****

**GOVERNING BODY SELF-EVALUATION ACADEMIC YEAR**

**20-21**

(Against each question the governing body should grade itself as red, amber or green. The criteria for a grading of green are listed alongside the question. Where the criteria are not met, the governing body should grade itself ‘red’ and where they are partly met this should be graded ‘amber’. Where a red or amber judgement is reached the governing body should use the ‘action’ column to detail the action required to move the governing body to ‘green’. When completed the actions should be transferred to the action plan template (on page 14), and relevant timescales should be agreed.)

|  |
| --- |
| Right skills: Do we have the right skills on the governing body? |
| Question | Criteria to be met | **Tick appropriate box** | **List the evidence for this grade** | **Action required** |
| 1. **Have we completed a skills audit of our governing body?**
 | A judgement of ‘green’ will indicate:* The school has identified the skills required for the governing body and an appropriate skills audit tool
* A skills audit has been completed and analysed
* Any skills gaps have been identified
 |  |  | Annual skills audits to continue to be undertaken to inform recruitment and training. Following analysis ensure that any gaps are addressed through training or recruitment |
|  |  |
| ✓ | Skills audit undertaken in May 2019 and September 2020. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question | **Criteria to be met** | **Tick appropriate box** | **List the evidence for this grade** | **Action required** |
| 1. **Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?**
 | A judgement of ‘green’ will indicate:* Outcome of skills audit informs governor recruitment
* Desired skills are set out when advertising parent governor vacancies.
* Governors are appointed on the basis on their skills
* Governing Body is aware of SGOSS as a possible source of governor recruitment
 |  | .  | Utilise skills audit to identify any skills gaps and use this to inform future recruitment. |
|  |  |
| ✓ | We do not always appoint on the basis of skills. However, we have a broad range of skills on the GB including Legal , Education and HR. Recent non parent appointee is a retired educational professional who was appointed on the basis of her skill set. Most recent parent appointees are an educational professional and Police Officer. Desired skills were set out when recruiting parent governors. Regular skills audits can identify gaps. |
| Effectiveness: Are we as effective as we could be? |
| 1. **How well do we understand our roles and responsibilities including what it means to be strategic and to discharge our statutory responsibilities**?
 | A judgement of ‘green’ will indicate: * Governors can clearly articulate the three key roles of the governing body
* Governors have a clear understanding of the role of the governing body and the role of the head teacher and the strategic / operational split
* Governors can evidence culture of keeping themselves up to date
* New governors are inducted effectively
* Evidence meetings are focused at a strategic level with appropriate delegation of tasks to committee
 |  |  | To ensure governors continue to take advantage of training opportunities supported by the Link governor for training. New Induction pack put together for benefit of new governors. New governors encouraged to undertake external induction training. Chair to direct governors to useful information and publications so governors kept up to date. Governors to ensure they regularly attend meetings and spend time in school so that they are able to fulfil their role effectively. |
|  |  |
| ✓ | Governors generally have a clear understanding of their roles and responsibilities and can differentiate between the strategic and the operational. This understanding is evidenced in minutes. Governor knowledge is developed and reinforced by training opportunities. All governors encouraged to keep up to date. .New governors encouraged to undertake external induction training.  |
| Question | **Criteria to be met** | **Tick appropriate box** | **List the evidence for this grade** | **Action required** |
| 1. **Do we have a professional clerk who provides advice and runs meeting efficiently?**
 | A judgement of ‘green’ will indicate: * We have a knowledgeable and well-informed clerk who is able to advise the governing body on its responsibilities
* We have a job description and performance management process in place for our clerk
* Our committee clerking arrangements are of a consistent quality with our full governing body arrangements.
* Meetings keep to time, and deal with all agenda items
* Decisions and actions from the meeting are clearly recorded and appropriately followed up
* Accurate minutes are produced in a timely way and include evidence of governing body challenge and impact
 |  |  | Chair to arrange performance management of clerk. |
|  |  |
| ✓ | Clerk is experienced and efficient. Minutes are accurate and promptly produced. Committee clerking arrangements are effective. Agendas and documentation for meetings promptly circulated. All necessary actions followed up. |
| 1. **What is our training and development budget and does every governor receive the support and training they need to develop their skills and knowledge to carry out their role effectively?**
 | A judgement of ‘green’ will indicate: * We have an appropriate level of funding for governor development
* We are aware of the offer from the Local Authority and other potential sources
* We have clearly identified governor training needs and this is linked to the outcomes of the skills audit
* Governing body development is integrated into the school development plan and regularly monitored.
 |  |  | Not all governors take advantage of the training opportunities available. This is to be encouraged and the clerk to keep a record of all training undertaken and work with the Chair and Link Governor to ensure full use made of training opportunities. Continue to use skills audit to identify gaps in training. New governors should complete external induction training. |
|  |  |
| ✓ | School organises termly in house training sessions that are well attended. Training is appropriately funded and available from a variety of sources including Juniper/ The Key for school governors. We have a designated link governor for training.  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question | **Criteria to be met** | **Tick appropriate box** | **List the evidence for this grade** | **Action required** |
| 1. **Do we know about good practice from across the country and how do we make use of it?**
 | A judgement of ‘green’ will indicate that * Lead governors keep themselves informed and disseminate information – this may include attendance at LA briefings, governor forums, local and national governance events, reading relevant publications, using on-line tools.
 |  |  | Consider attending more events /conferences subject to the current restrictions and lead governors to take a more active role to include reading relevant publications and passing this knowledge on to other governors. |
| ✓ | Chair has attended the LA Chairs Forum. Some governors have experience of serving on other governing bodies. Chair disseminates information to other governors.More consistency needed and more involvement from other lead governors. |
|  |  |
| 1. **Is the size, composition and committee structure of our governing body conducive to effective working?**
 | A judgement of ‘green’ will indicate that:* our current constitution is fit for purpose and allows us to recruit skilled governors.
* The governing body regularly (and at least annually) reviews its committee structure and terms of reference to ensure that they meet the current needs of the governing body.
* The delegation of decision making to committees, individual governors and the head teacher is clearly recorded and understood by all (including the purpose and operation of any link governor positions).
* Clear link between SIP and work of committees
 |  |  | Consideration should be given to increasing the size of the governing body to ensure sufficient spread of responsibility and workload. |
|  |  |
| ✓ | The committee structure is fit for purpose and is reviewed annually to ensure it reflects the needs of the school and delivers effective governance. There is appropriate delegation. TOR regularly reviewed. Membership of governing body now 11. Includes 2 staff governors and 4 parent governors. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question | **Criteria to be met** | **Tick appropriate box** | **List the evidence for this grade** | **Action required** |
| 1. **Does every member of the governing body make a regular contribution and do we carry out regular reviews of the governing body’s performance?**
 | A judgement of ‘green’ will indicate that:* All governors attend meetings regularly.
* The governing body regularly evaluates its effectiveness in holding the school to account and supporting school improvement.
* Stakeholders are regularly consulted about their views of the governing body and how effectively it fulfils its role (eg staff, parents, the Local Authority)
 |  |  | Skills audit, Chair’s Appraisal to be completed annually. Self-evaluation to be completed regularly at least every two years. Review stakeholder consultation. Consider sending out questionnaires to stakeholders. Chair to work with clerk to ensure all governors make regular contributions. |
| ✓ | Currently undertaking self-evaluation. Attendance at meetings is a key part of the role and it is vital that governors have the time to commit to this if they are to be an effective governor. Attendance generally good for most governors and apologies given when necessary.The school usually invites parents, students and staff to complete an annual survey. The governing body has not regularly directly asked for feedback from stakeholders about their views of the governing body.  |
|  |  |
| Strategy: Does the school have a clear vision? |
| 1. **Have we developed long-term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed?**
 | A judgement of ‘green’ will indicate that:* Governors and school leaders have a clearly articulated shared vision, which is regularly reviewed and underpins the school development plan.
* Governors have a clear understanding of the school’s development priorities and progress against these.
* Governors receive regular reports from the headteacher on school improvement priorities and progress
* Minutes record governors’ involvement in reviewing aims, ethos and values
 |  |  |  |
|  |  |
| ✓ |  *Governors have a clear vision and strategy for the school and work with the Head and SLT to deliver this. In depth annual Strategic Meeting underpins this. Governors regularly monitor progress against priorities and targets. The Head provides detailed feedback at meetings.* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question | **Criteria to be met** | **Tick appropriate box** | **List the evidence for this grade** | **Action required** |
| 1. **Does our strategic planning cycle drive the governing body’s activities and agenda setting?**
 | A judgement of ‘green’ will indicate that:* Governors have considered how to approach monitoring progress against school development priorities and where the responsibility for each area sits
* The committee structure appropriately reflects this
* The governing body ensures relevant meetings are timed to coincide with key milestones, such as availability of mock exam data and exam results
* Evidence of strategic planning meetings including senior leaders
* FGB and committee agendas and minutes reflect this
 |  |  |  |
|  |  |
| ✓ | *The committee timetable/FGB timetable is planned around the key events and milestones for example S&P meeting scheduled for after mock exam data available and Resources meets at the appropriate time for approving the budget.**Annual strategy meeting every January. SLT present at FGB, committee and Strategy meetings. Meetings and visits* *are set to allow governors to access data and information at key points for example detailed analysis of exam results available at September FGB/October S&P.*The school development plan is used to inform governor monitoring visits and meeting agendas.  |
| Accountability of the executive: Do we hold the school leaders to account? |
| 1. **Do we understand the school’s performance data well enough to properly hold school leaders to account?**
 | A judgement of ‘green’ will indicate that:* Governors receive succinct and clear reports from the headteacher on school improvement priorities
* Governors are familiar with the Ofsted data dashboard
* Pupil progress data is regularly presented to governors in a way that all governors understand
* Governors use the data presented to bring appropriate questions and challenge to school leaders
* Minutes of meetings that evidence governors’ understanding and challenge
* Historical data provided to allow comparisons, trends to be identified
 |  |  | Governor understanding of data is generally good but checks to be undertaken to ensure all governors are comfortable in their understanding of data. |
|  |  |
| ✓ | *Most Governors generally have a good understanding of data relevant to student progress. Governors seek evidence of impact of interventions. Minutes evidence governor understanding and challenge. Reports from the Head and other members of SLT comprehensive and linked to school improvement priorities.* |
| Question | **Criteria to be met** | **Tick appropriate box** | **List the evidence for this grade** | **Action required** |
| 1. **How effective is our performance management of the headteacher?**
 | A judgement of ‘green’ will indicate that:* The governing body has appointed a performance management panel with a good understanding of the process and of the school’s development priorities.
* An appropriately experienced external adviser has been commissioned to advise this panel, meeting statutory requirements.
* The performance management panel holds regular review meetings with the head teacher.
* Governors ensure that the headteacher’s objectives effectively support school improvement and positively impact on school development
* The outcomes of performance management are effectively linked to leadership pay.
 |  |  | Annual PM to take place. Objectives set for the Head to reflect a full understanding of the current circumstances and understanding of school priorities. |
|  |  |
| ✓ | Head Teacher Appraisal Panel established to conduct PM of the Head. External advisor employed. Process includes staff interviews/survey. Performance against objectives reviewed, new objectives set, feedback provided and pay determined in line with performance. Two panel members have undergone training. Process detailed and transparent with reports prepared by Committee Chair and Assessor. Committee reports to FGB. |
| 1. **Are our financial management systems robust so we ensure best value for money and do we receive accurate information about the budgetary position?**
 | A judgement of ‘green’ will indicate that:* Impact reports presented to governors e.g pupil premium, School business manager regularly presents to committee and FGB
* We have robust auditing processes in place, including external auditing
* One or more governors access(es) the government’s financial benchmarking data and this informs decision making
* Clear delegations are in place for levels of spending and for budget monitoring and approval.
* Financial decisions are clearly linked to school development priorities
* Staffing decisions reflect the requirement to ensure value for money and decisions regarding pay are clearly linked to the agreed policy
 |  |   |  |
|  |  |
| ✓ | Detailed financial reports are analysed at resources committee and reports provided to FGB. All governors aware of the school’s financial position. The school business manager provides a comprehensive and understandable explanation for governors without financial management skills. Appropriate policies are in place and are reviewed regularly. Financial regulations in place and reviewed regularly. External/independent ICE audit undertaken. Budget review process, All sign off/delegation clear and followed. Minutes will evidence this. |
| 14.Do we effectively evaluate how pupil premium is spent? | A judgement of ‘green’ will indicate that:* impact reports are presented to governors
* reports from monitoring visits
* evidence of challenge in minutes.
 |  |  |  |
|  |  |
| ✓ | In place*Senior SLT member responsible for safeguarding and PP provides reports including how the money is spent and impact. Minutes will evidence this.*Monitoring visits can allow further opportunities for governors to assess this. |
| 15. Do governors regularly visit the school to get to know the school? | A judgement of ‘green’ will indicate that:* governors’ meeting schedule
* governor visits policy,
* record of governor monitoring visits
* minutes of meetings.
 |  |  |  |
|  |  |
| ✓ | In place *Termly full day monitoring visits. These cover all aspects of school life with focus on specific areas as required (for example MFL key area for improvement in recent years, and last academic year one visit focussed on this). Most recent visit was to the 6th form. Detailed notes of monitoring visits prepared and disseminated and agenda item at FGB. Governors invited to all events and receive copies of newsletters / key communications from the Head. Link Governors also attend school on other occasions for example the Safeguarding governor/Chair.* |
| 16. Does our governing body act on its findings, taking and supporting difficult decisions and tackling key outcomes in the interests of its students and vision? | A judgement of ‘green’ will indicate that:* evidence of support and challenge from governors in minutes
* reports from monitoring visits being discussed in minutes.
 |  |  |  |
|  |  |
| ✓ | *Yes. Full debate and discussion encouraged in all meetings. All questions are answered in full. All Governors are considered equal. School decisions are challenged as and when required. Strong panel in place for student disciplinary issues. Monitoring visits discussed and feedback provided to staff and all governors. .Minutes will evidence appropriate levels of challenge and support.* |
| 17. How well does our policy review schedule work and how do we ensure compliance?  | A judgement of ‘green’ will indicate that:* meeting minutes that reference policies
* publication of polices on website
* governor policy review schedule
* meeting minutes that evidence review of policies and governor understanding and challenge
 |  |  |  |
|  |  |
| ✓ | In place*We have a detailed policy review schedule as evidenced by FGB/Committee meeting minutes. Policies considered and approved at committee level before being referred to FGB. Policies reviewed regularly in accordance with the schedule but review a live process so some policies reviewed in between regular reviews such as safeguarding to ensure they always reflect current practice and the legal requirements.* |
| Question | **Criteria to be met** | **Tick appropriate box** | **List the evidence for this grade** | **Action required** |
| Engagement: Are we properly engaged with our school community, the wider school sector and the outside world? |
| **18.How well do we listen to and understand our pupils, parents and staff?** | A judgement of ‘green’ will indicate that:* The school signposts parents to Ofsted’s Parent View website
* The governing body has mechanisms in place to consult parents, pupils and staff regarding their views on the school.
* There is evidence of ways in which the school have responded to these consultations and this is communicated to the stakeholders
* School website has a clear process for contacting the governing body
 |  |  | Surveys of stakeholders to be arranged at a suitable time. More information to be provided to parents about the role of governors and what they do on behalf of parents. Chair to write a piece in the next newsletter. |
| ✓ | Surveys of stakeholders including staff, parents and students have been undertaken previously and findings reported to governors and minuted. Issues raised are used to inform strategy. Results of surveys reported back to participants. Further feedback sought during meetings with students and staff during governor monitoring visits. Parent governors can provide the parent’s perspective from their own experience during meetings. Governor details available on website. No surveys conducted last academic year due to Covid |
|  |  |
| **19.How do we report to our parents and local community regularly?** | A judgement of ‘green’ will indicate that:* We meet the statutory requirements for information to be included on the school’s website
* Relevant school policies and procedures are easily accessed by parents
* We also have a variety of communication channels which address the needs of the parental community
* We inform the parental community about the work of the governing body which may include publication of governing body minutes
 |  |  | Action should be in line with Q18 above. It is an area that we need to improve upon. As governors we need to look at ways of connecting with parents and explaining what we do and how we represent them. Consider using the newsletter to communicate and possibly twitter. |
| ✓ | Minutes are available on request. Relevant school polices are on the website along with governor details. One governor has run a legal surgery for parents. Some governors are governors at other schools in the community. However this is an area that needs to be improved. |
|  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question | **Criteria to be met** | **Tick appropriate box** | **List the evidence for this grade** | **Action required** |
| 1. **What benefit do we draw from collaboration with other schools and other sectors, locally and nationally?**
 | A judgement of ‘green’ will indicate that:* Governors have a clear understanding of all the networks and groups that the school participates in and the impact of these on the school
* Governors are aware of where their school fits into the local and national picture of schools supporting other schools
 |  |  |  |
|  |  |
| ✓ | Governors are aware of the school’s place in the local environment and encourage and support initiatives such as sports partnerships with primariesHeadteacher currently chairs ASHE, is a member of ASCL and has good links and relationships with local primary schools, enabling us to be well informed and this supports collaboration. She is also an OFSTED inspector, ensuring that we are kept up to date on national and local issues that affect education. Head reports back as appropriate to FGB. |
| Role of chair: Does our chair show strong and effective leadership? |
| 1. **Do we carry out a regular 360o review of the chair’s performance?**
 | A judgement of ‘green’ will indicate that:* We have identified an appropriate tool for reviewing the chair’s performance and undertake a regular review
* Outcomes and actions taken as a result of the review
 |  |  | Chair’s Appraisal to be conducted annually. |
|  |  |
| ✓ | Chair’s appraisal undertaken in September 2020. Results of review discussed at FGB. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question | **Criteria to be met** | **Tick appropriate box** | **List the evidence for this grade** | **Action required** |
| 1. **Do we engage in good succession planning?**
 | A judgement of ‘green’ will indicate that:* If the chair stepped down the governing body is confident there would be an appropriately skilled governor to take up the position
* Leadership tasks are distributed across the governing body
* Governors are aware of training opportunities to develop leadership skills and potential leaders are identified and encouraged to undertake training
* Minutes of discussion around succession planning
 |  | . | Succession planning to be a regular agenda item. Chair to support and encourage governors to develop their knowledge and skills. Chair to support link governors in developing their roles particularly those in new link roles. |
| ✓ | Chair has focus on succession planning and is working on ensuring that governors have appropriate skills and are motivated to further develop them. However succession planning needs to be a regular agenda item at FGB. There have been significant changes to FGB membership over the last 2 years so there now must be focus going forward on developing the skills and experience of governors. A new chair of resources has been appointed and new link governors for SEN and equality. |
|  |  |
| 1. **Are the chair and committee chairs re-elected each year?**
 | A judgement of ‘green’ will indicate that:* the governing body has clear and transparent mechanisms for annual elections which are understood by all governors.
 |  |  |  |
|  |  |
| ✓ | Chair and Vice Chair annually every September. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Question | **Criteria to be met** | **Tick appropriate box** | **List the evidence for this grade** | **Action required** |
| Impact: Are we having an impact on outcomes for pupils? |
| 1. **How much has the school improved over the last three years, and what has the governing body’s contribution been to this?**
 | A judgement of ‘green’ will indicate that * the governing body can clearly state the impact it has had on different areas of school improvement. This may include ensuring appropriate procedures are in place and implemented, ensuring high quality senior leadership appointments, improving the learning environment via appropriate investment, supporting senior leaders in improving the quality of teaching, or other examples as identified by the governing body.
* Minutes that record governor monitoring and evaluation
* Familiarity of governors with most recent OFSTED report and actions taken as a result of recommendations
 |  |  |  |
|  |  |
| ✓ | The school’s performance has been on an upward trajectory for several years. Two consecutive GOOD OFSTED reports and increasing student numbers which has led to oversubscription. Governors role acknowledged by OFSTED. The Headteacher and Governors have agreed a clear strategy for continuous improvement. Governor monitoring and the school development plan are the basis for this work. |

|  |
| --- |
| **Governing Body Action Plan** |
| **Action required** | **By whom** | **By when** |
| **Annual skills audit to inform training and recruitment. Any gaps to be filled by training and recruitment. Annual Chair’s Appraisal.**  | **Chair and Clerk** | **Next skills audit /Chair’s Appraisal September 2021.** |
| **Governors to take advantage of all training opportunities internal, external and online to expand their knowledge and expertise. Clerk to keep record of all training undertaken. Regular reports to FGB by Link governor for training. Induction pack for new governors. Chair to direct governors to publications to extend knowledge and ensure they are up to date with developments. New governors to undertake external induction training. Check all governors comfortable with data understanding.** | **Chair/Vice Chair/Link training governor/Clerk** | **Ongoing.** |
| **Succession planning to be regular agenda item at FGB. Chair to encourage governors to develop in their role. Support for Link governors in developing their role.****Attend more forums/conferences/events when possible. (subject to Covid)** | **Chair/Vice Chair/Lead governors** | **Ongoing** |
| **Undertake performance Management of Clerk** | **Chair/Vice Chair** | **By September 2021** |
| **Survey of all stakeholders to be undertaken when circumstances permit. GB to improve communication and connection with parents. Chair to write a piece in next newsletter** | **Chair** | **Next Newsletter December 2020. Surveys TBC.** |