



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: SCHOOL

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?
Red Amber Green		
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?
Red Amber Green		

3) Do we have a professional clerk who provides legal advice?		
Judgement	What is our evidence?	How can we improve?
Red Amber Green		
4) Is the size, composition and committee structure conducive to effective working?		
Judgement	What is our evidence?	How can we improve?
Red Amber Green		
5) How do we make use of good practice locally and from across the country?		
Judgement	What is our evidence?	How can we improve?
Red Amber Green		

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?
Red Amber Green		
7) Do we engage in good succession planning?		
Judgement	What is our evidence?	How can we improve?
Red Amber Green		
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?
Red Amber Green		

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?
Red Amber Green		
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?
Red Amber Green		
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?
Red Amber Green		

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?
Red Amber Green		
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?
Red Amber Green		
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?
Red Amber Green		

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?
Red Amber Green		
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?
Red Amber Green		
17) How well does our policy review schedule work and how do we ensure compliance?		
Judgement	What is our evidence?	How can we improve?
Red Amber Green		

18) Do we know how effective performance management of staff is within the school?		
Judgement	What is our evidence?	How can we improve?
Red Amber Green		
19) Are our financial management systems robust so we can ensure best value for money?		
Judgement	What is our evidence?	How can we improve?
Red Amber Green		
Impact: Are we having an impact on outcomes for pupils?		
20) How much has the school improved in the last three years, and what has the governing body's contribution been to this?		
Judgement	What is our evidence?	How can we improve?
Red Amber Green		

SOURCES OF EVIDENCE FOR GREEN JUDGEMENT

Rights Skills: Do we have the right skills on the governing body?
1) Have we completed a skills audit of our governing body?
• Completion and analysis of skills audits for all governors. • Skills gaps have been identified and this information is used to inform future governor/Associate Member recruitment. • Skills gaps form part of training programme for governors or used as criteria for appointment of new governors
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?
• Recruitment/induction materials include a clear job description that makes clear the responsibilities that the governing body has. • The governing body has a Code of Conduct in place that clearly defines the role. • There are clear procedures for delegating decision making and recording these appropriate. • There are clear terms of reference for committees. • Whole governing body training sessions have taken place.
3) Do we have a professional clerk who provides legal advice?
• There is a clear job description for Clerk. • Clerk undertaking professional development such as the National College for Teaching and Learning's Clerk to Governor Programme. • Circulation of agenda, minutes and associated papers circulated in accordance with statutory/contractual procedures. • Proactive in managing the governing body constitution (eg terms of office ending). • Clerk attends training/briefing sessions. • Clerk support the effective administration of governing body business (eg holding agenda-setting meetings, having a good working relationship with the Local Authority Governor Services Team).
4) Is the size, composition and committee structure conducive to effective working?
• Minutes show that, during the recent Reconstitution exercise, consideration was given to the size and structure of the governing body so that every member can actively contribute relevant skills and experience and skills gaps can be filled. • Governing Body and Committees meetings are quorate and are able to undertake its business/work programmes in a timely fashion. • The committee structure reflects the priorities in the school development plan.

5) How do we make use of good practice locally and from across the country?
- The governing body is represented at local meetings organised by the Local Authority, City of Leicester Governors' Association and other organisations. - The governing body is aware of national and local guidance based on experiences of governing bodies, Ofsted Inspectors and schools. - Governors attending training share information and report back to the governing body.
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?
- The Chair attends local briefing meetings/training sessions and minutes evidence how the Chair reports back to/informs the governing body. - The Chair has a strong commitment to his/her own development. - There is a clear election procedure, agreed by the governing body, with the term of office and end date clearly stated.
7) Do we engage in good succession planning?
- There is a Vice-Chair in post. - There is evidence in the Minutes to show that the Chair and Vice-Chair work closely together, with the Vice-Chair having a defined role. - There is evidence in the Minutes to show what will happen when the current Chair steps down. - There is evidence that governors attend "leadership" training and development activities (for example, 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?
- There is evidence of a school based induction programme for new governors, setting out the role of a governor and the support available. - The governing body has a Code of Conduct in place that clearly shows the expectations on governors. - The Chair takes action to deal with issues resulting from non-compliance to the Code. - There is evidence of clear action being taken when individual governors do not attend meetings and apologies are not sent or accepted. - There is an annual review of the effectiveness of the Committees and the contributions made by its members.
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?
- The vision is reflected in the current school improvement plan. - The governing body receive information on the destination and performance of past pupils.

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? - Governors have a clearly articulated shared vision, which is regularly reviewed and underpins the school improvement plan. - Governors have a clear understanding of the school improvement priorities and progress against them.
11) How effectively does our strategic planning cycle drive the governing body's activities and agenda setting? - The governing body has a clear timetable and procedure for strategic planning. - The committee structure and terms of reference reflect this. - The timing of governing body and committee meetings fit with this timetable. - The agenda for governing body and committee meetings reflect the school's strategic priorities.
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? - The governing body has agreed clear mechanisms for consulting parents, pupil, staff and the local community. - The governing body considers responses received and takes clear action where appropriate. - The governing body promotes Ofsted's Parent View to parents. - Representative governor(s) attend a school council meeting at least once a year. - Governing body minutes reflect how stakeholder views are sought and the action taken by the governing body as a result.
13) How do we make regular reports on the work of the governing body to our parents and local community? - The governing body/school uses a variety of communication channels which address the needs of the parental community (eg letters, text messaging, email, school website). - 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. - The governing body is represented at parents' meetings. - Relevant policies and procedures are easily accessed by parents. - Governing body signed minutes are readily available for public inspection (eg copy in school, posted on the school's website).

14) What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?
• The governing body is aware of the partnerships, networks and groups that the school participates in and the impact of these on the school. • The governing body receives regular information on the effectiveness of those partnerships.
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?
• The governing body has a clear understanding of the school's strengths and weaknesses. • The governing body receives clear and succinct reports on school improvement priorities. • Governors have access to and are familiar with the Ofsted data dashboard, RAISEonline and other relevant data sources. • Governors are confident to bring appropriate questions and challenge to the school leadership.
16) Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?
• New governors are invited to visit after their appointment/election as part of the school's governor Induction policy. • The governing body has a Governor Visits policy in place and governors are aware of the procedure. • There are written reports on focused visits by governors that link to statutory requirements and/or the school's priorities.
17) How well does our policy review schedule work and how do we ensure compliance?
• There is evidence of a programme of review/revision, either by the full governing body or the appropriate committee. • Policies clearly show the date agreed/last reviewed and next review date.
18) Do we know how effective performance management of staff is within the school?
• The headteacher provides an annual report on to the Governing Body on appraisal arrangements and on training and development needs. • Governors understand how the school makes decisions about teachers' salary progression, including the performance management of the headteacher, to improve teaching, leadership and management. • Governors evaluate the effectiveness of performance management throughout the school by monitoring the correlation between the quality of teaching, pupil outcomes, and other priority indicators with appraisal outcomes and teachers' (and headteachers') salary progression.

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

- The governing body ensures that the priorities in the school improvement plan include costings and linked to the budget.
- The governing body ensures that the Schools Financial Value Statement is completed and submitted on time.
- The governing body is aware of the amount of pupil premium funding the school receives, agrees what it should be spent on and evaluates the impact of the spending.
- The Finance/Resources Committee meets regularly and undertakes appropriate monitoring of expenditure.
- The governing body seeks to achieve value for money, through appropriate challenge of proposals, their costs and the expected impact.

Impact: Are we having an impact on outcomes for pupils?

20) How much has the school improved in the last three years, and what has the governing body's contribution been to this?

- Governors have a good understanding of the strengths and weaknesses of the school.
- The governing body can clearly state the impact it has had – including ensuring appropriate procedures are in place and implemented, recruiting high quality senior leaders, improving the learning environment, supporting senior leaders in improving the quality of teaching.
- The governing body challenges school leadership about pupil outcomes, behaviour, safeguarding and well-being.

As a result of this self-review, we have identified the following as areas of expertise:-

	Areas of Expertise	Our strengths	Support/guidance we can offer other governing bodies
1			
2			
3			
4			
5			
6			
7			
8			

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As a result of this self-review, we have identified the following as areas for development:-

	Areas for Development	Challenges	Support/guidance we need to improve
1			
2			
3			
4			
5			
6			
7			
8			

GOVERNING BODY ACTION/IMPROVEMENT PLAN

	Governing Body actions to address the Areas for Development	By Whom	By When	Success Criteria
1				
2				
3				
4				
5				
6				
7				
8				