

GOVERNING BODY SELF – REVIEW

GOVERNING BODY

	Agree	Disagree	Don't know
All governors attend meetings regularly			
We manage our meetings well and run them effectively			
I receive papers in advance of meetings			
We organise ourselves effectively into committees or working parties			
Committees have terms of reference and meet regularly			
We delegate appropriate powers and responsibilities to committees			
Committees report back regularly to the governing body			
The governing body does not spend undue time re-visiting issues already considered by committees			
Arrangements for clerking meetings are effective			
I have the opportunity to contribute items to agendas			
We provide effective induction for new governors			

	Agree	Disagree	Don't know
We regularly consider our training needs			
We have a programme of governors' visits to the school			
The governing body works together as a team			
I play a full part in the governing body team			
I undertake training to improve my effectiveness			
I ask questions of the headteacher and seek clarification of the decisions made			
I am well enough informed to play a part in raising standards			

ROLES AND RELATIONSHIPS

	Agree	Disagree	Don't know
The governing body and headteacher understand their respective roles and responsibilities			
The governing body, headteacher and staff discuss strengths and weaknesses openly			

STRATEGY, MONITORING AND EVALUATION

	Agree	Disagree	Don't know
We have formed a view of the school's strengths and weaknesses			
We have strategies in place to address any weaknesses			
We understand our role as a critical friend and are confident in offering an appropriate balance of challenge and support to the Headteacher			
We ensure that the 5 outcomes of the Every Child Matters agenda are reflected in our strategic planning and monitored accordingly			
We receive enough comparative information and use this to inform our decisions			
We ask for regular reports on school performance			
We monitor school performance			
We have set targets for improving school performance			
We have formed a view about the quality of teaching at the school			
We receive regular reports about the implementation of the curriculum			
We have arrangements for monitoring, evaluating, reviewing and agreeing priorities in the school development/improvement plan			
We engage in a rigorous cycle of self evaluation with the Headteacher and			

Leadership Group			
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BUDGET

	Agree	Disagree	Don't know
The budget reflects the priorities in the school development/improvement plan			
We have procedures in place to identify and correct potential under-spends and over-spends			
We receive regular reports on the school budget			
Expenditure reflects the principles of best value			

LINKS WITH PARENTS

	Agree	Disagree	Don't know
All parent governor seats on the governing body are filled			
Our online school profile is regularly updated and parents understand how it can be accessed			
We have arrangements in place to consult and keep in touch with parents			

We have produced a home– school agreement and review this regularly			
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EFFECTIVENESS

	Agree	Disagree	Don't know
Overall, we are an effective governing body			

COMMENTS

OFSTED JUDGEMENTS

As part of the inspection process, Ofsted gives a grade to each governing body as follows:

- 1. Outstanding**
- 2. Good**
- 3. Satisfactory**
- 4. Inadequate**

The criteria used by Ofsted to reach this judgement are reproduced overleaf.

How would you rate your governing body?

Outstanding	
Good	
Satisfactory	
Inadequate	

**15 HOW WELL IS THE SCHOOL LED AND MANAGED?
THE GOVERNANCE OF THE SCHOOL**

Outstanding	Good	Satisfactory	Inadequate
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Outstanding	Good	Satisfactory	Inadequate
The Governing Body makes a major contribution to the leadership of the school and its successes. There are significant aspects of its	The Governing Body influences the work of the school through challenge and support school. It meets its statutory responsibilities well.	The Governing Body has clear aims and policies and meets its statutory responsibilities.	The Governing Body relies too much on the headteacher. There may be a large number of vacancies on the G. It fails to meet on its statutory responsibility.
The GB is fully involved in strategic planning and formulating policies and supports staff in implementing these. Full inclusion and high achievement are central aims.	The GB has a significant strategic influence in the school's development. Inclusion and high achievement are a focus for the formulation of policies.	The GB sets the overall direction of the school and formulates policies which reflect the character of the school.	Governors play little part in leading the school and holding it to account. The school lacks some of the policies required.
Governors keep in close touch with the school's work across all stages, and this cements the partnership between the GB and the school.	There is a clear focus on raising standards and improving the quality of provision across the stages.	The GB reviews performance data across the stages and makes recommendations for action.	There is insufficient knowledge of the work of more of the stages and of how performance can be improved.
The pattern of the GB's work meshes with the school's development cycle so that both are influential. The GB contributes fully to development planning.	The GB is well-organised and takes an active part in development planning.	All governors understand their role and specific responsibilities and there is a business-like relationship between governors and school staff.	The work of the GB lacks focus and does not set a clear direction or priorities for the school's work.
Governors are well aware of the school's strengths and weaknesses and deal with them openly and frankly.	The GB has a good grasp of the school's strengths and weaknesses and of what needs to be done to address them.	Governors understand their roles and meet their responsibilities.	There is little agreement about the school's strengths and weaknesses.
Performance management procedures are very effective and are monitored closely by the GB.	The GB's performance management policy operates effectively. The policy is monitored regularly.	A performance management policy is in place and it is monitored by governors.	The GB has a limited grasp of the school's performance management of staff and little effect on its development.

<p>Self-evaluation is central to the work of the GB. It seeks to improve its own performance through appropriate activities and training.</p>	<p>The GB self-evaluates its work on a regular basis and selects appropriate activities to improve its performance.</p>	<p>The GB uses self-evaluation to identify training needs.</p>	<p>The GB do not use self-evaluation to improve performance and identify needs.</p>
<p>Governors make a significant contribution to budget planning and monitoring, ensuring very good value.</p>	<p>Governors are closely involved in planning and monitoring the budget, and ensure good value.</p>	<p>Governors are involved in planning and monitoring the budget and ensure satisfactory value.</p>	<p>Governors have little involvement in planning and monitoring the budget ensuring good value.</p>
<p>EVIDENCE Minutes of GB meetings and sub-committee meetings, Governor calendar of activities, Governor Action Plan, Performance Management Policy, Recruitment Policy, Review of Statutory Policies, SE activities, Record of Governor Training and shared training/activities with school staff, Governors' Annual Report to Parents, Best Value Policy, Link Governor reports.</p>			