

Appendix 1 (continued)

Letter to Governing Bodies

Dear Head Teachers, Chairs of Governors and Governor Clerks

As I am sure you agree Governing bodies have an essential role to play in improving performance and a duty to promote the highest standards of educational achievement for all learners. Governors need to be knowledgeable to carry out their roles and responsibilities and effectively contribute to the school improvement agenda.

The Education (Wales) Measure 2011 (“the 2011 Measure”) includes provisions to allow the Welsh Ministers to make regulations to make governor training mandatory on specific issues. The mandatory induction training for new governors, training for Chairs, and training for all governors on understanding data will give governors a better understanding of their roles and responsibilities and the confidence to take a full and active part in governing body discussions to improve performance and achieve the best possible outcomes for their school. Any Governors newly elected or who have been in post for two years or less when the regulations came into force will be required to attend the mandatory induction training within one year of their appointment. All governors elected or appointed after the date the regulations came into force must attend the data training within one year of appointment or election.

Any governor who does not complete the training within the required training period will automatically be suspended from the governing body. If the governor does not complete the training within the six month suspension period they are automatically disqualified from continuing in office as a governor.

As a local Authority we are aiming that 100% of Governors have completed the Mandatory training. Mandatory training is available on line by following the link below

<https://www.denbighshire.gov.uk/en/resident/education/school-governors/training-for-governors-and-clerks.aspx>

The expectation will be that any governors who have not completed the mandatory training within the agreed timescales should be suspended pending successful completion.

Kind Regards

Appendix 2 - Recent Denbighshire Estyn Inspection Comments re Governance

Ysgol Y Lllys – No Governance Recommendations

By playing a prominent part in its monitoring, self-evaluation and strategic planning procedures, members of the governing body have rigorous knowledge of the school's performance. By visiting the school to scrutinise books and discuss the effect of new initiatives with teachers, they have a sound understanding of the strengths of provision and areas for improvement. This enables them to hold the school to account for its performance effectively.

Ysgol Trefnant – No Governance Recommendations

Governors know the school well. They have a secure understanding of the standards that pupils achieve and the provision the school makes for their learning. They use their knowledge well to challenge the school appropriately. The governing body has been particularly effective in ensuring the collaborative arrangements with a local school has positive benefits for both establishments including career development opportunities for staff.

Ysgol Esgob Morgan – No Governance Recommendations

The governing body is supportive and knows the school and the community it serves well. The partnership work, together with open, honest communication that exists between the leadership team and the governing body, is a notable strength of the school. Senior leaders provide governors with regular detailed reports about pupil outcomes, the quality of provision and progress against priorities. This means that governors have a thorough understanding of school's strengths and areas for development. This knowledge contributes successfully to their role as critical friends.

Rhos Street - No Governance Recommendations

A notable feature of the school's work is the way the governing body provides constructive support, challenge and valuable professional expertise in specific areas of the school's work. Their strategic input into all areas of school procedures is highly effective. Governors have a sound understanding of the school's performance through the dedicated work of the sub-committees and provide effective challenge to leaders on the impact of school improvement actions.

Pen Barras – No Governance Recommendations

The school is supported very well by the governors. They have a sound understanding of the school's strengths and areas that need to be developed further. The school's rigorous monitoring system ensures that they are knowledgeable about its performance. Their practice of visiting classes helps them to form a clear judgement on the standards of pupils' work and attainment, and enables them to challenge and question staff about the school's performance.

Betws GG – No Governance Recommendations

By working closely with the head teacher and leaders, the governing body has a sound understanding of its responsibilities. It has up-to-date knowledge of the schools' performance, and its role as a critical friend is developing suitably. It makes effective use of the findings of monitoring processes to make strategic decisions about the development of the schools in the federation.

Ysgol Twm o'r Nant – No Governance Recommendations

Report not yet public, but no governance issues reported by Estyn

Ysgol Pantpastynog – No Governance Recommendations

Report not yet public, but no governance issues reported by Estyn

Ysgol Gwernant– No Governance Recommendations

Report not yet public, but no governance issues reported by Estyn

Appendix 3

<p>Statutory Policies for Schools <i>These are policies that schools' governing bodies have a duty to produce and adopt</i></p>
<p>Attendance - Model policy CCTV - Model policy Charging - National guidance link Collective Grievance Procedure - Model policy Complaints - Model policy Curriculum - National guidance link Data protection - Model policy Disciplinary policy and procedure for head teachers and teachers - PDF policy Disciplinary policy & procedure for school support staff - PDF policy Engagement and Behaviour Policy - Model policy Equal Opportunities/ Equality - PDF policy Managing healthcare needs - Model policy Managing job performance and improving capability - PDF policy Model performance management policy for teachers template Officers code of conduct - PDF policy Safeguarding and Child Protection - Model policy Sex Education (primary schools) - Model policy Special Educational Needs - Model policy Teacher's Pay - Model Policy</p>
<p>Non-statutory recommended policies for schools <i>These policies are not required by law, but we do recommend that schools have them in place. The governing body is responsible for producing these policies</i></p>
<p>e-Safety - Model policy Food and Fitness: Primary Schools - Model policy Food and fitness: Secondary schools - Model policy Guidance and support of school staff with responsibility for Safeguarding Gender identity policy and implementation guidance - Model policy Head Lice - Model policy Intimate Care and Toileting - Model Policy Looked After Children - Model Policy Planning and approval procedures for educational visits - Model policy Preventing Misuse of Substances Policy: Primary School pupils - Model policy Preventing Misuse of Substances Policy: Primary schools - Model policy Preventing Misuse of Substances Policy: Secondary schools - Model policy Primary school sun safety - Model policy School Uniform and Appearance - National guidance link Secondary school sun safety - Model policy Sex and relationships education: Primary schools - Model policy Toilet facilities - Model policy Use of Reasonable Force & Physical Intervention - Model policy Whistleblowing - PDF policy</p>

Denbighshire County Council Education Services Policies

We use the following policies to deliver education services

Parental policy (school staff)
Admissions and transport - PDF policy
CCTV - Model policy
Community use of schools - PDF policy
Emergency planning (Schools) - Model policy
Fair processing notice - Model policy
Future use of surplus assets - PDF policy
Infant and junior amalgamation - PDF policy
Leadership and management - PDF policy
Mobile accommodation - PDF policy
Models for primary school organisation - PDF policy
Models for secondary school organisation - PDF policy
Promoting bilingualism - PDF policy
School Transport Policy (2018)
Surplus and deficit places - PDF policy
Use of reasonable force and physical intervention - Model policy

Appendix 4 – Overview of the Sections in the Audit Tool

Note – There are a number of questions required to be completed under each of these sections below; however, they have not been included here as they have been specifically developed by Governors Cymru and are available under subscription.

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| Part A | The initial ‘Preparation for Self-Evaluation – Documentation Check and Statutory Requirements’ focuses on ensuring that governing bodies are fulfilling their legal and regulatory functions. |
| Part B | How good are standards? |
| Part C | How good are wellbeing and attitudes to learning? |
| Part D | How good are teaching and learning experiences? |
| Part E | How good are care, support and guidance? |
| Part F | How good are leadership and management? |

