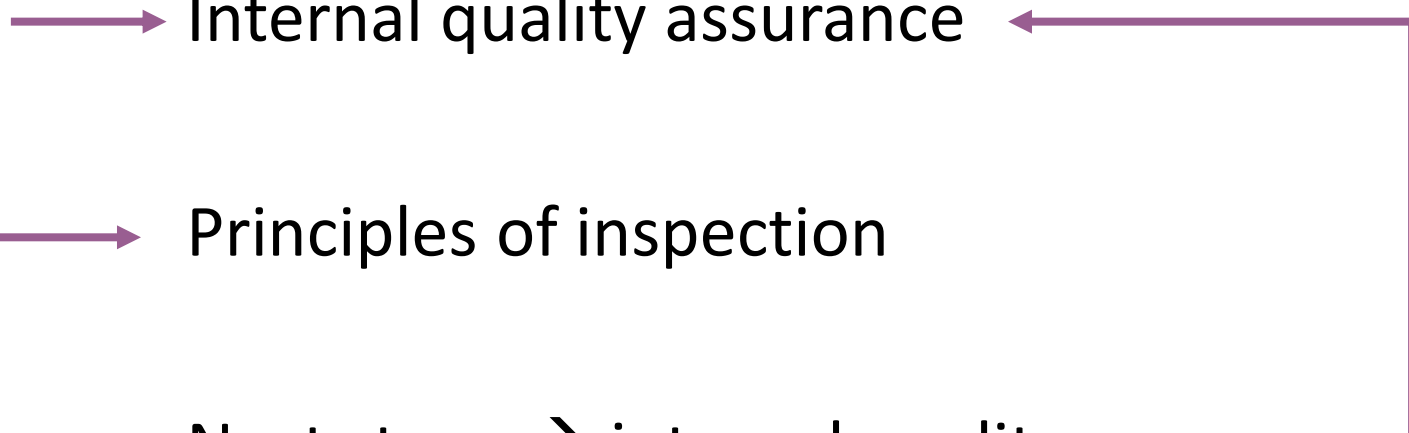


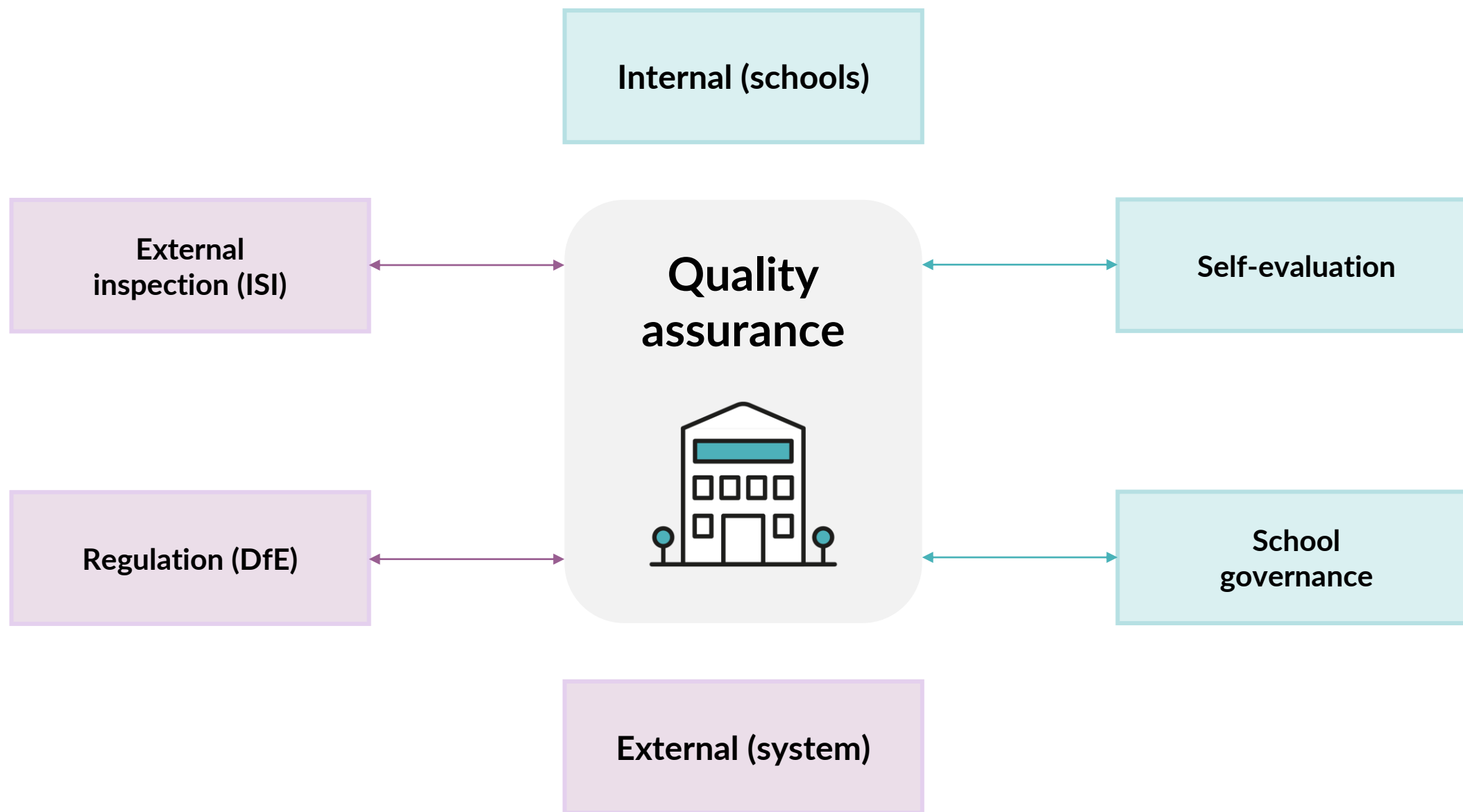
AGBIS Conference

18 March 2024

School governance: contributing to society

The role of governors

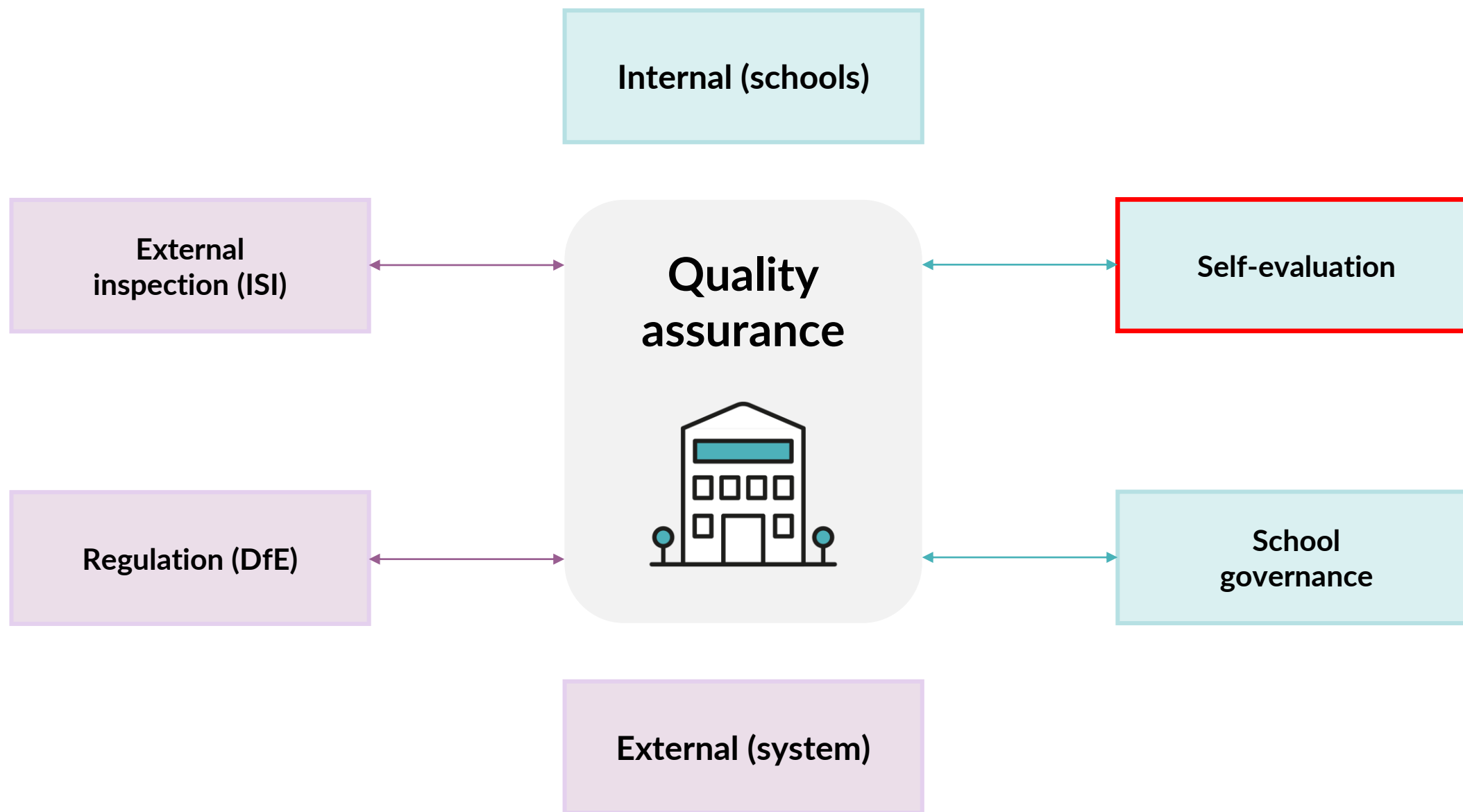
1. Between inspections → Internal quality assurance
 2. During inspection → Principles of inspection
 3. After inspection → Next steps → internal quality assurance
- 
- ```
graph LR; A[1. Between inspections] --> B[Internal quality assurance]; B --> A; C[2. During inspection] --> D[Principles of inspection]; D --> C; E[3. After inspection] --> F[Next steps]; F --> G[internal quality assurance]; G --> B;
```



# The role of governors

1. Between inspections —→ Internal quality assurance
2. During inspection —→ Principles of inspection
3. After inspection —→ Next steps → internal quality assurance

|                                                                                                                                                                                |     |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school— |     |    |
| (a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;                                             | Yes | No |
| (b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and                                                               | Yes | No |
| (c) actively promote the well-being of pupils.                                                                                                                                 | Yes | No |



Framework for the inspection of  
association independent schools,  
including residential (boarding) schools  
and registered early years settings

Effective from 1 September 2023

Inspections are carried out under section 109 of the  
Education and Skills Act 2008, under the Children Act  
1989 and the Childcare Act 2006

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Handbook for the inspection of  
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1989 and the Childcare Act 2006

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School self-evaluation guidance  
(optional)

Last updated:  
Click or tap to enter a date.

**[Insert school name]**

isi.net

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Department  
for Education

ISI is formally approved by the Secretary of State for Education to inspect association independent schools in England and British schools overseas

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Colchester

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Optional self-evaluation guidance for schools

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Optional self-evaluation guidance for schools

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ISI is pleased to provide schools with a self-evaluation format that is designed to help leaders at all levels articulate the impact of their leadership.

While this self-evaluation guidance is available to all schools inspected by ISI, on inspection inspectors will discuss self-evaluation **in any form** that the school undertakes for their own quality assurance processes. Whatever the method of self-evaluation, it is essential that proprietor(s)/governors and leaders are familiar with the requirements of the Standards and undertake regular and robust internal assurance. This document is intended to support that process.

The regulatory audit and summary prompt table are both available in Word format.

### School self-evaluation guidance (optional)

**Regulatory audit: records of training, health and safety checks, provision of information (Word format)**

**The summary prompt table: a suggested method for distributed self-evaluation (Word format)**

[Self evaluation webinar \(1/2\) – 4 March 2024](#)



[Self-evaluation guidance \(2/2\) – 11 March 2024](#)



## School self-evaluation guidance (optional)

Last updated:

Click or tap to enter a date.

[Insert school name]

Regulatory audit

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## School self-evaluation guidance (optional)

Last updated:

Click or tap to enter a date.

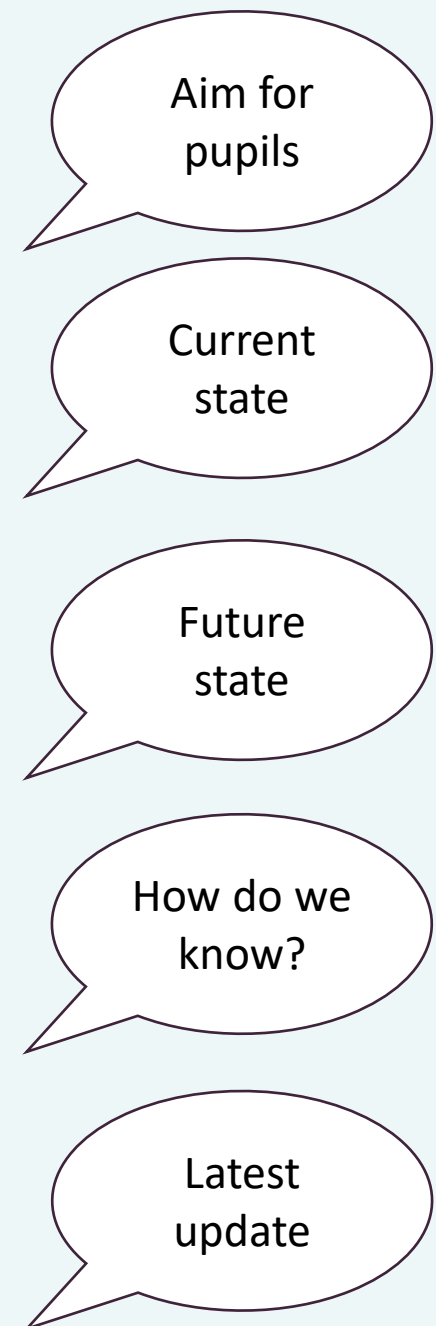
Summary prompt table

[Insert school name]

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|-----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-----------------------------------|
| <b>Aim and impact:</b><br>'so that pupils...' impact for pupils linked to framework/standards/school development aims |                                                          |                                   |
| <b>Where are we now?</b><br>(decisions/actions already taken)                                                         |                                                          |                                   |
| <b>Current impact for pupils with evidence</b>                                                                        |                                                          |                                   |
| <b>Any unintended consequences? / Current risk management</b>                                                         |                                                          |                                   |
| <b>What do we want to achieve?</b>                                                                                    |                                                          |                                   |
| <b>Who needs to be involved?</b>                                                                                      |                                                          |                                   |
| <b>Timeframe/milestones</b>                                                                                           |                                                          |                                   |
| <b>Unintended consequences? Potential risks or barriers?</b>                                                          |                                                          |                                   |
| <b>Mitigation</b>                                                                                                     |                                                          |                                   |
| <b>Who is responsible?</b>                                                                                            |                                                          |                                   |
| <b>Assurance and reporting</b>                                                                                        |                                                          |                                   |
| <b>Latest update with evidence: [date]</b><br><i>(copy this row for each update)</i>                                  |                                                          |                                   |
| <b>Latest update with evidence: [date]</b><br><i>(copy this row for each update)</i>                                  |                                                          |                                   |
| <b>Overview of self-evaluation at: [date]</b>                                                                         |                                                          |                                   |
| Insert bullet point summary here – overview of latest self-evaluation review (RAG rating optional)                    | •                                                        |                                   |
|                                                                                                                       | •                                                        |                                   |
|                                                                                                                       | •                                                        |                                   |





# Self-evaluation through the lens of Section 1

Leadership and management, and governance

# ISI framework sections at a glance

This is for reference only. The ISI Framework must be referred to in full throughout the inspection process.

## Section 1: Leadership, and management and governance

Active promotion of pupils' wellbeing

Appropriate knowledge and skills

Responsibilities fulfilled effectively

Delivery of schools' aims and ethos

Policies effectively implemented

Provision of information

Links with other agencies

Understanding and management of risk

Complaints handling

Take effective action where necessary

Governance assures that standards are met

Equality Act requirements

= standards are met consistently

## Section 2: Education, training and recreation

Curriculum areas/focus

- Linguistic
- Mathematical
- Scientific
- Technological
- Aesthetic and creative
- Speaking, listening, literacy and numeracy

Appropriate to ages, aptitudes, equip pupils for future lives

Teaching enables good progress, does not discriminate, develops skills

Does not undermine FBV

Assessment framework

Well planned lessons

- Effective methodology
- Pupils acquire knowledge and skills, apply effort, act responsibly and are self-motivated
- Good-quality resources

Pupils with SEND are identified and needs met

EYFS communication and language needs met

Performance shared with parents

Programme of recreation activities develops range of skills

## Section 3: Physical and mental health, and emotional wellbeing

Curriculum areas /focus

- Encourages mutual respect – protected characteristics
- Spiritual and moral understanding
- Develops self-knowledge, self-esteem and self-confidence
- Physical education
- Personal and health education

RSE

Behaviour

Anti-bullying strategy

Premises and accommodation

Supervision

Admission and attendance

Health and safety

First aid

Boarding requirements

Prefect system gives appropriate duties and responsibilities

Appropriate program of activities for those below school age to promote development

## Section 4: Social and economic wellbeing and contribution to society

Curriculum areas /focus

- Human, social and economic
- Encourages mutual respect – protected characteristics
- Actively promotes FBV
- Social and cultural

Reflects schools' aims and ethos

Careers guidance

Preparation for life in British society

Active promotion of principles – right from wrong

Accept responsibility

School's locality

Respect for

- Law, institutions and services
- Other cultures
- Democracy

Appropriate program of activities for those below school age to promote social development

Balanced perspective presented on political issues

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School's locality

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- Law, institutions and services
- Other cultures
- Democracy

Appropriate program of activities for those below school age to promote social development

Balanced perspective presented on political issues

# Self-evaluation: School's aims and ethos

| Summary prompts                                                                                                | Evaluation of focus area:<br>[insert area of focus here] School's aims and ethos | Start date:<br>[insert date here] |
|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|-----------------------------------|
| Aim and impact:<br>'so that pupils...' impact for pupils linked to framework/standards/school development aims |                                                                                  |                                   |
| Where are we now?<br>(decisions/actions already taken)                                                         |                                                                                  |                                   |
| Current impact for pupils with evidence                                                                        |                                                                                  |                                   |
| Any unintended consequences? / Current risk management                                                         |                                                                                  |                                   |
| What do we want to achieve?                                                                                    |                                                                                  |                                   |
| Who needs to be involved?                                                                                      |                                                                                  |                                   |
| Timeframe/milestones                                                                                           |                                                                                  |                                   |
| Unintended consequences?                                                                                       |                                                                                  |                                   |
| Potential risks or barriers?                                                                                   |                                                                                  |                                   |
| Mitigation                                                                                                     |                                                                                  |                                   |
| Who is responsible?                                                                                            |                                                                                  |                                   |
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| Insert bullet point summary here – overview of latest self-evaluation review (RAG rating optional)             | •                                                                                |                                   |
|                                                                                                                | •                                                                                |                                   |
|                                                                                                                | •                                                                                |                                   |

Aim for pupils

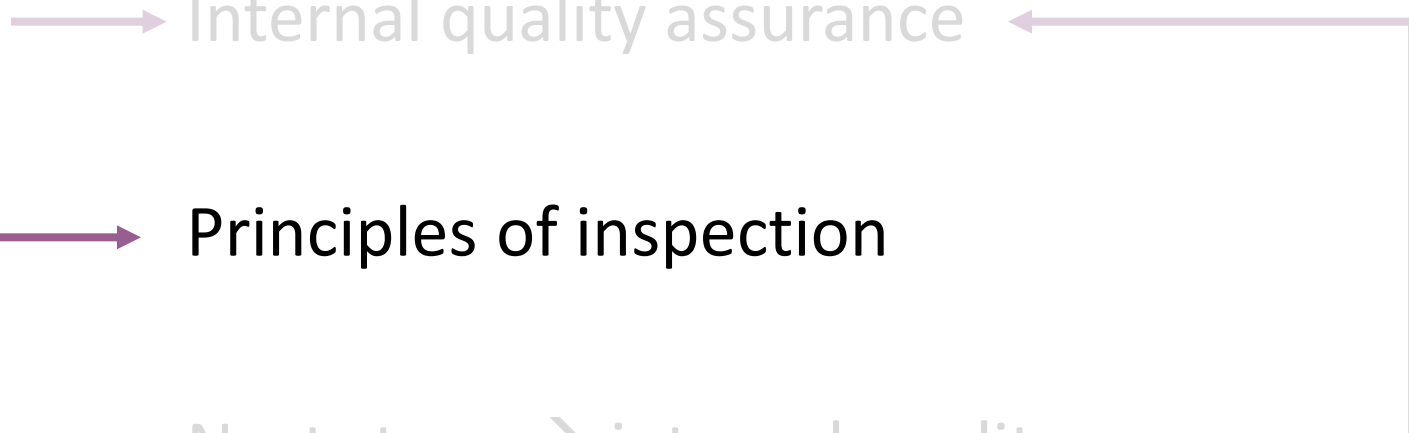
Current state

Future state

How do we know?

Latest update

# The role of governors

1. Between inspections —→ Internal quality assurance
  2. During inspection —→ Principles of inspection
  3. After inspection —→ Next steps → internal quality assurance
- 
- ```
graph LR; 1[1. Between inspections] --> IQA1[Internal quality assurance]; 2[2. During inspection] --> P[Principles of inspection]; 3[3. After inspection] --> NS[Next steps] --> IQA2[internal quality assurance]; IQA1 --> IQA2;
```

ISI inspection methodology

**Manageability
of the
inspection**

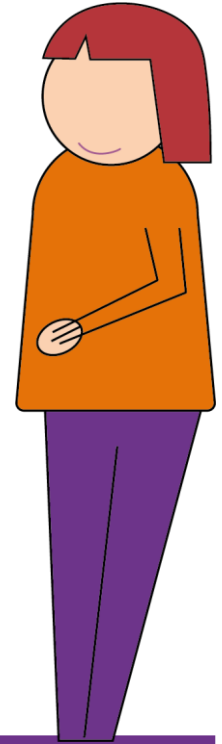
**Collaboration
with the
school**

**Triangulation
and typicality
of evidence**

**Proportionality
in reaching
judgements**

Manageability of the inspection

- The inspection process...
- is mindful of the impact of inspections on the workload of staff
 - will align with the usual day-to-day running of the school



The inspection process **will not** expect



leaders or staff to
produce documentation
specifically for inspection



school staff to collate
samples of pupils' work
in advance of inspection

Collaboration with the school

Regular **keeping-
in-touch meetings**
provide opportunities
for concerns to
be raised

The reporting inspector will...

...liaise
regularly with
the Head of the
school

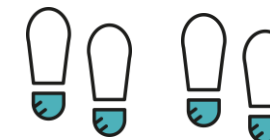
...provide the
opportunity to
**signpost additional
evidence**

Reporting inspectors may offer
the opportunity to conduct some
inspection activities jointly:

reviewing
pupils' work



joint lesson
walks



tours of the
school premises

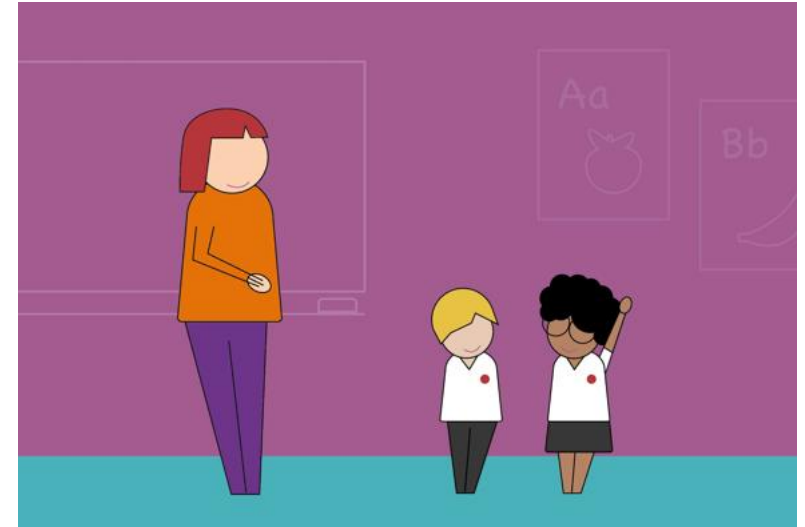


Joint inspection activities are helpful
when school leaders can **provide
context** for the evidence recorded

Triangulation and typicality of evidence

Triangulation is the process
used to **contextualise** and
test inspection evidence

Inspection looks at a school
operating **as it usually does**



Typicality: Inspectors will not expect school leaders to...

reorganise the
curriculum
timetable

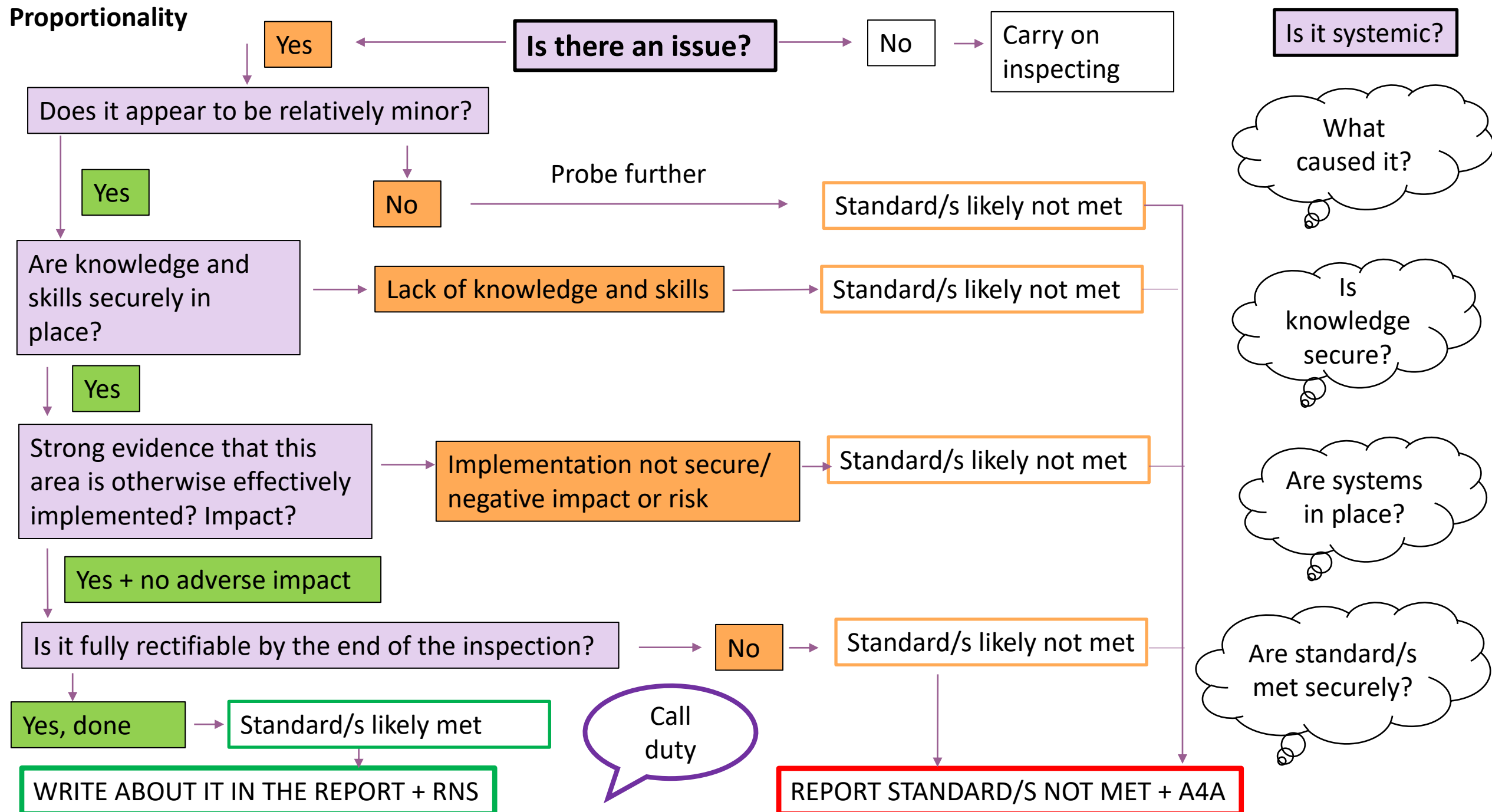
change lessons or
activities to not go
ahead as planned

make changes to
any off-site visits or
pre-arranged visitors

Proportionality in reaching judgements

Proportionality: When judging the extent to which a school meets the Standards, inspectors will exercise their professional judgement. Where there are some relative weaknesses or minor errors that can be easily rectified, inspectors will take a proportionate approach. Inspectors will consider if those weaknesses amount to a failure to meet one or more of the Standards. Weaknesses or errors which are indicative of systemic failings in the school's processes and/or provision will lead to a judgement that the relevant Standards are unmet.

Proportionality



Example – proportionality

The trustees have a **clear understanding** of the management of risk. They understand their responsibility to ensure that they and school leaders have **up to date knowledge and skills** to lead and manage the school effectively. **Leaders are knowledgeable** about the requirements of the Standards and ensure that they are met. The effectiveness of the trustees' oversight of policy implementation is **adequate overall**, but **lacks rigour** in some areas, for example relating to recruitment checks. Some **administrative oversights** were rectified during the inspection.

The role of governors

1. Between inspections —→ Internal quality assurance
 2. During inspection —→ Principles of inspection
 3. After inspection —→ Next steps → internal quality assurance
-
- ```
graph LR; A[1. Between inspections] --> B[Internal quality assurance]; B --> A; C[2. During inspection] --> D[Principles of inspection]; E[3. After inspection] --> F[Next steps]; F --> G[internal quality assurance];
```



# Reporting on governance

|                                                                                                                                                                                |     |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school— |     |    |
| (a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;                                             | Yes | No |
| (b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and                                                               | Yes | No |
| (c) actively promote the well-being of pupils.                                                                                                                                 | Yes | No |

# Positives

- In general, governors provide an **appropriate level of challenge** and support to school leaders
- Most governors have a **thorough understanding** of the school.
- In general, governors provide a **clear vision** for delivering the aims of their school. This is often reinforced through a clear school ethos
- The **wellbeing** of pupils is a priority for governors in most schools and potential **risks are identified and well managed**

# Relative weaknesses

- In a minority of instances, **governance arrangements** do not provide adequate oversight
- Monitoring and **self-evaluation could be further strengthened** in some schools, particularly in relation to assuring the implementation of school policies and procedures
- In some schools, there could be greater clarity around the **roles and responsibilities** of leaders and managers.

# Relative weaknesses / unmet standards

Leaders currently manage situations as they arise. Strategic planning has been absent, and leadership roles and responsibilities are not always fully understood. As a result, the school does not meet the Standards relating to governance, leadership and management, safeguarding and risk management.

There is no risk assessment policy, and no oversight of risk management at board or senior leadership level. The lack of a whole school self-evaluation process by senior leaders means that leaders do not effectively challenge each other and fail to consider contextual risks and manage unintended consequences.

Senior leaders and members of the advisory board have recently left their roles. The advisory board currently has only one member; there is no board oversight of safeguarding, and the annual review of safeguarding policy has not taken place. There is no strategic planning, self-evaluation and a limited understanding of how the school meets regulatory standards.

# Positive examples – school ethos

Trustees work with senior leaders to develop clear strategic planning. The school's Islamic ethos is at the heart of their vision. Trustees collaborate closely with the school's leadership to actively promote pupils' wellbeing in keeping with the school's motto.

Leaders and managers at all levels in the school prioritise the school's mission of promoting family values and nurturing happy children. Governors provide the school leaders with appropriate support. Leaders understand how to implement strategy in pursuit of these objectives. They prioritise staff training to ensure that their ambitious plans for the school are achieved.

# Positive examples – oversight

Governors are knowledgeable, understand their roles and carry out effective monitoring of all aspects of the school. Through their oversight, including using an effective committee structure, governors gain a good insight into the life of the pupils. All major policies are scrutinised by governors to ensure that they both follow the relevant guidance. Governors' scrutiny of the school's safeguarding is rigorous.

Governors ensure that leaders and managers have the required knowledge and skills and fulfil their responsibilities effectively, including actively promoting the wellbeing of pupils. Governors assure themselves that the Standards are met by routine scrutiny and monitoring of the school's practice and procedures, and through receiving regular reports. Governors provide appropriate challenge and support to the school's leaders.

# Positive examples – self evaluation

Self-evaluation is integral to leaders' approach to strategic development. As a result, leaders' planning for pupil progress and wellbeing is well-informed by the current context of the school. Governors have an informed oversight of how leaders are fulfilling their responsibilities towards pupils.

Governors oversee leaders' actions and reflect on a range of evidence to quality assure the impact of decisions made by leaders. Governors take effective action to provide additional staff capacity to support leaders, for example, in the appointment of a non-teaching designated safeguarding lead (DSL) and equality, diversity and inclusion (EDI) leader. Governors are keen to understand the views of all pupils and do this through regular school visits and analysis of pupil survey data.

## Section 1: Leadership, and management and governance

Active promotion of pupils' wellbeing

Appropriate knowledge and skills

Responsibilities fulfilled effectively

Delivery of schools' aims and ethos

Policies effectively implemented

Provision of information

Links with other agencies

Understanding and management of risk

Complaints handling

Take effective action where necessary

Governance assures that standards are met

Equality Act requirements

= standards are met consistently

## Section 2: Education, training and recreation

Curriculum areas /focus

- Linguistic
- Mathematical
- Scientific
- Technological
- Aesthetic and creative
- Speaking, listening, literacy and numeracy

Appropriate to ages, aptitudes, equip pupils for future lives

Teaching enables good progress, does not discriminate, develops skills

Does not undermine FBV

Assessment framework

Well planned lessons

- Effective methodology
- Pupils acquire knowledge and skills, apply effort, act responsibly and are self-motivated
- Good-quality resources

Pupils with SEND are identified and needs met

EYFS communication and language needs met

Performance shared with parents

Programme of recreation activities develops range of skills

## Section 3: Physical and mental health, and emotional wellbeing

Curriculum areas /focus

- Encourages mutual respect – protected characteristics
- Spiritual and moral understanding
- Develops self-knowledge, self-esteem and self-confidence
- Physical education
- Personal and health education

RSE

Behaviour

Anti-bullying strategy

Premises and accommodation

Supervision

Admission and attendance

Health and safety

First aid

Boarding requirements

Prefect system gives appropriate duties and responsibilities

Appropriate program of activities for those below school age to promote development

## Section 4: Social and economic wellbeing and contribution to society

Curriculum areas /focus

- Human, social and economic
- Encourages mutual respect – protected characteristics
- Actively promotes FBV
- Social and cultural

Reflects schools' aims and ethos

Careers guidance

Preparation for life in British society

Active promotion of principles – right from wrong

Accept responsibility

School's locality

Respect for

- Law, institutions and services
- Other cultures
- Democracy

Appropriate program of activities for those below school age to promote social development

Balanced perspective presented on political issues

## Section Four: Pupils' social and economic wellbeing and contribution to society

Governors regularly visit the school and listen to the views of pupils. Pupils help to shape decisions such as the content of the school's citizenship curriculum and aspects of the school's food and boarding arrangements.

Governors and leaders, including the chaplaincy, embrace every opportunity to emphasise the value of **service to others**. The extended senior leadership team shows a deep understanding of the **importance of volunteering** as a means of promoting pupils' **social awareness** and development. Leaders' decision-making and planning ensure that pupils of all ages have numerous opportunities to take part in service activities or **charitable work**. Pupils **show great initiative, responsibility and empathy** for those less fortunate when **selflessly committing** to the wide range of **voluntary activity** and **charitable work** evident both **within and beyond the school community**.

Any questions