to governance, admissions and standards* * *Reading the Diocesan newsletter* * *Using the Diocesan website* * *Termly agenda item referencing Diocese and the CES* | Click here to enter text. |
| 1. You play a significant role in understanding, preserving and developing the Catholic character and mission of the school | |  |  |  | *Examples may include:*   * *A section of school website dedicated to Catholic life being monitored by governors on a termly basis.* * *One inset day (an annual day of reflection) being reserved for understanding, preserving and developing the Catholic character and mission of the school* * *CES School model contracts of employment and School model workplace policies and procedures and other associated employment documentation being used by the school as mandated by the Bishops’ Conference following legal advice* * *Ensuring behaviour policies are rooted in Gospel values* * *Your Headteacher/principal/chief executive and staff attending Diocesan sponsored events including conferences, pilgrimages and retreats that may be applicable* * *Every governor being familiar with the document “Christ at the Centre” available on the CES website* | Click here to enter text. |
| 1. You actively support the liturgical and sacramental life of the school | |  |  |  | *Examples may include:*   * *Supporting the Head (e.g. to allow flexibility in timetables so worship can include whole year groups or even the whole school)* * *Access to the celebration of the sacraments regularly available in the school* * *Supporting and attending liturgical celebrations such as the Holy Island Retreat;* * *Diocesan organized pilgrimages to Lourdes and Walsingham where appropriate.* * *Encouraging parents involvement and attendance at sacramental programmes.* | Click here to enter text. |
| 1. Your School adheres to the principles of Catholic Social Teaching | |  |  |  | a) in its dealings with employees  *Examples may include:*   * *Every employee being paid the Living Wage* * *Consideration being given (where possible and appropriate) that rewards are shared equally with staff and not in proportion to salary* * *All Staff consulted (where possible and appropriate) in terms of appropriate development and equal opportunities in respect of professional development opportunities.*   b) in its dealings with contractors  *Examples may include:*   * *Contractors having good environmental standards* * *Contractors having appropriate working practices* * *Contractors being dealt with fairly and equitably* * *Contractors paying Living Wage for their staff*   c) in its dealings with the surrounding community  *Examples may include:*   * *Your School (staff and pupils) not being wasteful with resources* * *Engaging positive relationships with your local community* * *Parents of pupils being respectful of the School environment and neighbours (e.g. Pick up and drop off times)* * *Inviting community to school events* * *Enabling additional parking space if possible so that the community is not adversely affected* | Click here to enter text. |
| 1. Your school actively supports those in need within school, in the local community and in the wider world? | |  |  |  | *Examples may include:*   * *Your school (staff and pupils) engaging in charitable activities and projects* * *Establishing short and long term funds and scholarships to support deprived and/or disadvantaged pupils* * *Denominational budget for Home School transport/school uniform/education visits* * *Signposting external support for staff and pupils and parents and carers* * *Having a parent worker/Lay Chaplain /Pastoral Co-ordinator.* * *Having access to interpreters for parents/carers whose first language is not English* * *Providing policies for parents/carers in different languages* * *Establishing a policy on issues such as Mental Health Awareness* * *Pastoral care for staff and pupils* | Click here to enter text. |
| 1. Your School exercises responsible stewardship and a care for the environment | |  |  |  | *Examples may include:*   * *The budget being spent well and improving learning for students through energy efficiency/maintaining the fabric of the building/encouraging sustainable transports such as cycling.* * *Your School being made aware of its accountability to taxpayers and others to whom your School is accountable* | Click here to enter text. |
| 1. You understand the purpose of the Church’s mission in education | |  |  |  | *Examples may include:*   * *Every governor being familiar with the document “Christ at the Centre” available on the CES website* | Click here to enter text. |
| 1. Your School fosters a culture of vocation | |  |  |  | *Examples may include:*   * *Your School making life decision-making points such as GCSE and A-level and university choices a feature of the prayer life of the school* * *Service to others and not just the attainment of material goals.* * *Promoting priesthood and religious life as a real and attractive option* * *All pupils finding their purpose in life* | Click here to enter text. |
| 1. The evaluation of the Catholic Life of your School is part of the regular cycles of school self-evaluation and action planning | |  |  |  | *Examples may include:*   * *This being part of the GB Agenda items* * *Analysis of such evaluation feeds into School Improvement Plan for next year* * *Evidence of governor monitoring feeding into School Improvement Plan* * *Foster supportive relationships with and working in partnership with other Catholic Schools in the locality* | Click here to enter text. |
| 1. Your School environment reflects its required Catholic character | |  |  |  | *Examples may include:*   * *Regular dialogue with your Diocese on Governors whose term is coming to an end and plans for new appointments* * *Your school’s legal governing documents reflecting the school is at the service of the Church* * *Mission Statement* * *Leadership and Management –The Bishop’s Memorandum on the Appointment of Teachers is followed* * *Some visible signs and physical manifestations of Catholic character such as: children’s welcome, children’s displays.*   *Prayer space to include a reflection areas / Prayer corners / Chapel / religious symbols and icons such as crucifixes on the wall and/or a statue of the School’s patron manifested externally and internally.*  *Clear articulation of the school’s Catholic character on “branding” and published material, including letterhead, website and prospectus.*  *Mission Statement visible, known and understood by staff, pupils, parents/carers.* | Click here to enter text. |
| 1. Parents have been made aware of Catholic Life | |  |  |  | *Examples may include:*   * *Parent Information evenings such as starting nursery and reception classes* * *Such being addressed in school newsletters/website* * *Annual Governance Statement* * *Invitations to attend School events* * *Parents being given an accessible means of communication and regular opportunities for engagement* | Click here to enter text. |
| **B)** | **Collective Worship** | | | | | |
| **Objective** | | **Yes/Fully** | **Developing** | **No** | **How do we know?** | **Action Required (if any)** |
| 1. There is a named governor/committee responsible for overseeing collective worship policy and provision | |  |  |  | *Examples may include:*   * *It is mentioned in the Scheme of Delegation/Terms of Reference/Minutes of meetings* * *There is a Governor monitoring report* | Click here to enter text. |
| 1. There is a whole school collective worship policy | |  |  |  | *Examples may include:*   * *GB reviewing creation and implementation of policies at GB meetings regularly* | Click here to enter text. |
| 1. This policy is reviewed at least every 2 years | |  |  |  |  | Click here to enter text. |
| 1. The provision of collective worship constitutes part of the ordinary cycles of school self-evaluation and action planning | |  |  |  | *Examples may include:*   * *Prayer at the beginning of each GB meeting/staff meetings* | Click here to enter text. |
| 1. The collective worship of the school reflects the Catholic character of the school | |  |  |  | *Examples may include:*   * *Eucharistic and Non Eucharistic liturgy being a regular feature of your School* * *Pupils being involved and/or leading the formation of liturgy in a liturgy group* * *Mass being a regular feature of your School* * *Your School allowing pupils’ access to the Divine Office* * *Daily prayers* * *Pupils receiving the Sacrament of Reconciliation (especially during the seasons of Advent and Lent)* * *Other Catholic prayer traditions such as the Rosary, stations of the Cross, lectis divina.* * *Grace before meals* | Click here to enter text. |
| 1. Your School encourages Catholic pupils and staff regularly to participate in the sacraments as appropriate and in line with their age and stage of life | |  |  |  | *Examples may include:*   * *The school seeks to provide reminders and opportunities for pupil and staff participation* * *Creating opportunities for staff retreats; days of reflection and partnership and support networks with other local Catholic schools* * *Access to local parish(es)/clergy* | Click here to enter text. |
| 1. Collective worship in your School is respectful of all members of the school and community | |  |  |  | *Examples may include:*   * *Prayer life being respectful of those who do not share the faith of your School* * *There being a Reflection Room for all* * *Respecting the roles of chaplain and any other pastoral roles* | Click here to enter text. |
| 1. Prayer and worship is a daily feature of the experience of every member of the school community | |  |  |  | *Examples may include:*   * *Ensuring collective worship is carried out and it appropriate to age group* * *Resources for prayer and worship to support all staff* * *Examples from diocesan inspection reports* | Click here to enter text. |
| 1. Governors regularly take the opportunity to participate with their School community when appropriate? | |  |  |  | *Examples may include:*   * *Governor participation in termly group masses and liturgies* * *Governor attendance at termly celebration assemblies* * *Governors being seen to have a role in worship* | Click here to enter text. |
| 1. Is your School part of the wider worshipping community of the parish, deanery or diocese? | |  |  |  | *Examples may include:*   * *Focussing on the parish, deanery and diocesan relationships and inviting them to attend School events* * *Parents/carers or other school community members being encouraged to join at the start/end of school day* | Click here to enter text. |
| 1. The leadership of collective worship in your School is sufficiently and appropriately resourced in order to make a significant impact on Catholic worship | |  |  |  | *Examples may include:*   * *Your School having a Chaplain and visits of Deacons being facilitated* * *Your School having an individual or team who leads the school in prayer that are rewarded appropriately and in parity with other members of staff reflecting the Bishops Memorandum on Appointment of Teachers to Catholic Schools* * *Your chaplain being encouraged to attend Diocesan meetings* * *Sharing a Chaplain across a group of Catholic schools* * *Your School having resources such as rooms, books, display materials and financial resources to support the chaplaincy mission within the school* * *Your School planning professional development to assist staff in the leadership of collective worship* * *Your school allocating budget to CPD training* * *Music Department supporting liturgies in school and in parishes* * *CPD staff training and improvement plans made for collective worship* | Click here to enter text. |
| 1. Parents have been made aware of the provision of collective worship | |  |  |  | *Examples may include:*   * *Parents being invited to attend collective worship (year group/key stage acts of worship)* * *Feedback from parents on their knowledge of school’s collective worship* * *Examples from diocesan inspection reports* |  |
| **C)** | **Religious Education (RE)** | | | | | |
| **Objective** | | **Yes/Fully** | **Developing** | **No** | **How do we know?** | **Action Required (if any)** |
| 1. There is a named link governor/committee for RE | |  |  |  | *Examples may include:*   * *It is mentioned in the Scheme of Delegation/Terms of Reference/Minutes of meetings* | Click here to enter text. |
| 1. You promote RE as the core of the curriculum and it is an integral part of the School Improvement Plan or equivalent | |  |  |  | *Examples may include:*   * *Demonstrating how RE impacts on all subject areas in the school and in the overall shape of the curriculum* | Click here to enter text. |
| 1. RE constitutes at least 10% of the taught week from early years in KS1-4 and at least 5% of the taught week in KS5 | |  |  |  | *Examples may include:*   * *Overview of school timetables* | Click here to enter text. |
| 1. You know the details of the RE provision at each key stage | |  |  |  | *Examples may include:*   * *Understanding which exam board has been chosen and why* * *Choosing a recognised Catholic scheme of work* * *Awareness of the standards within RE across the school* * *Standards and progress being regularly reviewed at GB meetings* * *Report on standards attained by pupils and compare with Annual Diocesan Data Return (ADDR)* * *Governor link meetings with RE co-ordinator to review the provision and pupil’s work* * *Feedback from Diocesan moderation meetings* | Click here to enter text. |
| 1. Capitation, staffing, and resourcing of RE curriculum is adequately resourced to provide effective standards | |  |  |  | *Examples may include:*   * *RE receiving at least the required proportion of the taught curriculum time as required by the Bishops Conference* * *RE Department receiving an appropriate amount of money in its devolved budget* * *Specialist RE CPD training and opportunities being provided for staff* * *Head/Coordinator of RE sufficiently senior in the school.* * *Textbooks used have received the Imprimatur* | Click here to enter text. |
| 1. RE curriculum is compatible with the Religious Education Curriculum Directory in each stage | |  |  |  | *Examples may include:*   * *The Head or co-ordinator of RE producing a regular report showing how the RE curriculum meets the demands of the curriculum directory* | Click here to enter text. |
| 1. In the case of secondary schools/sixth form colleges, is the exam specification for GCSE / A – level compliant with the Bishops’ requirements for GCSE / A – level specifications | |  |  |  | *Examples may include:*   * *The Head or co-ordinator of RE producing a regular report showing how the RE curriculum meets the demands of the curriculum directory* | Click here to enter text. |
| 1. Parents have been made aware of this curriculum | |  |  |  | *Examples may include:*   * *Meetings being held for parents to inform them about the curriculum with resources on display (e.g at parents evening)* * *Parent being informed of themes for half term/term via website/newsletter* * *Attainment and progress of children in RE reported to parents via Annual Records of Achievement* | Click here to enter text. |
| **D)** | **Relationships and Sex Education (RSE)** | | | | | |
| **Objective** | | **Yes/Fully** | **Developing** | **No** | **How do we know?** | **Action Required (if any)** |
| 1. There is a named governor/committee responsible for overseeing RSE policy and provision | |  |  |  | *Examples may include:*   * *It is mentioned in the Scheme of Delegation/Terms of Reference/Minutes of meetings* | Click here to enter text. |
| 1. There is an RSE policy | |  |  |  | *Examples may include:*   * *Adopting the CES documents on RSE available on the CES website and listed in the Appendix to this documents* | Click here to enter text. |
| 1. This policy is reviewed at least every 2 years | |  |  |  |  | Click here to enter text. |
| 1. The policy contains an outline of RSE provision | |  |  |  | *Examples may include:*   * *Adopting the CES documents on RSE available on the CES website and listed in the Appendix to this documents* | Click here to enter text. |
| 1. The RSE provision is compliant with the Bishops’ requirements | |  |  |  | *Examples may include:*   * *Adopting the CES documents on RSE available on the CES website and listed in the Appendix to this documents* * *All pupils receiving a comprehensive and holistic RSE programme which respects the dignity of the person made in the image of God* * *All pupils in KS4 have the opportunity to explore the challenges and beauty of Christian marriage through the explore experience* | Click here to enter text. |
| 1. The RSE provision is compliant with the legislative requirements | |  |  |  | *Examples may include:*   * *Provision paying attention to Department for Education Statutory Guidance on Sex and Relationship Education (including information on HIV/Aids and STIs) subject to CES advice on SRE on the CES website.* | Click here to enter text. |
| 1. The RSE provision is published on your School website | |  |  |  |  | Click here to enter text. |
| 1. Parents have made been made aware of this policy and provision | |  |  |  | *Examples may include:*   * *Meetings being held for parents to inform them about the curriculum with resources on display (e.g at parents evening)* | Click here to enter text. |

# **Core Area 1:**

# **Ensuring clarity of vision, ethos and strategic direction**

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|  | **The relevant Ofsted criteria that may apply in relation to this Core Area may include the extent to which you as the governing body**   * carry out your statutory duties, such as safeguarding, and understanding the boundaries of your role as the governing body * ensure that you and your School promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through your words, actions and influence within your school and more widely in the community, to prepare children and young people positively for life in modern Britain * ensure clarity of vision, ethos and strategic direction, including long-term planning (Examples may include, succession)   Some practical examples (which are not exhaustive) indicating compliance are set out in red and italics below under the section “How do we know” | | | | | |
| **Objective** | | **Yes/Fully** | **Developing** | **No** | **How do we know?** | **Action Required (if any)** |
| 1. You play a significant role in setting out a vision that is shared by all members of the school community and is based on input from, and consultation with, a range of stakeholders | |  |  |  | *Examples may include:*   * *Statements that represent your vision/ethos/core values accessible on your School’s website and displayed around school and in school brochure* | Click here to enter text. |
| 1. You have agreed a strategy with priorities for achieving that vision with key performance indicators against which you can regularly monitor and review the strategy | |  |  |  | *Examples may include:*   * *This vision/ethos/core values statement in the School Improvement Plan or equivalent with clear timelines for stages of development* * *The curriculum committee/standards committee monitoring data termly and challenging leaders on areas of underperformance* | Click here to enter text. |
| 1. Your strategic planning cycle drive your activities and agenda setting | |  |  |  | *Examples may include:*   * *School Improvement Plan or equivalent updated and revisited regularly (at governing body meetings) in line with your vision/ethos/core values statement?* | Click here to enter text. |
| 1. You ensure decisions are made in line with the school’s vision and strategic priorities, and monitor the impact of these decisions | |  |  |  | *Examples may include:*   * *Your School’s vision/ethos/core values statement being measured (at GB meetings) against projected and achieved desired goals in your School Improvement Plan* | Click here to enter text. |
| 1. You monitor how effectively the policy framework and related practices support the ethos of your School | |  |  |  |  | Click here to enter text. |
| 1. You have a sound understanding of your collective legal and canonical responsibilities as a governing body and ensure that these are fulfilled | |  |  |  | *Examples may include:*   * *Liaising with diocese for clarification of, and guidance on, such responsibilities* * *Governors completing the CES (or equivalent) Skills Audit to address needs and fill gaps in experience and skills* | Click here to enter text. |
| 1. You ensure that your School’s curriculum, extra-curricular activities and ethos are preparing pupils for life in modern Britain | |  |  |  | *Examples may include:*   * *Using advice published by the CES entitled “Catholic values and British values” or advice similar to that* | Click here to enter text. |

# **Core Area 2:**

# **Holding the headteacher to account for the educational performance of the school and its pupils**

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|  | **The relevant Ofsted criteria that may apply in relation to this Core Area may include the extent to which you as the governing body**   * contribute to your School’s self-evaluation and understand its strengths and weaknesses, including the quality of teaching, and reviewing the impact of your own work * understand and take sufficient account of pupil data, particularly your understanding and use of the school data dashboard * assure yourselves of the rigour of the assessment process * are aware of the impact of teaching on learning and progress in different subjects and year groups * provide challenge and hold the headteacher/principal/chief executive and other senior leaders to account for improving the quality of teaching, pupils’ achievement and pupils’ behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results; or whether you hinder school improvement by failing to tackle key concerns or developing your own skills * are providing support for an effective headteacher/principal/chief executive * monitor performance management systems and understand how your School make decisions about teachers’ salary progression, including the performance management of the headteacher/principal/chief executive, to improve teaching, leadership and management   Some practical examples (which are not exhaustive) indicating compliance are set out in red and italics below under section “How do we know” | | | | | |
| **Objective** | | **Yes/Fully** | **Developing** | **No** | **How do we know?** | **Action Required (if any)** |
| 1. You have appointed a link governor and you access a range of information about your School in a timely way | |  |  |  | *Examples may include:*   * *the full RAISEonline summary report* * *the FFT Governor Dashboard (if the school subscribes)* * *the Ofsted data dashboard* * *in-year progress tracking data from the school* * *external reports including notes of visit from School Improvement Partners or equivalent* * *information from governor visits to school* * *Link Governor monitoring visits to school to meet with Co-ordinator/Head of Department.* | Click here to enter text. |
| 1. You understand the performance data in a way that enables you to properly hold school leaders to account | |  |  |  | *Examples may include:*   * *CPD offered to governors on data analysis* | Click here to enter text. |
| 1. You are confident that the performance management for all staff is conducted effectively and that this contributes to improving outcomes for pupils | |  |  |  | *Examples may include:*   * *An effective HR provider* * *Providing a clear written pay policy accessible to all staff* * *Advising your School to use the model CES (or equivalent) School model workplace policies (including the Appraisal Policy and Procedure)* * *Overview summary of staff performance management from HT via HT report* | Click here to enter text. |
| 1. Performance management of the headteacher/principal/chief executive is conducted effectively including meeting statutory and contractual requirements, ensuring performance objectives contribute to improving outcomes and including midyear review | |  |  |  | *Examples may include:*   * *An effective HR provider* * *Use of the model CES (or equivalent) School model workplace policies (including the Appraisal Policy and Procedure)* * *Job descriptions provided for all senior roles in line with the model job descriptions published by the CES* * *Performance targets reviewed midyear* | Click here to enter text. |
| 1. You have a clear understanding of how pay decisions are reached for all teaching staff in line with statutory and contractual requirements | |  |  |  | *Examples may include:*   * *A clear written pay policy accessible to all staff* * *A Pay Committee that reports to the governing body* | Click here to enter text. |

**Core Area 3:**

**Overseeing the financial performance of your School and making sure its money is well spent**

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|  | **The relevant Ofsted criteria that may apply in relation to this Core Area may include the extent to which you as the governing body**   * use the Pupil Premium and other resources to overcome barriers to learning, including reading, writing and mathematics * ensure solvency and probity and that the financial resources made available to the school are managed effectively   Some practical examples (which are not exhaustive) indicating compliance are set out in red and italics below under the section “How do we know” | | | | | |
| **Objective** | | **Yes/Fully** | **Developing** | **No** | **How do we know?** | **Action Required (if any)** |
| 1. You have appointed a link governor and are confident that your School’s financial management systems are robust | |  |  |  | *Examples may include:*   * *Compliance with the Schools Financial Value Standard or equivalent* * *CES (or equivalent) previous years completed annual governance statements* * *Publishing governance statements on a medium such as the school’s website* | Click here to enter text. |
| 1. You access financial benchmarking information and use this to ensure the school is achieving value for money | |  |  |  | *Examples may include:*   * *Benchmarking being an annual exercise* | Click here to enter text. |
| 1. You review the staffing structure at least every 2 years to ensure that it meets the needs of your School and ensures good value for money | |  |  |  | *Examples may include:*   * *School Performance Tables published by the DfE to determine relevant comparators particularly in relation to pay and workload. Available here:* [*https://www.gov.uk/school-performance-tables*](https://www.gov.uk/school-performance-tables) | Click here to enter text. |
| 1. You ensure that the governing body complies with the requirements of its Trustees in relation to the occupation and use of its premises, including the Trustees insurance requirements and use of Capital Funding | |  |  |  | *Examples may include:*   * *Regular budget monitoring carried out.* | Click here to enter text. |
| 1. In Academies: you are familiar with the requirements of the Academies Financial Handbook and ensuring that all its financial responsibilities are met | |  |  |  | *Examples may include:*   * *Use of CES (or equivalent) model governance statement for Academies to set out financial responsibilities* * *Previous years completed annual compliant governance statements* | Click here to enter text. |
| 1. In Maintained Schools: all the standards within your School’s Financial Value Standard have been met | |  |  |  | *Examples may include:*   * *Use of CES (or equivalent) model governance statement for Maintained Schools* * *Previous years completed annual compliant governance statements* * *Completion of School’s Financial Value Standard Assessment Form* | Click here to enter text. |
| 1. In Sixth Form Colleges: audited accounts submitted to EFA | |  |  |  | *Examples may include:*   * *Completion of sixth-form college’s audited accounts and auditor’s management letter to the Education Funding Agency* * *Previous years completed audited accounts* | Click here to enter text. |
| 1. You ensure that available resources, including any Pupil Premium, are allocated to your School development priorities and to removing barriers to learning | |  |  |  | *Examples may include:*   * *Pupil Premium being considered within the School Improvement Plan* | Click here to enter text. |
| 1. Any Pupil Premium is being used effectively, so your School is closing any gaps in achievement between Pupil Premium pupils and their peers | |  |  |  | *Examples may include:*   * *Reports of impact of use of pupil premium funds evidence effectiveness* * *Published statements on the effective use of funds (newsletter/website)* | Click here to enter text. |

**Core Area 4:**

**Effective Governance Practice**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **The relevant Ofsted criteria that may apply in relation to this Core Area may include the extent to which you as the governing body**   * hinder school improvement by failing to tackle key concerns or developing their own skills * engage with key stakeholders * are transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings, and contact with parents and carers   Some examples (which are not exhaustive) indicating compliance are set out in red and italics below under the section “How do we know” | | | | | |
| **Question** | | **Yes/Fully** | **Developing** | **No** | **How do we know?** | **Action Required (if any)** |
| 1. You engage with your Trustees and the Diocese to keep the size of your governing body and membership under review and ensure they are most effective and reflect Diocesan priorities | |  |  |  | *Examples may include:*   * *Awareness of CES and Diocesan policies/priorities* * *Ensuring use of CES model governance documents including the Skills Audit available on the CES website* | Click here to enter text. |
| 1. You keep the member and Terms of Reference of committees under review to reflect school and Diocesan priorities | |  |  |  |  | Click here to enter text. |
| 1. You regularly audit your skills and use the analysis of this to inform governor recruitment and development | |  |  |  | *Examples may include:*   * *Ensuring use of CES model governance documents including the Skills Audit available on the CES website* * Governor Induction pack to include CES Skills Audit * Analysis of Skills Audit to produce action plans which will inform School Improvement Plan | Click here to enter text. |
| 1. You are able to clearly evidence the impact of governor training and development on the quality of your School governance | |  |  |  | *Examples may include:*   * *Review of previous years CES (or equivalent) Skills Audits and CES (or equivalent) Self Evaluation Forms for Governors and taking action to address needs and fill gaps in experience and skills* * Records kept of CPD training for governors and its impact | Click here to enter text. |
| 1. You have a professional clerk and a governing body that has a good understanding of the statutory context in which your School operates | |  |  |  | *Examples may include:*   * *Clerk being provided with requisite training* * *Clerk producing accurate and timely minutes* * *Legal and procedural advice and support* * *CES School model contracts of employment and School model workplace policies and procedures and other associated employment documentation being used by the school as mandated by the Bishops’ Conference* | Click here to enter text. |
| 1. You are working with your Diocese to comply with the Bishops’ Memorandum on the appointment of teachers to Catholic schools | |  |  |  | *Examples may include:*   * *The CES Document being accessible at School (Available from the CES website)* | Click here to enter text. |
| 1. You have plans in place to ensure effective succession, including leadership succession for the governing body | |  |  |  | *Examples may include:*   * *Actively brokering development opportunities within and across other Catholic schools* * *Developing secondment opportunities for aspiring, middle and senior leaders with other Catholic Schools* * *Use of the training plan to develop governors* * *Providing mentoring for governors* * *Sharing of experienced governors across other Catholic schools* * *Use of the Vice Chair for Chair development* * *Encouraging the development of National Leaders of Governance and Local (Diocesan) Leaders of Governance* * *6 monthly dialogue with your Diocese on Governors whose term is coming to an end and plans for new appointments* | Click here to enter text. |
| 1. Your Chair leads effectively | |  |  |  | *Examples may include:*   * *Chair being prepared for meetings and keeping to time* * *Attendance of governors being monitored* * *Appropriate action taken for non-attendance* * *Training provided and monitored for all governors* | Click here to enter text. |
| 1. You have effective mechanisms in place to hear from and inform pupils, staff and parents | |  |  |  | *Examples may include:*   * *Use of emails/newsletters/flyers/your School’s website* * *Encouraging parents to use Ofsted’s Parent View when they attend open days to maximize their input into your School* * *Accessible and effective complaints policy* | Click here to enter text. |
| 1. You have an understanding of School you are supporting or drawing support from and the extent of these collaborations | |  |  |  |  | Click here to enter text. |
| 1. You are having a positive impact on outcomes for pupils and if so, please explain how | |  |  |  |  | Click here to enter text. |
| 1. You regularly review your School statutory policies and procedures | |  |  |  | *Examples may include:*   * *Use of the Department for Education Advice entitled “Statutory Policies for Schools” (as amended)* * *GB Minutes* | Click here to enter text. |
| 1. You regularly review your Safeguarding policies and procedures | |  |  |  | *Examples may include:*   * *DfE Statutory Guidance on Safeguarding: “Keeping Children Safe in Education” Part 1 being read and understood by staff* * *One governor having completed the Safer Recruitment training* * *Completion of annual audit* * *Designated Safeguarding Lead being qualified and competent for their role.* * *CES Guidance on DBS checks being implemented* * *CES Disqualification Guidance for Schools and Academies and the Disqualification Policy for Staff being implemented* * *DfE Advice on “Protecting children from radicalisation: the prevent duty” being considered.* * *GB Minutes* | Click here to enter text. |

**APPENDIX**

**Guidance and Advice from the Department for Education:**

* Schools Admission Code;
* Schools Financial Value Standard;
* School Performance Tables published by the Department for Education;
* Department for Education Statutory Guidance: “Managing Staff Employment in Schools”;
* Department for Education Statutory Guidance on Safeguarding: “Keeping Children Safe in Education”;
* Department for Education Advice entitled “Statutory Policies for Schools”;
* Department for Education Advice on “Protecting children from radicalisation: the prevent duty”
* Department for Education on Sex and Relationship Education (SRE) (and CES advice on SRE on the CES website).

**Documents and Guidance from the Bishops’ Conference; from Dioceses and from the CES:**

* Religious Education Curriculum Directory for Catholic Schools in England and Wales published by the Catholic Bishops’ Conference of England and Wales;
* Bishops’ Conference Memorandum on Appointment of Teachers to Catholic Schools;
* Bishops’ Conference and CES document entitled “Christ at the Centre”;
* Diocesan Guidance(s) from your Diocese;
* CES Governance Statement (school or academy)
* CES Guidance on Governance of a Catholic School: A Clarification of Roles and Responsibilities for England & Wales;
* CES Governors Skills Audit
* CES documents “The Public Sector Equality Duty in England” and “The Public Sector Equality Duty in Wales”;
* CES document entitled “Catholic schools, children of other faiths and community cohesion”;
* CES document entitled “Pupils of Other Faiths in Catholic schools”;
* CES document entitled “Equality Act 2010 Guidance for Catholic Schools”;
* CES document entitled “Catholic Values and ‘British Values’ Practical Advice from the Catholic Education Service”;
* CES Guidance on DBS checks;
* CES Disqualification Guidance for Schools and Academies and the Disqualification Policy for Staff;
* CES model employment documentation (including policies and procedures) available on the CES website
* CES model job descriptions for senior roles tailored to your School’s needs.
* CES: A model Primary Catholic RSE Curriculum
* CES: A model Secondary Catholic RSE Curriculum
* CES: A model RSE policy for Catholic schools
* CES: Good practice in developing a Catholic school RSE policy
* CES: A quality standard for Catholic RSE
* CES: A Governor Audit for RSE
* CES: A document which sets out who is responsible for teaching RSE
* CES: Outstanding RSE in a Catholic Context – A case study