

Twenty Questions Every Governing Board Should Ask Itself Completed July 2019

Question	RAG Rating	What needs to be done to improve further? How? When? By Whom?
Right skills: Do we have the right skills on the governing board?		
1. Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview?		Governor skills are taken into account at appointment as part of process. Where the FGB could be at risk of losing important skills at the end of a governor term, governor expertise has been maintained through the Associate Governor role. Annual skills audits are carried out and the CoG and FGB then carry out a skills gap analysis. This will next be done in October 2019.
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?		Governors tend to have an expertise within their role or remit. Key governor roles are fulfilled by experienced and skilled governors who carry out their roles diligently and ensuring that they are well informed about school performance and national expectations in a range of areas. Governors are forward looking and horizon scan to ensure that developments within their areas are planned for. School is compliant as a result of the work of FGB.
3. Do we have a professional clerk who provides legal advice and oversees the governing board's induction and development needs?		Clerk is a clerk for a range of schools and attends Clerks training to ensure she is current and well informed and able to fulfil her duties and support the FGB.
4. Is the size, composition and committee structure of our governing board conducive to effective working?		Revised structure, removing sub-committees for 2019-2020 academic year. There are a small number of vacancies but all key areas are well managed and the FGB performs well.

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5. How do we make use of good practice from across the country?		Governors read the GIH from the LA and refer to it to carry out their duties. CoG attends training regularly. Edutwitter and other online sources, NGA, NASBM, Ofsted, FASNA LDBE Networking beyond own LA
Role of the chair: Does our chair show strong and effective leadership?		
6. Do we carry out a regular 360° review of the chair's performance and elect the chair each year?		CoG elected for a three year term. 360 degree review carried out annually – collated and analysed next Oct 2019 and used as format for self review and to plan the work of the FGB
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?		Succession plan in place.
8. Does the chair carry out an annual review of each governor's contribution to the board's performance?		As part of Governor reports being shared but not as an overview. Log of attendance is maintained and poor attendance is challenged (only absence is due to work commitments and is never longstanding)
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?		Revisited by subgroup and shared with FGB in October 2019. FGB 2019, governors to consider the child that leaves and what a St Nics pupil will look like. Vision evaluated but needs to be referred to more regularly. Reviewed and updated every 3 years.

<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?</p>		<p>Monitored through governors visits to school, HT Reports, discussions with pupils, data analysis and HT reports. No KPIs at school level, these exist at Trust level.</p>
<p>11. How effectively does our strategic planning cycle drive the governing board's activities and agenda setting?</p>		<p>Driven by HT and CoG with Clerk currently. Vision and strategy to form part of the HT report and FGB agenda in Sept 2019.</p>
<p>Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?</p>		
<p>12. How well do we listen to, understand and respond to our pupils, parents and staff?</p>		<p>Parent questionnaires Pupil voice Regular school visits Community reputation and comments Attendance at events</p>
<p>13. How do we make regular reports on the work of the governing board to our parents and local community?</p>		<p>Annual report to parents School website School letters</p>
<p>14. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?</p>		<p>First School networks : HTs, subject leads, moderation networks CMAT Middle school transitional work Community groups : Brownies etc Local businesses – Co-Op Care homes</p>

Accountability of the executive: 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?		Governors have free access to ASP and other in school data. Data reported formally termly for governors to scrutinise Governor with key roles Governors have been involved in discussing preferred formats and volume of data
16. Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?		Governors visit records and reports
17. How well does our policy review schedule work and how do we ensure compliance?		Review schedule in place and adhered to. Governors have streamlined process for updating and reviewing
18. Do we know how effective performance management of all staff is within the school?		Anonymised overview shared at Personnel meetings HT PM carried out by external and respected consultant Evidence collated when pay progression
19. Are our financial management systems robust so we can ensure best value for money?		Yes as validated by CMAT and Whittingham Riddell auditors. FGB has skilled governors with financial background.

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

<p>20. How much has the school improved over the last three years, and what has the governing board's contribution been to this?</p>		<p>Improved community perception/reputation and relationships with parents Standards in books Improved behaviour and attendance Teaching culture and team ethos Provision Greater accountability and shared ownership Governors are forward thinking, plan, challenge and question. Governors are not involved in operational matters and understand their remit well.</p>
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*As defined by the All Party Parliamentary Group (APPG) - 2015

"RAG Rating - red = we don't do this; amber= we do this partly/ we have started, but it's not fully embedded, green=this is secure practice