



GOVERNING BODY SELF-EVALUATION AUDIT TOOL

This self-evaluation audit tool is based on the National Governors' Association publication "Twenty Questions ~ 2nd Edition 2015 - Key questions every governing board should ask itself".

The questions can be used to enable governing bodies to review their governance practice and its impact on the effectiveness of the school. The questions do not cover all aspects but focus on the following:-

- **Skills** - having the rights skills on the governing body
- **Effectiveness** – the governing body being as effective as it could be
- **Role of the Chair** – strong and effective leadership
- **Strategy, vision and strategic priorities**
- **Engagement** with the school community, the wider school sector and the outside world
- **Accountability** – holding school leaders to account
- **Impact** – impact on outcomes for pupils/students

Once the 20 questions have been considered and judgements made, the final section provides an opportunity to reflect on the areas of expertise and strengths of the governing body and the areas for development and challenges. These areas for development will form the basis of a governing body action/improvement plan.

Examples of evidence to support the judgement can be found at the end of the document.

Using the Self-Evaluation Audit Tool

The self-evaluation audit tool can be used and completed in various ways – by the whole governing body, by groups of governors or by individual governors before being collated in a collective view. The most effective and efficient way to use the audit tool is to run a session in the following way:-

- Provide all governors with a copy of the self-evaluation audit tool before attending the session;
- Begin the session by dividing the governors into small groups (3/4 is ideal); decide who will lead each small group, which questions they will consider and who will record the group's agreed judgement;
- Each group considers the appropriate questions, using the suggested evidence provided to make an initial judgement, noting what evidence is available and ideas for improvement;
- The whole governing body then comes together to discuss the initial judgements and agree a final judgement;
- Finally, the governing body should use the judgements to identify its areas of expertise and areas for development arising from the self-evaluation and draw up an action plan to address issues.

THE GOVERNING BODY OF: SPAKENHOE COMMUNITY PRIMARY SCHOOL (reviewed August 2019)

Rights Skills: Do we have the right skills on the governing body?		
1) Have we completed a skills audit of our governing body?		
Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p><u>Green</u></p>	<p>Audit of Governors skills completed regularly</p> <p>Skills gaps were identified and used when recruiting associate members</p>	
Effectiveness: Are we as effective as we could be?		
2) How well do we understand our roles and responsibilities, including what it means to be strategic?		
Judgement	What is our evidence	How can we improve?
<p>Red</p> <p>Amber</p> <p><u>Green</u></p>	<p>Recruitment material is clear about what is expected from Governors</p> <p>The governing body has a Code of Conduct in place that clearly defines the role</p> <p>Clear procedures for delegating decisions and clerks are knowledgeable to provide advice where needed</p> <p>Whole Governing body training timetabled and completed – include safeguarding, data</p>	

3) Do we have a professional clerk who provides legal advice?		
Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p>Green</p>	<p>Robyn Cooper provides professional clerking (provided as a traded service through the local authority) for FGB</p> <p>Circulation of agenda, minutes and associated papers circulated in accordance with statutory procedures</p> <p>Clerks attends training/briefings</p> <p>Clerk supports the effective administration of governing body (good working relationship with LA Governor Services Team)</p>	<p>Continue to use clerking services from the LA</p>
4) Is the size, composition and committee structure conducive to effective working?		
Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p>Green</p>	<p>The Governing body was reconstituted following de-federation in September 2017 taking into consideration to size and structure</p> <p>Proposal for Governing body to expand in the new academic year</p> <p>Governing Body and Committees meetings are quorate and are able to undertake its business/work programmes in a timely fashion.</p> <p>The Governing body made the decision to remove committees due to the number of governors and this has been successful in ensuring all governors are fully informed of decisions and process.</p>	<p>Continue to promote the governing body and invite associate members</p>
5) How do we make use of good practice locally and from across the country?		
Judgement	What is our evidence?	How can we improve?
<p>Red</p>		<p>Continue to attend updates on national picture</p>

<p>Amber</p> <p>Green</p>	<p>The governing body receive and discuss national guidance</p> <p>Colleagues have attended LA guidance meetings</p> <p>Chair attends termly meeting with other COG in the trust</p> <p>Chair and vice chair of Governors read chairs briefings regularly</p>	<p>Continue to engage in the Attenborough Learning Trust and share good practice</p>
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Role of the Chair: Does our Chair show strong and effective leadership?		
6) Do we carry out a review of the Chair's performance and have clear election procedures?		
Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p>Green</p>	<p>There is a clear election procedure – annually, there are terms of office and end date stated and public i.e. on the school website.</p> <p>Chair and vice-chair have attended local briefing meetings on Academisation and Chair of governor updates</p> <p>The Chair (and Vice) have a strong commitment to their own professional development having completed the National College's Chairs Development Programme</p>	
7) Do we engage in good succession planning?		
Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p>Green</p>	<p>We have a vice-chair who works closely with the Chair</p> <p>Recruitment of 2 associate members previously and we continue to advertise for governors and associate members on the school website</p>	<p>Continue to advertise on the school website. Initiate contact with Inspiring Governance Website</p> <p>Opportunities within the MAT for governors</p>

	Colleagues have attended the National College's Chairs Development Programme	
8) Are there procedures in place to review each governor's contribution to the governing body's performance?		
Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p><u>Green</u></p>	<p>There is an induction programme for new governors, setting out the role of a governor and the support available which included the LA training</p> <p>The governing body has a Code of Conduct in place that clearly shows the expectations on governors.</p> <p>The Chair has taken individual action to deal with issues resulting from non-compliance to the Code.</p>	<p>There is evidence of clear action being taken when individual governors do not attend meetings and apologies are not sent or accepted</p>
Strategy: Does the school have a clear vision and strategic priorities?		
9) Does our vision look forward three to five years, and does it include what the children who have left the school will have achieved?		
Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p><u>Green</u></p>	<p>The school vision and values are reflected in the current school improvement plan. We have a forward plan over the next three years</p>	<p>The governing body receive information on the destination and performance of past pupils which can be included in the head's report</p>
10) Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review the strategy?		

Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p>Green</p>	<p>Governors has started to have a clear understanding of the school improvement priorities and can see progress against them from the regular updates on the SIP</p> <p>Governors will attend a SIP meeting to review the action plan for this academic year</p>	

11) How effectively does our strategic planning cycle drive the governing body's activities and agenda setting?

Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p>Green</p>	<p>The governing body has started to timetable and set procedures for strategic planning.</p> <p>The structure and terms of reference reflect this.</p> <p>The timing of governing body and committee meetings fit with this timetable.</p> <p>The agenda for governing body reflect the school's strategic priorities</p>	<p>Set timetable for the year based on this year's activities</p> <p>Chair to plan a cycle for the year with vice and headteacher</p>

Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

12) How well do we listen to, understand and respond to our pupils, parents and staff?

Judgement	What is our evidence?	How can we improve?
<p>Red</p>	<ul style="list-style-type: none"> The governing body has mechanisms for consulting parents, pupil, staff and the local community. 	

<p>Amber</p> <p>Green</p>	<ul style="list-style-type: none"> • The governing body considers responses received and takes clear action where appropriate. • Governors attend a school council meeting 	
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13) How do we make regular reports on the work of the governing body to our parents and local community?

Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p>Green</p>	<p>The school uses a variety of communication channels which address the needs of the parental community (e.g. letters, text messaging, email, school website).</p> <p>The school website meets the statutory requirements for information, is kept up to date and also includes specific information about the work of the governing body.</p> <p>The governing body is represented at parents' meetings where possible.</p> <p>Relevant policies and procedures are easily accessed by parents.</p> <p>Governing body signed minutes are readily available for public inspection (e.g. copy in school).</p>	

14) What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?

Judgement	What is our evidence	How can we improve?
<p>Red</p>	<p>The governing body is aware of partnership work</p>	<p>Continue to work closely with the Attenborough Learning Trust schools in the MAT</p>

<p>Amber</p> <p><u>Green</u></p>	<p>Development group work discussed at committees and from school visits (i.e. marking/assessment) and there is a standing item for collaboration</p> <p>The school works with local authority officers and support from public health</p>	
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Accountability: Do we hold the school leaders to account?

15) How well do we understand the school's performance data (including in-year progress tracking data) so we can properly hold school leaders to account?

Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p><u>Green</u></p>	<p>Heads dialogue meetings show strengths and areas for improvement. Chair and Vice Chair has a good understanding of the schools areas for development, governing body continue to further understand the strengths/weaknesses</p> <p>Governors have access to RaiseOnline – Governors have previously attended RaiseOnline training and ASP.</p> <p>Governors are confident with asking challenging questions through visits and conversation development at meetings</p>	

16) Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?

Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p><u>Green</u></p>	<p>New Governors receive a tour of the school and meet SLT</p> <p>Governors visit policy in place and pro-forma for completing during visits</p>	

There are written reports which are produced and shared with Governors. There is a plan of future visits timetabled.

17) How well does our policy review schedule work and how do we ensure compliance?

Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p><u>Green</u></p>	<p>Policy timetable has been put together for all statutory policies</p> <p>Policies show clearly date agreed, signed copies kept in school and dates of next review (including overall document with how often policies should be reviewed)</p> <p>Some policies are reviewed as part of visits and these are detailed in the Governor reports.</p>	

18) Do we know how effective performance management of staff is within the school?

Judgement	What is our evidence?	How can we improve?
<p>Red</p> <p>Amber</p> <p><u>Green</u></p>	<p>Heads have produced annual reports on appraisal arrangements and on training and development needs</p> <p>Committee reviewed teacher salary progression in. PM of Headteacher through attendance of HT appraisal meetings</p> <p>Pupil outcomes are mapped against appraisal outcomes which ensure PM is effective in its management</p>	

19) Are our financial management systems robust so we can ensure best value for money?

Judgement	What is our evidence?	How can we improve?

<p>Red</p> <p>Amber</p> <p><u>Green</u></p>	<p>School improvement plan is linked to priorities which are costed and linked to the budget</p> <p>The School Financial Value Statement is returned on time and with budgets</p> <p>Pupil premium is a focussed visit in the Autumn term and discussed</p> <p>Every third FGB meeting undertakes appropriate monitoring of expenditure, however finance can be brought to any meeting (and does)</p> <p>Appropriable challenge is given through proposal, costings and expected impact. Focus is given during visits e.g. SEN visit – value for money</p>	
<p>Impact: Are we having an impact on outcomes for pupils?</p>		
<p>20) How much has the school improved in the last three years, and what has the governing body's contribution been to this?</p>		
<p>Judgement</p>	<p>What is our evidence?</p>	<p>How can we improve?</p>
<p>Red</p> <p>Amber</p> <p><u>Green</u></p>	<p>Governors have a good understanding of the strengths and weakness of the school</p> <p>Governors feel they have a purpose and able to state the impact they have on the school</p> <p>Policies, procedures and systems are regularly challenged to ensure progression is made</p> <p>School leadership is challenged to ensure strong pupil outcomes, safeguarding and well-being, through meetings, one-to-ones and visits</p>	



Reviewed August 2019