**Governing Body Effectiveness**

**Supporting Self-Evaluation**

**Introduction**

The Ofsted framework emphasises that schools need to have a robust system of self-evaluation in place. This guidance sets out how governing bodies can contribute to this process with their own self-evaluation.

The following pages list a number of **criteria** that indicate effectiveness (left hand column). The middle column (bullet points) then lists types of possible **evidence** to look for against each criterion (The suggested list is not exhaustive). The right hand column, grading notes, gives space for governing body comments and grading, and suggestions for further improvement. The first eight criteria relate to the governing body’s roles and responsibilities, and the second group to its structure and functioning.

Use of the criteria will help the governing body to make an informed judgement about its overall effectiveness. The following scale is recommended, as used by Ofsted:

1. **Outstanding 2. Good 3. Requires Improvement 4. Inadequate**

We recommend that governing bodies complete this form annually. This will contribute to the Ofsted Self-Evaluation Form (SEF) that schools similarly need to keep updated. This could be done in one meeting, or governing bodies may choose to look at parts of the form at each meeting, ensuring that on a rolling basis it is totally covered annually. It is clear that for the whole school community, including governors, self-evaluation needs to be firmly embedded in the regular programme of activities.

**School**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date(s) form completed**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Completed by**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The governing body has completed this self-evaluation process and considers its overall effectiveness to be:

**1: Outstanding**

**2: Good**

**3: Requires Improvement**

**4: Inadequate**

**Comments and main areas identified for further development:**

**1**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Criteria** | **Evidence** | **Grading & Notes** |
| **1.** |  |  |
| Involvement in strategic planning, overall vision and direction | There is an annual agenda item to discuss the vision and direction of the school which is subsequently minuted.  Governing Body (GB) minutes record discussion and agreement of School Improvement Plan  Committee minutes refer to SIP in relevant items  Approved budget allocation reflects SIP priorities |  |
| **2.** |  |  |
| Focus on school improvement | Minutes record governors analyse results effectively with a focus on impact.  Governor/s involved in target setting meeting annually  Governors monitor the pupil premium. Behaviour and attendances are monitored and their impact on standards  SIP priorities promote school improvement  Decisions have a positive effect on school performance |  |

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| **3.** |  |  |
| School’s statutory duties fulfilled | GB agendas include all statutory duties around the year.  Committee terms of reference record where statutory duties are delegated  Nominated governors are appointed and they report on their actions (Child Protection, Special Education Needs, Health & Safety)  Safeguarding procedures are in place |  |
| **4.** |  |  |
| School policies monitored and reviewed | List of policies with review dates  Committee and GB minutes record review and approval of policies on a regular basis  Reports from relevant members of staff on effectiveness of policies received by GB or committees and filed with minutes |  |
| **5.** |  |  |
| Awareness of strengths and weaknesses | Self-Evaluation Form (Ofsted form)  SIAMS Toolkit  Governors have done self-evaluation exercise and have action plan  Governors visit school and feedback to GB or relevant committee  Continued ……… |  |

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| Awareness of strengths and weaknesses | Headteacher (HT’s) report includes development area – current progress and successes  The Governing Body reviews feedback from parents and pupils |  |
| **6.** |  |  |
| Support and challenge offered | HT feels supported  HT feels appropriately challenged  Governors feel confident and equipped to ask relevant searching questions  Staff/governor relationship is good  Relevant staff understand role of Governors and expect to report to Governors and be questioned |  |
| **7.** |  |  |
| Performance management procedures effective, especially HT’s annual performance review | Performance Management meetings take place in good time, including Headteacher (HT) review with 3 Governors.  HT aware of and happy with process, monitoring and targets set  HT refers pay decisions to appropriate monitoring committee for approval  Governors are aware of how much outstanding good etc. teaching there is in school and what actions have been put in place to bring about improvement. |  |
| **8**. |  |  |
| Good attendance, few vacancies, governors committed and appropriately active. | Minutes of GB show good attendance and meetings always quorate  Minutes of committees show good attendance and meetings always quorate  Vacancies anticipated and filled in good time  Minutes record governor visits/training/meetings attended  Governors involved in other school activities e.g. Parent Teacher Association |  |
| **9.** |  |  |
| Clear delegation; committee structure, terms of reference, nominated governors | Terms of reference on agenda annually and make level of delegation clear and jointly cover all statutory duties  Reports from nominated governors on agenda regularly  All governors are committees and have committee or nominated role wherever possible  Governors aware of the terms of reference |  |

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| **10.** |  |  |
| Effective programme of governor visits to school with feedback | Regular item on GB agenda – planning and feedback  Code of conduct for visits agreed and used  Timetable of school events known to all governors – governors attend |  |
| **11.** |  |  |
| Effective chairing | Meetings are focused, the pace is business-like and run to time  Governors feel involved throughout and able to speak  Relevant decisions are made and minuted  Difficult issues and decisions are managed effectively |  |
| **12.** |  |  |
| Effective clerking | Governors receive papers in good time – with supporting info where needed  Minutes are a full, clear and accurate record of the proceedings – up to date file kept in school  Clerk able to point to relevant law/guidance when needed – up to date on new guidance  Clerk works with Head and Chair to plan meetings/workload/programme of policy review |  |

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| **13.** |  |  |
| Forward planning of meetings and activities, linked to school calendar and priorities | Minutes show evidence of effective forward planning  Schedule of meetings set annually for GB and key committees.  Committees refer to School Improvement Plan/track progress/plan agendas |  |
| **14.** |  |  |
| Governor induction, training and development undertaken | Local authority training perceived as high quality  All governors report back on training taken at GB meetings  Training needs discussed at least annually |  |
| **15.** |  |  |
| Relationships positive and effective | Relaxed but business-like atmosphere in meetings  Governors complete terms of office – stand again  Meetings positive – include debate and challenge but not destructive conflict  All governors feel able to speak at meetings |  |