**Hampshire Governor Services**

**Governing Board Self Evaluation**

August 2018

**Self-Evaluation of the Governing Board**

“The governing body shall conduct the school with a view to promoting high standards of educational achievement at the school…….. and shall promote the well-being of pupils at the school”

(The purpose of the governing body as defined in the 2002 Education Act, amended under the Education and Inspections Act 2006 to include the well-being of pupils)

“All those elected or appointed to boards should fulfil their duties in line with the seven principles of public life; selflessness, integrity, objectivity, accountability, openness, honesty and leadership” and “those involved in governance should be; committed, confident, curious, challenging, collaborative, critical and creative”.

(The Competency Framework for Governance, January 2017)

**1. Introduction**

Schools are continuous self-evaluating organisations, identifying for themselves their existing strengths and areas for further development, and it is appropriate that your governing body contribute to this process.

Part of your contribution to this process can be fulfilled by completing a self-evaluation of your governing boards own effectiveness and impact on school improvement. Outcomes can be included in the school self-evaluation assessment and a governor action plan can be included in your school improvement plan. Both documents provide the key sources of evidence for an Ofsted Inspection team as well as demonstrating your understanding of the expectations for governors outlined in the Competency Framework for Governance.

**2. Using the Self-evaluation Pack**

We would advise that this activity should be completed at a separate meeting, and not combined with any other governing body business, as the opportunity for debate and the sharing of views are the most important aspects of it.

The whole exercise should take no longer than 2½ hours. This includes completing the questionnaire at home, followed by approximately 2 hours’ discussion and sharing of views in a full governors’ meeting led by an experienced governor or at a training session led by an outside tutor.

**2.1 How to proceed**

Individual governors should complete the right hand columns numbered 1-4 for each of the sub-criteria, using the evidence indicators as a guide. The Ofsted Descriptors for effective governance in Appendix 2, which gives guidance on how these grades can be interpreted, should help you. Your grading should be based on your own assessment of the governing body’s performance. You then need to take this paper to the meeting/training session. It will be helpful if information/examples of additional evidence could, where possible, be included to assist your contribution to the group discussions. See Appendix 3 for guidance on the relative merits of various forms of evidence.

###### **2.2 Criteria for scoring**

Tick 1 – Outstanding – if your governing body can provide evidence of excellent practice and a **consistently** high performance over an extended period for the criterion.

Tick 2 – Good – if your governing body can provide evidence that it **fulfils** the criterion but could be more effective if minor improvement needs are addressed

Tick 3 - Requires Improvement – if your governing body does **not fully** meet this criteria in this criterion and it is a priority that it needs to address.

Tick 4 – Inadequate – if your governing body does **not do well** in this area and it is a priority that it needs to address

**2.3 How to use the questionnaires at the governing body self-evaluation session**

At the governing body self-evaluation session it is recommended that you complete the process in three stages

*Stage 1 - Small group work*

These groups should ideally be composed so that there is a mix of:

* governor categories
* length of service
* committee experience

Discuss individual assessments to reach an agreed score for the group. Where there is a clear disparity of scores / views it is helpful to refer to the evidence you have each recorded to arrive at your decision to help reach consensus.

*Stage 2 – Consider outcomes as a whole governing body*

The group results should then be recorded in a master booklet, on a chart or table / spreadsheet to enable governors to retain a record of the proceedings and discuss the outcomes. Think about where evidence for your view might be found and make sure you keep a record of this information. This stage will include identification of development priorities.

*Stage 3 – Plan to further develop governing body effectiveness*

It should be possible to start to consider what your governing body could do to address development needs identified but it is unreasonable to expect to be able to finalise detailed plans during the session. To complete this it is normal for governors to appoint a small group, say the Development and Training Governor, Chair, Vice-Chair and Headteacher, to suggest an order of priorities and a time-table for implementing them.

The governing body will then need to agree the most suitable way forward. The following suggestions should be considered:

* experienced governors to lead ‘in-house’ training sessions,
* individual governors to attend appropriate centre-based courses organised by Hampshire Governor Services and share expertise gained with the governing body, or
* the governing body to arrange a whole governing body training session, led by a tutor, on an agreed topic.

Prior to the whole governing board self evaluation session, please consider these questions.

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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) |  |  |  |  |
| **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. |  |  |  |  |
| **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. |  |  |  |  |
| **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). |  |  |  |  |
| **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. |  |  |  |  |
| **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. 2. 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. |  |  |  |  |
| **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. |  |  |  |  |
| **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. |  |  |  |  |
| **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. |  |  |  |  |
| **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. |  |  |  |  |
| **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. |  |  |  |  |
| **Development areas identified:**  (Record also specific reasons for judging any criterion less than good ) | | | | | |

**Appendix 1**

**Statutory Policies required**

## Capability of staff

## Charging and remissions

## Complaints Policy

## School behaviour

## Sex education

## Special educational needs

## Teacher appraisal

## Teachers’ pay

# B. Statutory policies required by other legislation

## Data protection

## Health and safety

# C. Other statutory documents

## Admissions arrangements

## Accessibility plan

## Behaviour principles written statement

## Central record of recruitment and vetting checks

## Freedom of Information

## Governors’ allowances (schemes for paying)

## Instrument of government

## Minutes and papers from meetings of the governing body & its committees

## Premises management documents

## Equality information and objectives (public sector equality duty)

## School information published on a website

## Register of business interests of headteachers and governors

## Register of pupils’ admission to school

## Register of pupils’ attendance

## Staff discipline, conduct and grievance (procedures for addressing)

# D. Documents referenced in statutory guidance

## Child protection policy and procedures

## Early Years Foundation Stage (EYFS)

## Statement of procedures for dealing with allegations of abuse against staff

## Supporting pupils with medical conditions

Not all of these policies are required for all types of school. A detailed list of policies and documents required by regulations are available from the Governors Intranet section of the Governor Services website under ‘P’ in the A-Z index.

<http://www3.hants.gov.uk/education/governors/education-governors-intranet.htm>

**Appendix 2 - Ofsted Inspection (September 2018)**

**Governance**

Inspectors will seek evidence of the impact of those responsible for governance. This includes maintained school governors, proprietors or academy trustees. In a multi-academy trust this may include members of the local governing board55 at school level, as well as the trustees.

## Grade descriptors – Effectiveness of leadership and management

## Note: Grade descriptors are not a checklist. Inspectors adopt a ‘best fit’ approach that relies on the professional judgement of the inspection team.

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| **Outstanding (1)**   * Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. * Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. * The school’s actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. * Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally. * Leaders and governors have a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. * Leaders and governors use high quality professional development to encourage, challenge and support teachers’ improvement. Teaching is highly effective across the school. * Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. * The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. * Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work. * Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. * Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan. * Leaders’ work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff’s vigilance, confidence and competency to challenge pupils’ views and encourage debate. |

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| **Good (2)**   * Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. * Leaders and governors are ambitious for all pupils and promote improvement effectively. The school’s actions secure improvement in disadvantaged pupils’ progress, which is rising, including in English and mathematics. * Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school’s work. * Leaders and governors use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. * Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils’ learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly. * Governors hold senior leaders stringently to account for all aspects of the school’s performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. * The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils’ good progress. The curriculum also contributes well to pupils’ behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. * Leaders consistently promote fundamental British values and pupils’ spiritual, moral, social and cultural development. * Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. * Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. * Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. |

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| **Grade 3 - Requires improvement**   * Leadership and management are not yet good. * Safeguarding is effective. |

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| **Inadequate (4)**  Leadership and management are likely to be inadequate **if one or more** of the following applies.   * Capacity for securing further improvement is poor and the improvements leaders and governors have made are unsustainable, have been implemented too slowly or are overly dependent on external support. * Leaders are not doing enough to tackle poor teaching, learning and assessment, which significantly impairs the progress of pupils, especially those who are disadvantaged, or who have special educational needs and/or disabilities. * Leaders are not aware of, or are not taking effective action to stem, the decline in the progress of disadvantaged pupils. * The unbalanced and poorly taught curriculum does not provide adequately for all pupils. * The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain. * Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. * Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views. * Safeguarding is ineffective. The school’s arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern or insufficient action is taken to remedy weaknesses following a serious incident. * Leaders and governors are not protecting pupils from radicalisation and extremist views when pupils are vulnerable to these. Policy and practice are poor, which means pupils are at risk. |

**Appendix 3**

**Competence 1 – Strategic leadership**

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|  |  | **Evidence indicators** |
| **1a** | 1. Our GB 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) | Minutes demonstrate the governing body influencing the vision, objectives and strategic planning through its work and the decisions it makes.  Policy review document in place showing the ratification and review dates for all policies. Procedures for policy formulation and review which include involvement by pupils, parents and the wider community. Minutes show policy reviews look at impact policies have when put into practice and are fit for purpose. |
| **1b** | The GB 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 GB; 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. | Review of skills analysis demonstrates governors have the skills and experience to undertake strategic planning.  The GB has systems in place to monitor and evaluate the impact of outcomes for all pupils and the reputation of the organization. |
| **1c** | 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. | The GB can demonstrate that they are actively involved in the self-evaluation process and have a clear understanding of the school’s strengths and weaknesses.  Minutes of meetings and governor monitoring and evaluation plans show how the work of the GB impacts on this area.  Respectful support and challenge on the outcomes of all pupils through committee and FGB meetings. Planned monitoring and evaluation of outcomes that are followed through in a timely manner. |
| **1d** | 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. | Regular newsletter. Informative website which is kept up to date. All statutory information is included on the website. GB paperwork is accessible via the website or school notice board. Gb gathers information through parent survey results, pupil survey results, reviewing complaints and attendance at school events. Minutes show that the feedback is evaluated and action is taken to address issues, with policies or procedure amended where appropriate. |
| **1e** | 1. The GB 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 GB can demonstrate their ability to identify, evaluate and prioritise organisational risks and ensure appropriate action is taken to mitigate against them. | Governors’ knowledge of educational issues and school specific issues are used to challenge the effectiveness of improvement plans and risk management framework.  Governors monitoring plan has clear links to school improvement priorities and risks are mitigated against as far as is reasonably practicable. |

**Competence 2 – Accountability**

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|  | | **Evidence indicator** |
| **2a** | 1. We can demonstrate that the GB and HT have created a professional working relationship based on mutual respect and trust whereby both **support** and **challenge** can be provided. 2. Our GB 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). | Minutes of GB meetings should demonstrate support and challenge. Adherence to the Nolan Committee 7 Principles and the 7 c’s from the Competency Framework for Governance.  Minutes of GB meetings. Governor Visits to School including H&S checks.  Governors monitoring of progress for all groups of learners and how PP is used through focused visits and minutes. |
| **2b** | 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 and learning 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 through a range of activities 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 GB in line with an agreed code of practice. | Governors Monitoring and Action Plans.  HT or SLT reports on quality of teaching and learning. Triangulation of judgements from external adviser reports. Clear monitoring and evaluation plans.  Benchmarking with schools locally and nationally. Reports to governors show the progress and attainment of all year groups as well as vulnerable groups.  Governors monitoring plan demonstrates that the management information presented to them is triangulated in a timely manner to provide robust validation of judgements.  Robust Governor Visits to School Policy with visits being clearly linked to school improvement priorities and incorporates an effective feedback mechanism. |
| **2c** | The GB can demonstrate that they comply with the regulatory framework in respect of financial accountability, including Schools Financial Value Standards (SFVS), budget setting and revision, Pupil Premium Strategy and any requirements contained within funding agreements for Academies. | Compliance with prescribed timeframes for budget setting and revision, SFVS return and any requirements specified within the Funding Agreement. Website meets the requirements for Pupil Premium strategy. |
| **2d** | 1. We ensure resources are allocated in line with the school’s strategic priorities. 2. As a GB we ensure and can demonstrate we always seek best value for money. 3. We can demonstrate use of a robust financial management system, complying with financial procedures and deadlines set by the DfE and the LA 4. As a GB we can demonstrate effective use of the Pupil Premium and other resources to overcome barriers to learning, including SEN funding. 5. 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. 6. 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. 7. We ensure that budget plans meet the needs of strategic priorities and improvement plans. | Minutes of committee responsible for finance show direct link to identified school improvement priorities.  Financial benchmarking and compliance with procurement rules.  Minutes demonstrate that financial processes and procedures are in place to ensure compliance.  Governors have a clear understanding of how the school used pupil premium income and the impact it has had. The school website includes details of pupil premium spending and its impact.  Governors have a clear understanding of how the school has used the primary school PE and Sport Premium and the impact it has had. The School website includes details of Sport Premium funding and its impact.  Governors have a clear understanding of how the school has used the Year 7 catch-up premium and the impact it has had. The school website includes details of the Year 7 catch-up premium spending and its impact. |
| **2e** | 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. | HT reports include information on the effectiveness of the performance management process and that it is centred on raising standards and addressing the school’s improvement priorities. All staff is included in the process. HT Performance Management Panel members appointed and have attended relevant training. Review meetings are well organized and meet statutory deadlines. External adviser in place to support the process. Targets are challenging and clearly focused on school improvement. The Pay Committee can demonstrate the pay review process for all staff is effectively managed. |
| **2f** | The GB can demonstrate a clear understanding and interpretation of relevant data presented for external scrutiny, i.e. Ofsted, Regional Schools Commissioner, Education and Skills Funding Agency, LA, website. | The minutes demonstrate evidence of triangulation that validates the professional judgements presented by the senior leaders. Any disparity is challenged for clarity and appropriate actions. |

**Competence 3 – People**

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|  | | **Evidence indicators** |
| **3a** | 1. The GB has the skills and behaviours necessary to ensure effective relationships and dynamics around the table. 2. The GB 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. | Skills analysis of GB through self-evaluation and when recruiting governors.  Evidence of respectful challenge during meetings and reflected in minutes. Governors engage in their own professional development as part of continuous learning. |
| **3b** | Our governing body is appropriately organized (size, skills, composition and committee structure) in order for it to carry out its responsibilities effectively. | Agreed annual schedule for GB meetings, with timetable of work and procedure for setting agendas. Regular review of size, skills, composition and annual review of committee structure/membership. |
| **3c** | Our GB undertakes self-evaluation to assess our performance, identify development needs, agree plans to address them and monitor progress against the plan. | There is an annual review of performance. GB development is matched to the needs of the school and included in School Improvement Plans. |
| **3d** | 1. Our GB is committed to developing our skills in order to improve performance and ensuring our knowledge is kept up to date. 2. Our GB reviews our effectiveness as governors in discharging our statutory functions. | Effective Development and Training Governor. Self-evaluation identifies clear action plan for governor development.  Meeting schedule ensures governors comply with statutory timeframes. Minutes demonstrate governors are discharging their main statutory functions. |

**Competence 4 – Structures**

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|  | | **Evidence indicators** |
| **4a** | New governors are well supported in school to become effective in their new role. | There is a procedure for induction that is agreed. A mentor is allocated to new members, and they are invited to visit the school and meet the HT. All new governors attend induction training. In-house induction arrangements are systematically reviewed for effectiveness. |
| **4b** | Our GB is proactive in ensuring that they have a full complement of governors with relevant skills. | There is evidence of succession planning for key governor roles. The GB is proactive in stimulating staff, parent and community interest in being appointed/elected to the GB. Evidence of undertaking skills audit and using the outcomes to produces gap analysis of governing body skills and inform the governor recruitment process. |
| **4c** | Our GB works as a team, sharing responsibilities and tasks. The GB ensures there are proper schemes of delegation in place and these are compliant with the regulatory framework. | There are agreed ground rules or code of conduct for governors and HT working together that are mindful of the work-life balance. An agreed framework of delegated responsibilities is agreed, documented and reviewed annually. Distributive leadership model in place to share tasks and areas of responsibility are clearly allocated to governors and ensure that actions are completed on time. |
| **4d** | All of our meetings (including committees) focus on strategic priorities, are effectively led and well attended. | Agenda and paperwork received 7 days prior to meetings (14 for Academies). Agendas are focused on school improvement matters. All meetings are effectively chaired. The GB promptly follows up irregular attendance of members. Members are encouraged to participate and alternative views taken into account. |

**Competence 5 - Compliance**

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|  | | **Evidence indicators** |
| **5a** | The GB can demonstrate compliance with all statutory and contractual requirements, ensuring all statutory returns are dealt with in the prescribed time frames. | Schedule of governor meetings aligns with the statutory timeframe for submissions. Financial decisions are made in accordance with the regulatory framework in place and always seek to demonstrate value for money. |
| **5b** | The GB 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. | Outcomes of Safeguarding Audit are reviewed by governors and published on the website. The Local Offer is displayed on the website. Single Central Record is checked periodically by at least one governor and this is noted in the GB minutes. GB operates within the parameters of the Data Protection and Freedom of Information Acts. |
| **5c** | The GB are aware of the requirements for governance contained within the Effectiveness of Leadership and Management which is set out in Appendix 2. | GB have engaged in training on the Ofsted framework. Governors can demonstrate the impact of their work as set out in para 146-148 of the School Inspection Handbook, August 2016. |
| **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 GB are aware of their responsibilities in respect of complaints. 3. The GB are aware of their responsibilities in respect of staff discipline matters. | Record of governor training.  Governors have a clear understanding of their responsibilities if they receive a complaint ensuring that governors do not become tainted.  Governors have a clear understanding of their roles and responsibilities in dealing with staff discipline matters and appeal hearings. |

**Competence 6 - Evaluation**

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|  | | **Evidence indicators** |
| **6a** | 1. The GB 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 GB actively seeks ways to improve their practice. 3. The GB seeks feedback from a range of colleagues and stakeholders to help inform their development. | Governors review their effectiveness through self-evaluation. Succession Planning for key roles demonstrates governors’ awareness of how to develop effective governance.  Introducing best practice to develop effectiveness.  360 diagnostic. Survey of GB work. |
| **6b** | 1. The GB evaluate the impact of their decisions on the outcomes for pupils 2. The GB uses inspection feedback to inform decisions about their development. 3. The GB recognises through self-evaluation, their collective strengths and identifies areas for development that are prioritised in a timely manner. 4. The GB are clear on the distinction between strategic and operational leadership and their role within this. | Minutes of GB meetings demonstrate impact of GB decisions.  GB monitoring plan reflects inspection feedback and development areas.  GB monitoring plan allocates areas for development together with success criteria and areas of responsibility.  Minutes and key governing body documents demonstrate the strategic engagement of the GB with operational matters being delegated to the HT. |