

## Self-evaluation: 20 key questions for Governing Bodies

| <b>Governing Body Effectiveness – right skills: do we have the right skills on the Governing Board?</b>  |  |
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| 1. Have we completed a skills audit which informs the Governor specification we use as the basis of governor appointment and interview?                        | <i>(yes/no answer, how do we use this information to help shape CPD as well as recruitment?)</i>   |
| <b>Effectiveness: Are we as effective as we could be?</b>  |  |
| 2. How well do we understand our roles and responsibilities, including what it means to be strategic?  | <i>(including statutory roles, checking website for statutory documents which should be published, pupil premium, pec interests, info on GB etc)</i> |
| 3. Do we have a professional clerk who provides legal advice and oversees the Governing Board's induction and development needs?                               | <i>(yes/no answer, who does the performance management of the clerk and how is the GB involved in this?)</i>   |
| 4. Is the size, composition and committee structure of our Governing Board conducive to effective working?   |  |
| 5. How do we make use of good practice from across the country?  | <i>(can we give examples?)</i>   |
| <b>Role of the Chair: Does our chair show strong and effective leadership?</b>   |  |
| 6. Do we carry out a regular 360° review of the chair's performance and elect the chair each year?   | <i>(Check that the Chair has given consent)</i>  |
| 7. Do we engage in good succession planning so that no Governor serves for longer than two terms of office and the Chair is replaced at least every six years? |  |
| 8. Does the Chair carry out an annual review of each Governor's contribution to the Board's performance?   |  |

| <b>Vision, ethos and strategy - strategy: Does the school have a clear vision and strategic priorities</b>   |  |
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| 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?                                |  |
| 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? | <i>(how is the GB involved in contributing to the development of priorities/vision?)</i>       |
| 11. How effectively does our strategic planning cycle drive the Governing Board's activities and agenda setting?   | <i>(do you have an annual Governor planner?)</i>   |
| <b>Engagement: are we properly engaged with our school community, the wider school sector and the outside world?</b>   |  |
| 12. How well do we listen to, understand and respond to our pupils, parents and staff?   | <i>(Does the GB look at ParentView eg, surveys from parents, children and staff?)</i>          |
| 13. How do we make regular reports on the work of the Governing Board to our parents and local community?  |  |
| 14. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?   |  |
| <b>Effective accountability – accountability of the executive: do we hold the school leaders to account?</b>   |  |
| 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?              | <i>(including breakdown of vulnerable groups and how they are doing compared to the rest?)</i> |
| 16. Do Governors regularly visit the school to get to know it and monitor the implementation of the school strategy?   |  |
| 17. How well does our policy review schedule work and how do we ensure compliance?   |  |

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| 18. Do we know how effective performance management of all staff is within the school?  |                          |
| 19. Are our financial management systems robust so we can ensure best value for money?  |                          |
| <i>Impact: are we having an impact on outcomes for pupils?</i>  |                          |
| 20. How much has the school improved over the last three years, and what has the Governing Board's contribution been to this? | <i>(give an example)</i> |

So, what next?

What will the GB do as a result of the responses of this self-evaluation?

*(eg. Prioritise Governor training needs, create a governing body action plan, recruit more experienced Governors with the right skills based on the gap analysis)*

Name: .....

School: .....