**WGB self-evaluation toolkit - competencies**

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|  **Competence 1 – STRATEGIC LEADERSHIP**   |  **1**  |  **2**  |  **3**  |  **4**  |
|  **1a**  |  **Setting direction**  1. Our board can demonstrate that it is active in determining and reviewing the school’s vision, objectives and strategic improvement priorities
2. We are actively engaged in the formulation, monitoring and review of statutory policies, and evaluate their impact on the effectiveness of the school. (See Appendix 1 for policy list)
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|  **1b**  |  **Culture, values and ethos**  The board has the knowledge and skills required to set the culture, values and ethos of the organisation successfully; demonstrate these in the conduct and operation of the board; embed them through the whole organisation; and monitor the impact on outcomes for children and young people and on the reputation of the organisation in the wider community.   |   |   |   |   |
|  **1c**  |  **Decision making**  1. Through our engagement in school self-evaluation and our own monitoring and evaluation processes we have a shared understanding of the school’s strengths and weaknesses.
2. We use our understanding of the school’s strengths and weaknesses to ensure that we make an active contribution to the strategic planning process.
3. We are committed to having courageous conversations in the interests of improved outcomes for children which lead to specific measurable actions being taken.
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|  **1d**  |  **Collaborative working with stakeholders and partners**  We keep parents/carers well informed about the school and we regularly consider the views/perceptions of all stakeholders and use these to inform the improvement planning process.  |   |   |   |   |
|  **1e**  |  **Risk management** 1. The board are able to ensure that risks are aligned with strategic priorities and improvement plans and intervention strategies provide a robust framework for risk management.
2. The board can demonstrate their ability to identify, evaluate and prioritise organisational risks and ensure appropriate action is taken to mitigate against them.
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| **Development areas identified:** (Record also specific reasons for judging any criterion less than good)   |

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|  **Competence 2 – ACCOUNTABILITY**   |  **1**  |  **2**  |  **3**  |  **4**  |
|  **2a**  |  **Educational improvement**  1. We can demonstrate that the board and HT have created a professional working relationship based on mutual respect and trust whereby both **support**and **challenge**can be provided.
2. Our board is rigorous in holding senior leaders to account for improving school performance (including pupil outcomes) and can demonstrate accountability for health and safety.
3. Governors are aware of and hold leaders to account for the progress and attainment for all groups of learners, including disadvantaged groups and pupils with Special Educational Needs and Disabilities (SEND).
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|  **2b**  |  **Rigorous analysis of data**  1. We have systems in place for monitoring and evaluating improvement plans/the school’s assessment of pupil progress throughout the year and can demonstrate that these are effective.
2. We have a good overall understanding of the standards of quality of teaching, learning and assessment in our school, which is triangulated and are clear what is being done to support further improvement.
3. Through analysis of internal and external data, we are clear how well the school performs in relation to school targets and other schools nationally and have ensured that plans are in place to address issues identified.
4. Governors triangulate progress and attainment information from  a range of internal sources including; lesson observations, work scrutiny and learning walks as well as external information such as benchmarking, peer reviews and external expert reports.
5. Our governor visits to the school are focused on school improvement priorities and governors report to our board in line with an agreed code of practice.
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|  **2c**  |  **Financial frameworks and accountability**  The board can demonstrate that they comply with the regulatory framework in respect of financial accountability, including Schools Financial Value Standards (SFVS), requirements of the Academies Financial Handbook, budget setting and revision, Pupil Premium Strategy and any specific requirements contained within funding agreements for Academies.  |   |   |   |   |
|  **2d**  |  **Financial management and monitoring**              Value for money  1. We ensure resources are allocated in line with the school’s strategic priorities.
2. As a board we ensure and can demonstrate we always seek best value for money.
3. We ensure that budget plans meet the needs of strategic priorities and improvement plans.
4. As a board we can demonstrate effective use of the Pupil Premium and other resources to overcome barriers to learning, including SEN funding.

 Benchmarking  1. We can demonstrate use of a robust financial management system, complying with financial procedures and deadlines set by the DfE and the LA

 Additional funding  1. We can demonstrate effective use of the Primary School PE and   Sport Premium (if applicable) to improve the quality and breadth of PE and sport provision.

 1. We can demonstrate effective use of the Year 7 literacy and numeracy catch-up premium (if applicable) to support Year 7 pupils who did not achieve the age related expectations at the end of KS2.

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|  **2e**  |  **Staffing and performance management**  We receive reports from the HT on the effectiveness and impact of the performance management process and can demonstrate the performance and pay review process (for all staff) is robust.  |   |   |   |   |
|  **2f**  |  **External accountability**  The board can demonstrate a clear understanding and interpretation of relevant data presented for external scrutiny, i.e. Ofsted, Regional Schools Commissioner, Education Funding Agency, LA, website.   |   |   |   |   |
| **Development areas identified:** (Record also specific reasons for judging any criterion less than good)          |

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|  **Competence 3 – PEOPLE**   |  **1**  |  **2**  |  **3**  |  **4**  |
|    **3a**  |  **Building an effective team**   1. The board has the skills and behaviours necessary to ensure effective relationships and dynamics around the table.
2. The board help to foster a learning culture where constructive challenge is welcomed; thinking is diverse; a variety of experiences and perspectives are welcomed; and continuous improvement is the norm.
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|  **3b**  |  Our board or Multi-Academy Trust is appropriately organized (size, skills, composition and structure) in order for it to carry out its responsibilities effectively.  |   |   |   |   |
|  **3c**  |  Our board undertakes self-evaluation to assess our performance, identify development needs, agree plans to address them and monitor progress against the plan.  |   |   |   |   |
|  **3d**  |  1. Our board is committed to developing our skills in order to improve performance and ensuring our knowledge is kept up to date.
2. Our board reviews our effectiveness as governors in discharging our statutory functions.
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| **Development areas identified:** (Record also specific reasons for judging any criterion less than good )           |

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|  **Competence 4 – STRUCTURES**  |  **1**  |  **2**  |  **3**  |  **4**  |
|  **4a**  |  **Roles and responsibilities**  New governors are well supported in school to become effective in their new role.  |   |   |   |   |
|  **4b**  |  Our board is proactive in ensuring that they have a full complement of governors with relevant skills.   |   |   |   |   |
|  **4c**  |  Our board works as a team, sharing responsibilities and tasks. The board ensures there are proper schemes of delegation in place and these are compliant with the regulatory framework.   |   |   |   |   |
|  **4d**  |  All of our meetings (including committees/sub-committees) focus on strategic priorities, are effectively led and well attended.   |   |   |   |   |
| **Development areas identified:** (Record also specific reasons for judging any criterion less than good)            |

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|  **Competence 5 – COMPLIANCE**   |  **1**  |  **2**  |  **3**  |  **4**  |
|  **5a**  |  **Statutory and contractual requirements**  The board can demonstrate compliance with all statutory and contractual requirements, ensuring statutory returns are submitted within the prescribed time frames.  |   |   |   |   |
|  **5b**  |  The board are aware of their duties in respect of Safeguarding, The Prevent Duty, special educational needs and disabilities (SEND), Equalities, Data Protection and Freedom of Information and what action needs to be taken to satisfy each of these duties.   |   |   |   |   |
|  **5c**  |  The board are aware of the requirements for governance contained within the Effectiveness of Leadership and Management which is set out in Appendix 2.  |   |   |   |   |
|  **5d**  |  1. Governors are aware of the Whistleblowing Policy and the appropriate action to take in the event of an issue being raised.
2. The board are aware of their responsibilities in respect of complaints.
3. The board are aware of their responsibilities in respect of staff discipline matters.

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| **Development areas identified:** (Record also specific reasons for judging any criterion less than good )            |

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|  **Competence 6 – EVALUATION**   |  **1**  |  **2**  |  **3**  |  **4**  |
|  **6a**  |  **Managing self-review and development**  1. The board reviews the skills and behaviours that help individuals on the board to reflect on how they personally are demonstrating the agreed values and culture of the organisation and what impact their individual contribution is making to effective governance.
2. The board actively seeks ways to improve their practice.
3. The board seeks feedback from a range of colleagues and stakeholders to help inform their development.
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|  **6b**  |  **Managing and developing the board’s effectiveness**  1. The board evaluate the impact of their decisions on the outcomes for pupils
2. The board uses inspection feedback to inform decisions about their development.
3. The board recognises through self-evaluation, their collective strengths and identifies areas for development that are prioritised in a timely manner.
4. The board are clear on the distinction between strategic and operational leadership and their role within this.
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| **Development areas identified:** (Record also specific reasons for judging any criterion less than good )           |