

ASHWICKE HALL SCHOOL

Governance, Leadership and Management

Governance: The governance of a Proprietorial school is different from that of a Charitable Trust school. Proprietorship of an independent school is a serious business. Getting it wrong has important, usually litigious, implications. It requires good governance and compliance with employment, business, financial and educational criteria in all its facets: a daunting task for any Proprietor or company not prepared to seek best advice in the areas affecting education, safeguarding children, boarding and health and safety.

The Proprietor of Ashwicke Hall School recognises the value that independent governance can provide and has, therefore, sought to combine the best elements of the governance characteristics of charitable trust schools and the corporate world by establishing strong systems of governance, that is an Advisory Governance Board, wholly appointed by the Proprietor.

In broad terms, governance can be taken to mean the practices and structures which underpin the operation and management of a school. However, considering the statutory requirements and social and moral responsibilities involved in the provision of education, a tighter definition is more appropriate. Governance of a Proprietorial school must ensure that a balance is struck between the interests of all stakeholders in the enterprise, and that this should facilitate the sustained provision of high quality education.

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Proprietorship: Ashwicke Hall School is owned by a Proprietor and therefore does not have a formal governing body or an independent board. Nevertheless, the Proprietor is expected to carry out, or to have carried out, the functions of *governance*, as set out in the Independent School Standards Regulations (ISSR), the National Minimum Standards for Boarding Schools (NMS). Therefore, although a local *Advisory Governance Board* has been established, aims and objectives need to be specified by the Proprietor as well as the structures in place to monitor performance, and enable appropriate interventions to improve it. Good governance will be reflected in the quality of the school as a single entity, and therefore will be reflected in the assessments of different aspects of the School's operation such as the quality of teaching and curricula, boarding, and the welfare, health and safety of students and staff.

Proprietor, Executive Regional Director and the Advisory Governance Board Responsibilities: The Proprietor has responsibility for the ownership and oversight of the School. This is implemented through the Executive Regional Director, the School Advisory Governance Boards sub-committees and the Principal. In practice the Principal is the senior employee responsible to the Executive Regional Director. The named person (Proprietor's Agent) at the DfE is the Executive Regional Director whose duties include:

- providing effective oversight of the School in line with its aims and full responsibility for educational standards, financial planning and investment in staff, accommodation and resource;
- having a good insight into the working of the school and engaging in its strategic development;
- exercising effectively a monitoring role and providing support, challenge and stimulus for growth and improvement;
- discharging effectively responsibility for safeguarding and for welfare and health and safety throughout the school;
- ensuring that the school has appropriate legal permissions from all relevant bodies (including lease, planning, copyright, examinations);

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- fulfilling the statutory duties for students under 18 (where applicable) and those on roll post-18 and
- being a good employer with all that this involves.

They also have responsibility for management structures and responsibilities ensuring that:

- at all levels of responsibility, the leadership and management of the school are effective, in accordance with the aims of the school and in the discharge of delegated responsibilities, particularly those involving policy implementation and the safeguarding of students;
- leadership and management provide clear educational direction, as reflected in the quality of the students' education;
- leadership and management are effective in self-evaluation, setting priorities and ensuring that objectives are achieved and
- management at all levels is successful in securing, supporting, developing and motivating sufficient high-quality staff and ensuring that they are suitably trained for their roles in meeting the needs of all students and in safeguarding, welfare and health and safety

The role of the Proprietor, Executive Regional Director and the Advisory Governance Board includes:

- ensuring compliance with statutory duties;
- ensuring clarity of vision, ethos and strategic direction;
- creating robust accountability;
- ensuring financial probity;
- understanding the strengths and weaknesses of the school, including the quality of teaching;
- understanding and taking sufficient account of student data, particularly the understanding and use of the School data dashboard;
- being aware of the impact of teaching on learning and progress in different subjects and year groups;
- having a challenging and supportive leadership in equal measure;
- providing support for an effective Principal, rather than hindering school improvement by failing to tackle key concerns;
- being transparent and accountable, including in terms of governance structures, attendance at meetings, and contact with parents and carers;
- understanding how the school makes decisions about employees' salary progression;
- performance managing the Principal rigorously;
- performing well and contributing to weaknesses in leadership and management

The Advisory Governance Board

The Advisory Governance Board of Ashwicke Hall School does not have the authority and power to commit the Proprietor to a particular line of action. The Advisory Governance Board is there to provide the Proprietor with best advice. Implicit in this is the Board's unreserved support for the educational aims, objectives and ethos of Ashwicke Hall School.

Composition of the Advisory Governance Board

1. The composition of an Advisory Governance Board needs careful thought and planning. Ideally the Directors should between them be able to speak with knowledge and experience on the whole range of matters that are likely to come before them. Accordingly, when a vacancy is to be filled, the Advisory Governance Board should consider what field of experience or training is not represented, or is under-represented on the Board. The Board carries out regular competency reviews to ensure that all relevant skills are represented or can be accessed as required.
2. Continuity is important, and individual members of the Advisory Governance Board should normally be expected to serve for at least five (5) years. At the same time, the regular infusion of fresh blood is equally important and it is desirable to strike a balance in the range of Advisory Governance Board experience.

Individual Members of the Advisory Governance Board

3. The strength of the Advisory Governance Board lies in the talents of its members and in their ability to work together as a team. Each member has an equal right to participate, and to make up his or her own mind about the issues presented. But once decisions are taken, individual members are bound by them and should be loyal to them.

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4. Breaches of confidentiality, however inadvertent, can cause embarrassment or damage to the School. In general, the business, discussions and minutes of Advisory Governance Board meetings should be viewed as confidential to the Proprietor and the Advisory Governance Board, including what is discussed before a recommendation is made. But once taken, the decision may, at the discretion of the Proprietor, be open, as may the agreed reasons for arriving at it. It is for the Regional Executive Director and Advisory Governance Board to determine how best to meet the openness requirement and for individual members to adhere to it.
5. The Advisory Governance Board will bring to the School not only their professional or technical expertise but also some experience of comparable roles.

The Chair of the Advisory Governance Board

6. The Chair of the Advisory Governance Board will be decided by the Executive Regional Director. In addition to seeing that the business of the Advisory Governance Board is conducted properly, and the meetings are run efficiently, it is the Chair's task to get all members to work together as a team.
7. The office requires that time be given to its discharge and, if special difficulties arise, a great deal of time. The Chair will make it his/her business to be fully informed about the affairs of the school. This information should, so far as is possible, be at first hand.

Meetings

8. The Advisory Governance Board at Ashwicke Hall School meets three times a year. As is appropriate, senior staff are invited to present to the Advisory Governance Board on topics relevant to their responsibilities. This is followed by an interactive discussion between the Advisory Governance Board and the senior staff member, in the presence of the Principal, challenging views and agreeing actions as required. The Directors will delegate some of their work to committees.
9. The agenda will of course vary from meeting to meeting, but there will be some common features. Both the Principal and the Head of Boarding reports are regular items. There may also be a slot for the report of an individual member charged with taking forward some Advisory Governance Board initiative. Directors should be fully informed of changes in the law that have implications for the school. From time to time the Principal will bring forward policies. The resulting agenda should balance educational, boarding and business items; and it is good practice to take the items in that order. Standing items on the agenda for every meeting include Health and Safety, Safeguarding (Child Protection) and Student News.
10. The Principal's report and the Head of Boarding report are distributed with the agenda papers and time should be allowed for an unhurried discussion on it at the meeting. The Executive Regional Director and the Principal should ensure that it includes the best indicators of the School's performance and that, over a period of time, it enables the Advisory Governance Board to discern the School's strengths and weaknesses. The report should contain an account of progress in meeting the objectives of the school development plan and any proposals for amendment of that plan. It may also contain other academic or pastoral issues that require review or decisions by the Advisory Governance Board. Mention of staffing problems and of serious breaches of school discipline will help to establish in the Advisory Governance Board minds some of the Principal's current concerns and stimulate a discussion on the best possible ways to address them.

The Clerk to the Advisory Governance Board

11. The Clerk organises the agendas for meetings of the Advisory Governance Board, with the approval of the Chair. The Clerk's duties include convening the meetings and seeing that the dates of subsequent meetings are agreed. Notes of the meeting may be taken by the Clerk, or by an assistant, but it is for the Clerk to draft the minutes for the approval of the Chair, to distribute them to Advisory Governance Board and to ensure that the authorised version is filed along with reports presented at the meeting.

The Advisory Governance Board and the Principal

12. The Advisory Governance Board is concerned with aims, policies and plans. It supports the Principal and Executive Regional Director in formulating and implementing them. Acting within that framework, the Principal and her team manage and administer the School with the support of the Executive Regional Director and the Advisory Governance Board.

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13. In supporting the Advisory Governance Board to deal with the exigencies of school life sensibly and consistently, the Principal and Advisory Governance Board will need policies. Some policies are required by law but even when they are not, there is value in published policy statements that can be varied with changing circumstances: they reduce the risk or argument and people know where they stand. On a regularly agreed basis, the Executive Regional Director should review the list of policies to make sure there are no gaps that could leave open the possibility of litigation.
14. Where appropriate, development planning is an area where the Executive Regional Director, the Advisory Governance Board and the Principal work closely together. The plan covers, inter alia, education, buildings and other relevant areas of the school.
15. The relationship between an Advisory Governance Board and its Principal should be one of complete trust, with unfettered frankness of discussion, support for the Principal and clear accountability.

Sub-committees

16. To provide Pastoral greater scrutiny and advice for certain areas of the School the following sub-committee structure is in place:
 - Safeguarding (Child Protection);
 - Boarding;
 - Academic;
 - Pastoral and Student Support;
 - Health and Safety
17. Sub-committees will meet at least one week prior to the Advisory Governance Board meeting and be chaired by the Member nominated by the Advisory Governance Board. Sub-committees will report their findings to the meeting of the Advisory Governance Board.

Key aspects of governance for Proprietary schools: The direction of the current practice of inspection is to apply a standard set of criteria to assess the effectiveness (or legality) of specified aspects of a school's operation. In situations where the structures or practices of a school do not conform to what the inspection is designed to assess, it is inevitable that the inspection outcome will be unfavourable, irrespective of whether the school is a viable and successful institution which meets all statutory requirements. Some school Proprietors or managers might argue that they need the flexibility afforded by not being accountable to a slow-moving and bureaucratic institution such as a governing body in order to respond quickly and adeptly to market forces. However, inspection agencies might argue that schools are not like other commercial enterprises. They have statutory responsibilities and a moral responsibility to ensure the continuing supply of their service to their students. It is therefore incumbent on them to put into practice certain managerial and structural procedures which can guarantee operational stability and sustainability, at least in the medium term, and to ensure that these procedures be sufficiently transparent to be assessed according to appropriate criteria.

All fee-paying schools are affected by commercial pressures. Proprietary schools must have business plans, marketing strategies, investment policies and every other aspect of running an institution. However, Proprietary schools may be more subject to commercial exigencies. It is possible that matters which an inspection body might regard as important for assessing the governance of a school might be seen by school owners or managers as commercially sensitive and confidential, and which therefore should be outside the remit of the inspection process. However, it can be argued that there is an overriding public interest in ensuring that any school has high standards of governance. Commercial sensitivities do not negate this requirement.

At its core, the continuance of a Proprietary school as a sustainable business is dependent on its continuing compliance with the ISSR, and NMS regulations currently in force, as interpreted by the different inspection bodies, as well as developing and applying accepted best practice to every aspect of the Independent School Standard Regulations (ISSR) and the National Minimum Standards (NMS) for boarding schools. External inspection judgments which may be inconsistent and inappropriate, put this at risk.

The governance of a Proprietary school must ensure the provision of education which is compliant with legislative and regulatory requirements. A key area is the management of risk. It is important that a governance structure should be in place to ensure that the level of risk in any transaction should not be so high as to put at risk the continuing functioning of the school

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as a provider of education. There is a higher duty of care, and clear moral, social and ethical responsibilities which are accepted when undertaking to provide education to school age students. These must be respected and incorporated into the governing principles of any school.

Therefore, the governance structure is to ensure that risk is minimized in the operation of a school. This can be seen in having clear policies regarding safeguarding of students. It is also important to have a clear governance structure to minimize the risk of legal action against the school or its Proprietors. In cases of accidental injury or other potential disputes an accountable, transparent and effective structure of governance will protect the school, as it will demonstrate that the school was operating within the law and in keeping with current regulatory practices.

It is also important that governance structures should reflect the legitimate public interest in the way a school is managed. Not only parents, but all members of a society have a stake in ensuring that school age children receive a good education in safe and supportive circumstances. Children have a right to be educated, and there is a clear societal expectation that those who undertake to provide education should do so in the best interests of their students. This is not incompatible with running a for-profit business. A transparent and accountable governance structure can make it clear that a Proprietorial school is not neglecting its responsibilities to its students in order to maximize its profits.

The concept of accountability in the operation of a school is very important. Governance structures should determine the responsibilities of those working in the School, and it should hold these agents to account for their actions. This is important for maintaining and improving standards. A governance structure should also enable the School as an entity to be held to account for its actions both in terms of legal and regulatory compliance, but also for its overall standards of performance as an education provider.

Since the earliest inspections of schools, there has been an acceptance that externally determined standards should be applied to the operation of schools. This has become increasingly important since the foundation of Ofsted, and the introduction of a national curriculum.

The ISSR reflect what is expected of a fee-paying school. These both determine the minimum standards that need to be met, but are also intended to facilitate improvements in standards. Proprietorial schools must operate within these regulations. It is therefore important for any governance structure to be able to reflect and promote these intentions in the way it determines the operation of a school. It is equally important to be able to demonstrate that these standards are being met, and are being used as the principles which guide the operations of the school.

The monitoring of performance is another key aspect of school governance. It is essential to be able to identify problems when they occur and to be able to apply appropriate interventions to deal with these difficulties. A good structure of governance will enable this to happen.

Issues for the Advisory Governance Board

They need to understand, review and question the student performance data as follows:

- How well do you understand the data that gives an overview of standards in the school?
- Does the understanding of this data extend to the groups that make up the school community and whether there are gaps between them?
- Are you confident that you know the strengths, weaknesses and trends for the school?
- If there are any issues in the school, are they clearly identified in the plan for school improvement?

The Advisory Governance Board needs to monitor the overall effectiveness of the school as follows:

- Do you know what the profile of teaching is in the school?
- Do you build in resources to buy in expertise to work with the leadership team? Do you see the reports?
- Does the development plan demonstrate how CPD will improve the quality of teaching and learning? How is the impact evaluated?
- Does the Principal and leadership team refresh their understanding of good or better teaching?

The Advisory Governance Board needs to evaluate the behaviour and safety of students at the school as follows:

- Are the policies for behaviour and attendance up to date?
- What is the perception of behaviour in the school? What evidence do you have to support that view?

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- What is the impact of the Advisory Governance Board strategies to improve behaviour and attendance?
- How robust is the complaints procedure?
- Do the leaders and managers create a positive ethos?

It is the duty of the Advisory Governance Board to have a clear view with regard to the following questions:

- How effective is the Advisory Governance Board and is there evidence to support this including the impact which the Proprietor has upon the school?
- How well does the Advisory Governance Board ensure clarity of vision, ethos and strategic direction?
- Does the Advisory Governance Board act as a critical friend to the Principal and leadership team?
- Does the Advisory Governance Board hold senior leaders to account for all aspects of the School's performance?
- What evidence does the Advisory Governance Board have that supports and strengthens School leadership?
- What evidence does the Advisory Governance Board have that provides challenges to school leaders, particularly with regard to improving the quality of teaching?
- How does the Advisory Governance Board use performance management systems, including the performance management of the Principal, to improve teaching, leadership and management?
- Is there a well-focused school improvement plan and is there a separate section for the Advisory Governance Board?
- Are policies and procedures applied consistently by the Proprietor?
- How does the Proprietor ensure financial probity and that the financial resources made available to the School are managed effectively?
- How accurate is the Advisory Governance Boards monitoring and evaluation of the School's performance?
- Are staff, students, parents and guardians engaged?
- Are the Advisory Governance Board safeguarding arrangements up to date?
- Is the Advisory Governance Board operating in a way that statutory duties are met, and priorities are approved?

Quality of leadership in and management of the School

When evaluating the quality of leadership in and management of the school, the Advisory Governance Board will need to consider whether the school's leadership:

- demonstrates an ambitious vision for the school and high expectations of all students and teachers;
- improves the school and develops its capacity for sustained improvement by developing high quality teaching, leadership capacity and high professional standards among all staff;
- ensures that all teaching staff benefit from appropriate professional development and that performance is rigorously managed;
- accurately evaluates the school strengths and weaknesses and uses their findings to promote improvement;
- provides a broad and balanced curriculum that meets the needs of all students learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development;
- promotes students learning and progress in literacy;
- engages parents in supporting student achievement, behaviour and safety and their spiritual, moral, social and cultural development;
- takes steps to promote the safety of all students and ensures that they are safe in school.

The duty of the Principal in relation to the Proprietor, the Executive Regional Director and the Advisory Governance Board
With reference to the effectiveness of the school, the Principal needs to provide evidence for the Executive Regional Director and Advisory Governance Board concerning:

- the quality of education provided in the school;
- achievement of students at the school;
- quality of teaching in the school;
- the behaviour and safety of students at the school and
- quality of leadership in, and management of the school.
- the spiritual, moral, social and cultural development of students at the school
- the extent to which the education provided by the school meets the needs
- the range of students at the school, and in particular the needs of:

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- students who have a disability for the purposes of the Equality Act 2010
- students who have special educational needs.

The quality of education provided in the school

The Principal needs to demonstrate the overall effectiveness of the quality of education provided in the school as follows:

- teaching is outstanding and, together with a rich and relevant curriculum, contributes to outstanding learning and achievement, significant growth in students' knowledge, and excellent attitudes to learning. Exceptionally, achievement may be good and rapidly improving;
- students, and particular groups of students, have excellent educational experiences at School and these ensure that they are very well equipped for the next stage of their education, training or employment;
- there is excellent practice which ensures that all students have high levels of literacy appropriate to their age;
- the School practice consistently reflects the highest expectations of staff and the highest aspirations for students, including disabled students and those with special educational needs.
- Best practice is spread effectively in a drive for continuous improvement.
- Other principal aspects of the School work are good or outstanding.
- The School's thoughtful and wide-ranging promotion of students spiritual, moral, social and cultural development and their physical wellbeing enables them to thrive in a supportive, highly cohesive learning community.

Achievement of students at the school

The Principal needs to demonstrate the overall effectiveness of the achievement at the school as follows:

- From each different starting point, the proportions of students making expected progress and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For students for whom the student premium provides support, the proportions are similar to, or above, those for other students in the school or are rapidly approaching them.
- Students make rapid and sustained progress throughout year groups across many subjects, including English and mathematics, and learn exceptionally well.
- The achievement of students for whom the student premium provides support at least matches that of other students in the school or has risen rapidly, including in English and mathematics.
- Students read widely, and often across all subjects to a high standard.
- Students develop and apply a wide range of skills to great effect in reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.
- All students, acquire knowledge quickly and develop their understanding rapidly in a wide range of different subjects across the curriculum.
- The learning of groups of students, particularly those who are disabled, those who have special educational needs, those for whom the student premium provides support, and the most-able is consistently good or better.
- The standards of attainment of almost all groups of students are likely to be at least in line with national averages with many students attaining above this. In exceptional circumstances, an outstanding grade can be awarded where standards of attainment of any group of students are below those of all students nationally, but the gap is closing rapidly, as shown by trends in a range of attainment indicators. This may include attainment in reading.

Quality of teaching in the school

The Principal needs to demonstrate the overall effectiveness of the quality of teaching at the school as follows:

- Much of the teaching in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all students currently on roll in the school, including disabled students, those who have special educational needs, those for whom the student premium provides support and the most able, are making rapid and sustained progress.
- All teachers have consistently high expectations of all students. They plan and teach lessons that enable students to learn exceptionally well across the curriculum.
- Teachers systematically and effectively check students understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.
- The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.

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- Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the school.
- Consistently high-quality marking and constructive feedback from teachers ensure that students make rapid gains.
- Teachers use well-judged and often imaginative teaching strategies, including setting appropriate homework that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, students learn exceptionally well across the curriculum.

The behaviour and safety of students at the school

The Principal needs to demonstrate the overall effectiveness of the behaviour and safety of students at the school as follows:

- Students consistently display a thirst for knowledge and a love of learning, including in independent, group and whole class work, which have a very strong impact on their progress in lessons
- St attitudes to learning are of an equally high standard across subjects, years, classes and with different staff.
- Parents, staff and students are unreservedly positive about both behaviour and safety. Students are keenly aware how good attitudes and behaviour contribute to school life, adult life and work.
- Students behaviour outside lessons is almost always impeccable. Students pride in the school is shown by their excellent conduct, manners and punctuality.
- Students are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively.
- Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behavior over time for individuals or groups with particular behaviour needs.
- All groups of students are safe and feel safe at school and at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware
- of how to keep themselves and others safe in different situations, including in relation to e-safety.

Quality of leadership in, and management of the school

The Principal needs to demonstrate the overall effectiveness of the leadership in, and management of the school as follows:

- The pursuit of excellence in all of the school activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for all students over a sustained period of time.
- All leaders and managers, including those responsible for governance, are highly ambitious for the students and lead by example. They base their actions on a deep and accurate understanding of the school performance, and of staff and student's skills and attributes.
- The Principal stringently hold senior leaders to account for all aspects of the school performance.
- There are excellent policies underpinning practice that ensures that students have high levels of literacy, or students are making excellent progress in literacy.
- Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified and at an early stage of their careers. This is underpinned by searching performance management that encourages, challenges and supports teachers' improvement. As a result, teaching is outstanding, or at least consistently good and improving.
- The school curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical and sporting excellence. It has a very positive impact on all students behaviour and safety, and contributes very well to students' academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development.
- The school actions have secured improvement in achievement for those supported by the student premium, which is rising rapidly, including in English and mathematics.
- The school has highly successful strategies for engaging with parents to the benefit of students, including those who find working with the school difficult.
- The school arrangements for safeguarding students meet statutory requirements.
- Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy for students and others.

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- Through highly effective, rigorous planning and controls, the Proprietor ensures financial stability, including the effective and efficient management of financial resources such as the student premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of students.

Self-Evaluation

Self-evaluation provides the basis for planning for development and improvement. The Proprietor needs to show that the self-evaluation summary is most effective when it is:

- concise and succinct, captures the key points and, where relevant, identifies sources of evidence or more detailed evaluative material;
- evaluative rather than descriptive or repetitive, and captures succinctly the impact of the school's actions on the quality of teaching, student's achievement, behaviour and safety;
- a working document which is regularly used to inform the Executive Regional Director and the Advisory Governance Board of school improvement and is updated as part of the school self-evaluation processes;
- developed by, and used to inform, leaders, including Proprietor and middle leaders as well as senior staff;
- linked to the ISSR and the NMS so that strengths and weaknesses are set out in relation to students' achievement, the quality of teaching, behaviour and safety, and the school's provision for the students' spiritual, moral, social and cultural development which together can then provide a picture of the school's assessment of its overall effectiveness;
- linked to school improvement planning, and identifies areas for improvement and
- an indicator of the success of the school's actions in tackling issues identified at the previous inspection.

The self-evaluation summary is likely to be accurate and robust if it draws together, and where possible, corroborates the outcomes of different sources of evaluative information, including for example:

- any outcomes of the analysis of lesson observations and scrutiny of student's work;
- analysis of the progress and attainment of students currently on roll, including the performance of different groups of students.
- analysis of the students' past progress and attainment;
- analysis of data and information related to students behaviour and safety, including exclusions, rewards and sanctions, incident logs and attendance;
- analysis of the effectiveness of specific interventions to improve, for example, the achievement and/or behaviour of particular groups of students;
- the views of parents and guardians and
- any external evaluations such as those carried out by the Ofsted (Education and Social Care Inspectors) and the local authority.

It is the duty of the Advisory Governance Board to both challenge and hold the senior leaders of the school to account for all aspects of the school's performance.

The statutory duties on the Advisory Governance Board of an operation involving children and young people is of such that there needs to be evidence, based on a balance of probability, that the Advisory Governance Board has held the senior leadership to account and this includes challenging the senior leaderships decisions, judgements and reports.

APPENDIX A

Advisory Governance Board Members

CHAIR

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BOARD MEMBERS

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