

Staff morale	
There is a direct correlation between staff morale and staff performance; in short, happy workers perform better. Where staff morale is high, the quality of teaching is more likely to be high. Where the governing board is the employer, it has a duty of care to the school staff, and therefore needs to be aware of their wellbeing.	Evidence: <ul style="list-style-type: none"> • Staff surveys • Staff absence data • Staff turnover • Feedback from teacher exit interviews
Pupil wellbeing and resilience	
Governors and trustees will have an interest in pupil wellbeing because they care about the children in their school and parents will prioritise the happiness and wellbeing of their children at school. In maintained schools the governing board has a legal duty to “promote the well-being of pupils at the school”. Research evidence shows that children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both during school and in later years.	Evidence: <ul style="list-style-type: none"> • Pupil and parent surveys • Pupil and parent focus groups • Anonymised reports from pastoral staff • Pupil absence data and behaviour data
Behaviour of pupils	
Pupil behaviour has a significant impact on the learning environment. Challenging behaviour disrupts teaching and learning, and consequently pupils’ achievement. As well as being one of the four areas for which Ofsted makes a graded judgement, behaviour has a wider influence on both pupil and staff wellbeing.	Evidence: <ul style="list-style-type: none"> • Headteacher reports, including information on incidents of bullying • Staff, parent and pupil surveys • School visits (looking at implementation of behaviour policy) • Number of behaviour management incidents (e.g. exclusions, detentions etc.) • Amount of authorised/unauthorised absence • Recognition and tracking of positive behaviour through school reward schemes
Use of resources	
One of the governing board’s core functions is overseeing the financial performance of the school and making sure its money is well spent. Effective use of resources will allow the school to give pupils the best education possible on a long-term basis.	Evidence: <ul style="list-style-type: none"> • Financial benchmarking data • Reports from the school business manager/headteacher • Reports from auditors (internal or external) • How money is prioritised and impacts of spending measured • Available facilities (e.g. indoor and outdoor space, laboratories, technology equipment, arts equipment) • How pupil premium funding is spent and impact monitored
Effectiveness of communication with parents	
A school needs to understand its parents and their views of the education being provided to their children because parents care deeply about their children’s future. They have an enormous influence on their children’s learning and choose schools for their children to attend. Ofsted uses responses to Parent View when making inspection judgements, and will consider how effectively the governing board engages with parents.	Evidence: <ul style="list-style-type: none"> • Parent surveys • Feedback at parent evenings • Number and nature of parental complaints • Number of authorised/unauthorised absences

Element C (continued)

Key performance indicators against which progress towards the school's vision can be charted, and examples of the evidence that can be used to monitor and review the strategy

Relationship with local community	
All state-funded schools are required in law to promote community cohesion. Developing a good relationship with the local community can benefit a school in many ways. It can open up experiences which support the curriculum and enhance pupils' learning, such as enhancing careers education via links with local businesses. It can improve cohesion between the different ethnic and religious groups within a school. The school's standing in the local community will also affect applications for places.	Evidence: <ul style="list-style-type: none">• Admissions data• Level of participation in community activities at the school• Parent surveys• (Secondary) Number of pupils gaining work experience in local businesses
Future aspirations of pupils	
Pupils with high aspirations are more likely to go on to university, apprenticeships and other forms of further education or training, leading to rewarding and successful careers. They are also more likely to work hard to achieve their aspirations and therefore reach their full potential academically.	Evidence: <ul style="list-style-type: none">• Careers information, advice and guidance delivered to pupils and feedback from this• Pupil surveys• (Secondary) Proportion applying for degree programmes at universities (including elite universities), vocational programmes at colleges and apprenticeships• (Secondary) Number of former pupils not in education, employment, or training (NEET)
Preparation for next stage of education	
Part of the role of schools is to give pupils the knowledge and skills they need to succeed in the future, in both the short and long term. Ofsted inspectors consider whether "teaching across the school prepares pupils effectively for the next stage in their education" (Ofsted School Inspection Handbook, July 2014) and this also forms part of the judgement for Achievement of Pupils.	Evidence: <ul style="list-style-type: none">• Surveys of former pupils• Pupil exit interviews• (Primary) Discussions with the secondary schools pupils move on to• (Secondary) Destination data for pupils up to three years after leaving and numbers of students who are not in education, employment or training (NEET)• (Secondary) Options available for next stage of education (facilitating A-level subjects etc.)• DfE experimental progression data
Range of opportunities for pupils to experience and enhance success	
Offering pupils multiple opportunities to experience success enriches their educational experience beyond academic attainment alone. It can positively influence pupils' wellbeing, health and academic achievement. It makes the school more attractive to prospective pupils and parents, and can facilitate engagement with the local community.	Evidence: <ul style="list-style-type: none">• Variety of extra-curricular activities on offer• Participation in extra-curricular activities across groups• Quality of facilities for extra-curricular activities• Pupil and parent surveys

¹ e.g. Barber M, Mourshed M. How the World's Best Performing School Systems Came Out On Top. McKinsey and Company; 2007.

² e.g. Morrison Gutman L, Vorhaus J. The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. Department for Education; 2012.

History of the Framework for Governance

The pilot version of this Framework for Governance, then named the ‘Recommended Code of Governance’, was developed by the Wellcome Trust following two workshops in March and June 2012, attended by governors, headteachers, and representatives of the Department for Education, Ofsted, the National Governors’ Association, the National College for School Leadership, SGOSS, Governors for Schools, and other stakeholders.

The idea of a Framework for Governance is based on the UK Corporate Governance Code and on practice in charitable foundations, where the Statement of Recommended Practice provides a framework for annual reporting that is sufficiently flexible to accommodate diverse organisations.

It was piloted in 21 primary, secondary and special schools from autumn 2012 and has been revised by the National Governors’ Association in collaboration with the Wellcome Trust in light of the findings from the pilot.

The Wellcome Trust

We believe that the future of science depends on the quality of science education today.

We are a global charitable foundation dedicated to improving health. We support bright minds in science, the humanities and the social sciences, as well as education, public engagement and the application of research to medicine.

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The National Governors’ Association

The National Governors’ Association (NGA) aims to improve the wellbeing of children and young people by promoting high standards in all our schools and improving the effectiveness of their governing boards. We do this by providing information, advice and training to governing boards. The National Governors’ Association represents governors and trustees across England in both maintained schools and academies.

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