

A Handbook for Governors of Schools in Wales

PART 3



Llywodraeth Cymru
Welsh Government

INTRODUCTION

Governors Wales is committed to supporting the effective governance of schools and the personal development of governors in Wales. It is hoped therefore, that the information which this handbook contains will be of assistance in helping you to fulfil your role and responsibilities as a governor.

You will notice references to the support services which Local Authorities (LAs) provide for governing bodies. Especially important are the activities of Governor Support Officers appointed by LAs in order that governing bodies may receive information, advice, guidance and support as well as access to training opportunities tailored to the needs of governors.

From time to time additions and revisions to the handbook will be produced in line with developments and legislative changes in school governance. Updates for the handbook will be printed on the Governors Wales' website: www.governors.wales/handbook. Information will also be e-mailed directly to schools and Governor Support Officers.

Acknowledgements

Governors Wales is grateful for the advice and support of Directors of Education/Chief Schools Officers in Wales, Governor Support Officers, and the Welsh Government, all of whom have contributed to the production of this guide.

This is also available in Welsh at:
<http://www.governors.wales/llawlyfr/>

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PART 3

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1. THE THREE MAIN ROLES OF THE GOVERNING BODY

i) STRATEGIC ROLE

Regulations and **The School Governors Guide to the Law** clearly describe the respective roles and responsibilities of governing bodies and headteachers. Governing bodies fulfil a strategic role and should not interfere in the day to day running of the school – this is the responsibility of the headteacher. Governors carry out their strategic role by deciding on what they want the school to achieve and providing a strategic framework to get there. This involves:

- (i) setting the aims and objectives for the school;
- (ii) agreeing policies, targets and priorities for achieving these objectives;
- (iii) monitoring and evaluating to see whether (i) and (ii) are being achieved.

Governors should always take advice on all of this from the headteacher before making decisions.

ii) THE CRITICAL FRIEND

(Perhaps 'questioning friend' is more appropriate!)

This is where governors need to offer support and constructive advice to the headteacher, perhaps act as a sounding board for ideas, etc, but need also to ask those challenging questions, seeking information and clarification, improving proposals, to arrive at the best decision for all concerned.

iii) THE ACCOUNTABLE ROLE (REFER TO PART 1)

Whilst the headteacher and staff of your school are accountable to the governing body for the performance of the school, the governing body must be prepared to explain its decision and actions to anyone who has a legitimate interest. This could include staff, parents, pupils, the local community, the LA, Welsh Government.

For further information, refer to Parts 1, 2 and 3 of the Governor Guide on The Effective Governing Body

<http://www.governors.wales/publications/2009/04/27/governor-guide-effective-governing-bodies/>

The decision planner overleaf sets out the allocation of the major responsibilities between the governing body and the headteacher.

Governing Body Decision Planner

KEY

- Level 1: decisions made by governing body
 Level 2: decisions made by governing body with advice from head
 Level 3: decisions delegated to head
 Level 4: decisions made by head

Column blocked off: Function cannot be legally carried out at this level.

Tick: Recommended level(s) or where law assigns specific responsibility.

Blank: Action could be carried out at this level if governing body so decide, but is not generally recommended.

* Functions which the whole governing body must consider

** All schools must ensure that their financial arrangements comply with the current financial regulations, standing orders and schemes of delegation issued by their LA

*** Governing body may, if they wish, be involved in the selection panel

		ACTION SHEET			Decision Level			
Key Function	No	Tasks	1	2	3	4		
School Budgets **	1	To approve the first formal budget plan each financial year		✓	X	X		
	2	To monitor monthly expenditure.			✓			
	3	Miscellaneous financial decisions (e.g. write offs)		✓	✓			
	4	To investigate financial irregularities (head suspected)	✓	X	X	X		
	5	To investigate irregularities (other suspected)		✓	✓			
	6	To enter into contracts (above set financial limit)		✓				
	7	To enter into contracts (below set financial limit)			✓			
	8	To make payments		✓	✓			
	9	To provide insurance – where funding has been delegated		✓			X	

		ACTION SHEET		Decision Level			
Key Function	No	Tasks	1	2	3	4	
Staffing	10	Headteacher appointments (selection panel) *	✓	X	X	X	
	11	Deputy appointments (selection panel) *	X	✓	X	X	
	12	Appoint other teachers ***		✓	✓	X	
	13	Appoint non-teaching staff ***		✓	✓	X	
	14	Pay discretions (the headteacher should not advise on his/her own pay)		✓		X	
	15	Dismissal (headteacher) NB governing body must act through Dismissal Committee *	✓	X	X	X	
	16	Dismissal (other staff) NB governing body must act through Dismissal Committee	X	✓	X	X	
	17	Establishing disciplinary / capability procedures		✓		X	
	18	Suspending head	✓	X	X	X	
	19	Suspending staff (except head)		✓		✓	
	20	Ending suspension (head)	✓	X	X	X	
	21	Ending suspension (except head)		✓	X	X	
	22	Determining dismissal payments / early retirement		✓	X	X	
	23	Determining staff complement		✓	✓	X	
	24	In VA and Foundation Schools to decide whether or not the CEO/Diocesan should have advisory rights In VC Schools to decide whether the diocesan should have advisory rights		✓	X	X	

		ACTION SHEET		Decision Level			
Key Function	No	Tasks	1	2	3	4	
Performance Management	25	To establish a performance management policy	✓	✓	X	X	
	26	To monitor and review performance management policy		✓	X	X	
	27	To set performance objectives for and to monitor and review the performance of the headteacher through appraisal and with the help of an external advisor	✓	✓	X	X	
Curriculum							
	28	Ensure National Curriculum (NC) taught to all pupils and to consider any disapplication for pupil(s)		✓		✓	
	29	To draft curriculum policy			✓		
	30	To implement curriculum policy				✓	
	31	To agree and review curriculum policy		✓	X	X	
	32	Responsible for standards of teaching				✓	
	33	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)				✓	
	34	Responsibility for individual child's education				✓	
	35	Provision of sex education – make and keep up to date written policy *		✓	X	X	
	36	To prohibit political indoctrination and ensuring the balanced treatment of political issues *		✓		X	
	37	To draw up a charging and remissions policy for activities (non NC based) in consultation with the LA *		✓		✓	

		ACTION SHEET		Decision Level			
Key Function	No	Tasks	1	2	3	4	
Target Setting	38	To set and publish targets for pupil achievement *		✓	X	X	
Discipline/ Exclusions	39	To decide a discipline policy *		✓	X	X	
	40	To exclude a pupil fixed term (less than 45 days in total a year) or permanently	X	X	X	✓	
	41	To consider certain exclusions and any representations (must consider any pupil excluded permanently or for more than 5 days). NB governing body must act through the pupil discipline committee		✓	X	X	
	42	To direct reinstatement of excluded pupils	✓	X	X	X	
Admissions	43	To set an admissions policy (community and controlled schools where the LA has delegated this power to the governing body) *		✓	X	X	
	44	To set an admissions policy (VA and Foundation schools) *		✓	X	X	
	45	To set an admissions policy (special schools where pupils do not have a statement) acting with LA *		✓	X	X	
	46	Admissions: application decisions (community and controlled schools where the LA has delegated this power to the governing body)		✓	X	X	
	47	Admissions: application decisions (VA, Foundation and special schools)		✓	X	X	
	48	To appeal against LA directions to admit pupil(s) (Voluntary, Foundation and special schools; also community and VC schools where LA is the admissions authority)		✓	X	X	

		ACTION SHEET		Decision Level			
Key Function	No	Tasks	1	2	3	4	
Religious Education	49	Responsibility for ensuring provision of RE in line with school's basic curriculum (all schools)		✓	X	✓	
	50	Decision to provide RE according to trust deed/specified denomination (Foundation and VC schools of religious character at request of parents)	✓				
	51	Decision to provide RE in line with locally agreed syllabus		✓			
Collective Worship	52	Joint responsibility (with LA and headteacher) to ensure collective worship		✓	X	✓	
	53	To make application to the advisory councils, SACRE, concerning the requirements for collective worship (schools without a religious character) to disapply. Head must consult GB	X	X	X	✓	
	54	Arrangements for collective worship (schools without religious character). Headteacher must consult GB	X	X	X	✓	
	55	Arrangements for collective worship in (foundation schools of religious character, VC or VA schools) *	X	✓	X	X	
Premises	56	Buildings insurance – advice from LA, diocese or trustees where appropriate		✓			
	57	Strategy (including budgeting for repairs etc)		✓			
	58	To ensure health and safety issues are met		✓		✓	
	59	To set a charging and remissions policy *		✓	X	X	

		ACTION SHEET		Decision Level			
Key Function	No	Tasks	1	2	3	4	
School Organisation	60	Proposal to alter or discontinue voluntary, foundation or foundation special school *		✓	X	X	
	61	To set the times of school sessions and the dates of school terms and holidays (VA and foundation schools) *		✓	X	X	
	62	To draw up instrument of government and any amendments thereafter *	✓		X	X	
	63	To publish proposals to change category of school *		✓	X	X	
Information For Parents	64	To hold a meeting with parents (if petitioned)		✓	X	X	
	65	Annual Parents' Report – to approve and distribute		✓	X	X	
	66	To provide information to be published by governing bodies (approval of the school prospectus) *		✓	X	X	
	67	To ensure provision of free school meals to those pupils meeting criteria			✓	X	
	68	Adoption and review of home-school agreements		✓	X	X	

		ACTION SHEET		Decision Level			
Key Function	No	Tasks	1	2	3	4	
GB Procedures	69	To appoint (and remove) the chair and vice-chair of a permanent or a temporary governing body *	✓	X	X	X	
	70	To appoint and dismiss the clerk to the governors	✓	X	X	X	
	71	To hold a governing body meeting once a term, or a meeting of the temporary governing body as often as occasion may require *	✓		X	X	
	72	To appoint and remove community governors *	✓		X	X	
	73	To consider whether or not to exercise delegation of functions to individuals or committees *	✓		X	X	
	74	To regulate the GB procedures (where not set out in law) *	✓		X	X	
	75	To review at least once per year the establishment, terms of reference and membership of committees, including selection panels *	✓		X	X	
	76	To set up a register of governors' business interests		✓	X	X	
	77	To approve and set up a governors' expenses scheme		✓	X	X	
	78	To discharge duties in respect of pupils with special needs by appointing a "responsible person"		✓	X	X	
	79	To make a request for a criminal records certification for a member(s) of the governing body *	✓	X	X	X	
	80	To suspend a governor by resolution for a fixed period of 6 months *	✓	X	X	X	

2. IS YOUR SCHOOL EFFECTIVE?

One of your most important functions as the governor of a school is to be close enough to the headteacher, staff and parents to provide support, yet able to take a step back when needed to look critically at what the school is trying to achieve and whether it is succeeding.

Making judgements about the school and whether a school is successful or unsuccessful is about more than paying a very short visit, or relying upon intuition or "gut-reaction." Most people, including the majority of parents and especially LAs who allocate funding to schools, want more convincing evidence of a school's performance.

A much better starting point for a review of your school's progress is to look at the school development/improvement plan (SDP or SIP), which will list some specific things which the school hoped to do and, then to look for evidence that these targets have been achieved.

Governors of schools have an important job to do by ensuring that the school plans its development, and that when school plans are put into action, school improvement is the result. Increasingly, therefore, governors use their meetings to receive reports and discuss the progress the school is making towards achieving the goals listed in the school development/improvement plan. Important decisions which you will help to make about spending priorities and the allocation of the school budget will be guided by the objectives and priorities of the school development/improvement plan.

Obviously, all governors need to have a copy of the development/improvement plan (to be able to decide for themselves what it means!). The easiest way of guaranteeing that you understand the school development/improvement plan and know it 'back to front' is if the governing body has played an active part in its design. Getting the headteacher to write the plan and the governors to rubber-stamp it, may have the appeal of being quick and easy but it may not be the best way of either building the most productive relationship with the headteacher and staff of the school, or the best way of developing an effective governing body. If you and your governor colleagues want to influence your school, make sure that you are involved in the school development/improvement plan right at the start.

3. WHAT EVIDENCE DO WE LOOK FOR?

Most headteachers will highlight successes in their reports to the governors of their school but perhaps will not include information where the school has not been so successful. However, it is for you and your governor colleagues to decide exactly what kind of information helps you to be satisfied that your school is doing well. So, what kind of information should governors ask the headteacher to provide in order that you and your colleagues can judge whether the school is doing its best for the pupils?

Some evidence which you can ask the headteacher to provide will allow you to make judgements from comparisons based upon numbers. For example, you will want to know:

- how the pupils in your school perform in teacher assessments linked to the national curriculum and, results of the national literacy and numeracy tests, in the case of secondary schools, the results of public examinations, for example GCSEs, AS and 'A' levels;
- whether pupils in the school attend regularly and to what extent truancy is a problem;
- how many pupils have been excluded, in what circumstances, and whether any trends are indicated;
- the number of applications from parents for new pupils to be admitted to the school;
- where pupils go when they leave the school. This may be especially important to governors of secondary schools because pupils will enter further or higher education, find jobs and so on;
- what activities the school provides which are outside the formal curriculum (and perhaps provided at the beginning or the end of the normal school day, or in the evening or at weekends) and how many pupils benefit.

In each case, you will probably want to compare the numbers for the current year with similar figures for previous years.

Value Added

You should attempt to identify what your school is contributing to the development and progress of its pupils, perhaps by focusing on the knowledge, skills and values which pupils take from the school when they leave, compared with those they brought with them when they entered the school. In other words, you will need to measure what the school has added to the development of its pupils. This kind of "Value Added" assessment is more difficult to achieve than it sounds!

4. DO ALL PARTS OF THE SCHOOL PERFORM EQUALLY WELL?

You will need to be satisfied that there is a consistent level of performance throughout the school. If some parts of the school seem better than others, do you have the information which will allow you to work out why this is?

You might find, (or want to look for!):

- differences between year groups;
- differences in the effectiveness of teaching in different subjects in the curriculum;
- differences between the successes of different departments (in a secondary school);
- differences between the achievements of boys and girls;
- particular features arising from pupils with different ethnic backgrounds, special ability, special needs and so on.

You will also find the data provided by the LA helpful as well.

5. CAN EVERYTHING IMPORTANT BE MEASURED?

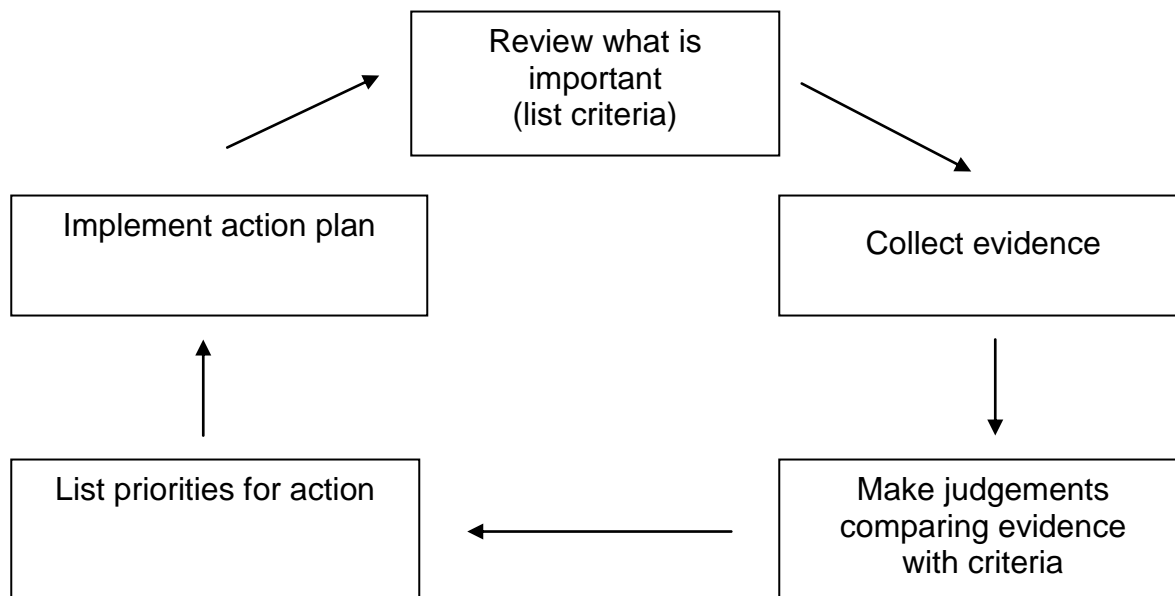
You will want to think about very important aspects of your school which are very difficult to measure.

Governors need to devise ways to monitor and assess factors such as:

- pupil behaviour and attitudes;
- staff morale;
- what parents want for their children;
- how the school relates to the local community;
- how the curriculum reflects local history, culture and social values.

Some of these may only be able to be assessed as a result of individual governors directly observing the life of the school and reporting their personal impressions at meetings of the governing body. Here, your personal qualities, experience, insights and common sense will be essential.

Monitoring and Evaluating School Performance



6. THE SCHOOL DEVELOPMENT PLAN (SDP)

What is it?

A SDP is a key document setting out the priorities and strategies for a school's development over a rolling 3-year period. School improvement should be a central issue in the preparation and implementation of each school's plan.

Who draws it up?

The governing body must prepare a school development plan in accordance with The Education (School Development Plans) (Wales) Regulations 2014¹. The governing body has a major role to play in drawing-up the school's development or improvement plan, in conjunction with the headteacher and staff. It will determine the priorities for what the school aims to achieve in the next few years.

What areas does it cover?

The SDP must contain as a minimum:

- School improvement priorities for current year and the next two years;
- A brief statement setting out the school improvement targets and expected outcomes and the governing body's strategy to meet those targets;
- Details of the governing body's strategy for the current school year as to how it will further the professional development of staff at the school in order to meet the school improvement targets;
- Details of how the governing body will seek to meet the school improvement targets for the current school year by working with the community;
- Details of how the governing body will make best use of the current school staff and school resources (including its financial resources);
- A brief statement setting out the extent to which the school improvement targets for the previous school year (beginning with school year 2015 to 2016) were met and where they were not met fully, a brief explanation as to the reasons for that failure.²

¹ <http://www.legislation.gov.uk/wsi/2014/2677/regulation/3/made>

² Schedule - The Education (School Development Plans) (Wales) Regulations 2014

How is the plan drawn-up?

The governing body need detailed knowledge of the school, either obtained at first hand or from information provided by the headteacher, if governors are to play an active role in designing a development / improvement plan.

The temptation for the governing body merely to approve a plan produced by the headteacher should be resisted.

Some examples of the kinds of information which the governing body should seek in order that it may play a significant role in development planning may include:

- outline financial forecasts for the next three years or more, based on trends in pupil numbers, staff salaries and the costs of maintaining buildings and resources;
- the results of internal reviews of the school's work;
- previous school SDPs;
- any observations and recommendations made by external assessors, such as the LA or Estyn;
- details of pupil achievements, such as results of external examinations and teacher assessments;
- comparative data, usually produced by the LA / Regional Consortia;
- the headteacher's recommendations for building upon existing strengths and achievements and rectifying weaknesses;
- the views of parents, the local community, and the staff about their school.

The plan will be more detailed and specific for those priorities for change identified for the coming year than for subsequent years. The detailed plan for the first year should include target tasks for improvement and an outline of the action, monitoring and evaluation processes needed.

Target setting is a vital part of any effective development plan because it specifies **what** is intended and **when** it is to be achieved. Effective targets with clear performance criteria can make it easier to sequence the action that will be necessary to achieve the desired aim and to monitor and evaluate progress.

In most cases it will not be for the governing body to consider detailed tasks for each priority. The headteacher and the senior management team will usually be best placed to do this. However, the governing body will need to be satisfied that the planned tasks are clear and effectively implemented.

The final approval of the development plan rests with the governing body.

Does the governing body have to consult on the SDP

The governing body must consult with the following when preparing or revising the school development plan.

- the head teacher of the school (if that person is not a member of the governing body);
- registered pupils at the school;
- parents of registered pupils;
- school staff; and
- any other persons that governing body considers appropriate.

Who receives a copy of the SDP?

The plan is primarily a working document for governors and all staff employed at the school. However, the governing body must publish the school development plan by giving copies of the plan to each member of the governing body and all members of staff at the school. The LA which also has an interest in the standards of the school, should receive a copy of the approved development plan that the governing body has approved.

Who monitors and evaluates the SDP?

The governing body, having approved the plan, is responsible for monitoring, evaluating and reviewing the SDP. The 2014 Regulations state that the governing body must monitor the SDP at least annually, however, we would recommend that this is carried out on a termly basis. Some governing bodies prefer to provide for monitoring by giving each of their committees special responsibility for key elements of the development plan.

What does monitoring and evaluating entail?

- ensuring that monitoring and evaluating systems are in place;
- asking questions and gathering relevant information;
- the governing body commissioning regular reports from headteacher, senior staff, subject specialists and others as appropriate;
- ensuring that performance data is clear and unambiguous;
- analysing performance data and drawing valid conclusions from it;
- maintaining a thorough, up-to-date knowledge of the overall picture of the school by whichever means are appropriate.

To whom is progress towards the aims of the development plan reported?

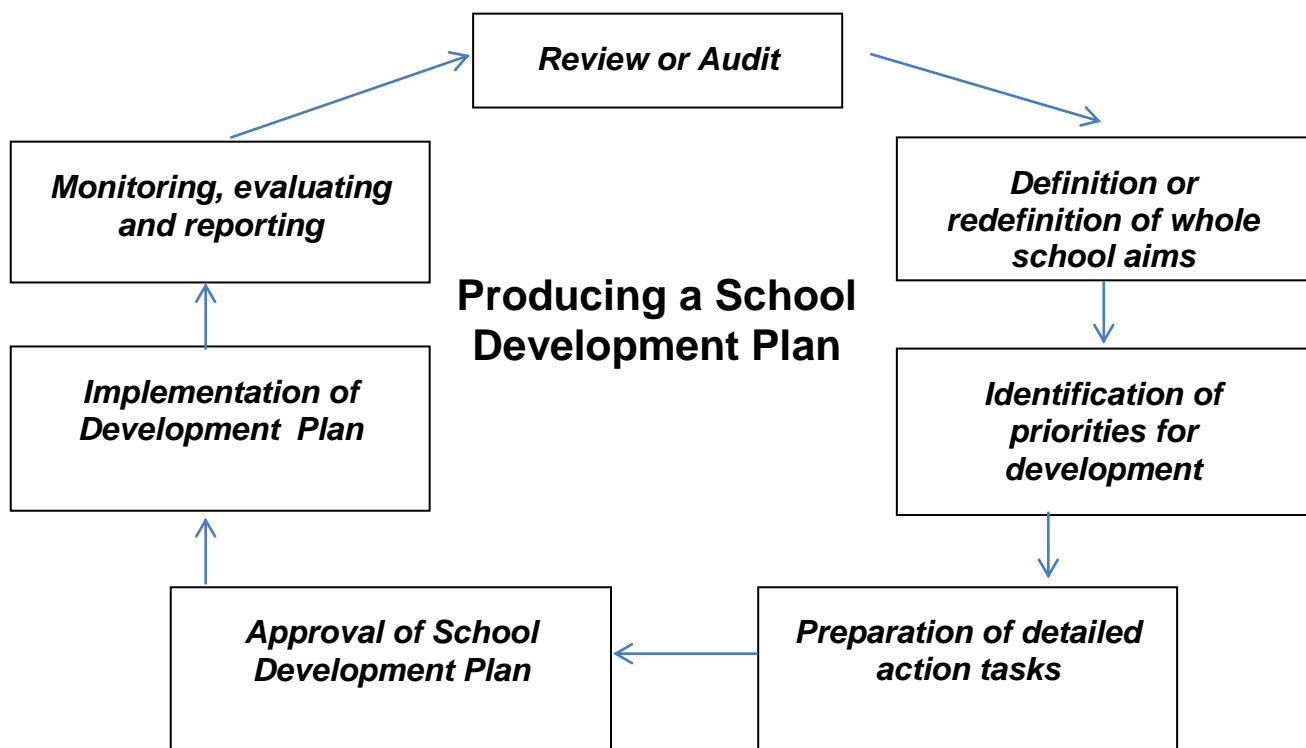
The law requires that the governing body need to include a review on progress towards targets in the Governors Annual Report to Parents. The targets are likely to be contained within the current school development/improvement plan.

The LA shares a responsibility with the governing body for raising standards and will, therefore, have an interest in receiving governing body reports relating to the monitoring and evaluation of the development/improvement plan and its implementation.

Further information on School Development plans can be found in Welsh Government Guidance Document 155/2014

<http://gov.wales/topics/educationandskills/schoolshome/school-development-plans/?lang=en>

The school development planning cycle is illustrated in the following:



7. SCHOOL SELF-EVALUATION REPORT

Self-evaluation is one of the most important documents, contributing to improving quality and raising the attainment and achievement for pupils. The prime purpose of self-evaluation is to improve outcomes for pupils.

At the heart of self-evaluation are three questions:

- How well are we doing?
- How do we know?
- How can we improve things further?

The process of self-evaluation should be continuous and a regular part of the school's working life and based on a wide range of information about strengths and areas for improvement. Schools should use information from self-evaluation to plan for improvements, undertake improvement work, and ensure a regular cyclical process of monitoring and evaluation that leads to further improvement.

Self-evaluation should also take account of the views of a wide range of stakeholders, including teachers, governors, parents/carers, employers and the community served by the school. When schools involve stakeholders, staff benefit from gaining a greater insight into the strengths and areas for improvement, as well as shared ownership, collaboration and effective partnership.

The new cycle of inspections by Estyn places self-evaluation at the centre of the work of schools and inspection.

Questions that should be asked within the school self-evaluation about the work of the governors*.

- How well do our governors understand their roles?
- How well do they fulfil their statutory obligations and take account of relevant legislation and guidance?
- Do they have good information about the performance of our school and issues that affect it?
- Do they provide a sense of direction for the work of our school?
- Do they support our school as critical friends, and hold us to account for the standards and quality we achieve?
- Do they take reasonable steps to inform pupils, members of staff, parents/carers or any other person of the procedures if they wish to make a complaint or appeal?
- Do they make sure that complaints are dealt with promptly by disinterested parties?
- Has the school council been given the opportunity to nominate two representatives to be associate pupil governors on the governing body, where applicable?
- Does the school have a sensible balance between the responsibilities undertaken by governors and those delegated to the headteacher and staff?

* Source: [Self-Evaluation Manual for Schools, Estyn](#)

Please refer to the **Governors Wales Governor Guide on Self-Evaluation** for further information

<http://www.governors.wales/publications/2011/03/31/governor-guide-self-evaluation/>

8. HOW EFFECTIVE IS THE GOVERNING BODY?

The responsibility carried by governing bodies for school improvement has never been greater and their pivotal role in providing strategic direction, acting as a 'critical friend' to the senior leadership team and being accountable to parents and the community they serve has never been more crucial. As a consequence, governing bodies need to challenge themselves to be the best they can be; to do this they should take time to reflect on the impact of their decision making and evaluate the effectiveness of their processes and procedures in improving outcomes for the school, pupils, staff and the community served. Therefore, governing body self-evaluation that is robust, systematic and well established is essential if governors are to ensure that their school achieves the highest standards of education and wellbeing for pupils.

A governing body needs to know whether it is being effective in its duty to conduct the school with a view to raising standards. As your governing body devises ways to improve its effectiveness through training and working together, it is important to be able to chart progress.

This section will help identify areas where there is a need for further training and development.

You may already have come to certain conclusions about your current methods of working, based on information obtained from a variety of channels. Your LA or diocese (for schools with a religious ethos) may give some feedback on the performance of your governing body. Parents and staff will also have views about how well the governing body safeguards their interests ... and be quick to let you know when the governing body fails to meet their expectations.

Governors should feel that the time and effort they are investing in the school is having a positive effect and that they have evidence to support their conclusion. The school too, needs reassurance that its governing body is working effectively. Regular review and appraisal should be incorporated into the business of the governing body in order to measure effectiveness and to allow the governing body to build upon its strengths and rectify weaknesses.

Your LA Governor Support Officer will be able to help your governing body to assess its effectiveness from time to time. However, it will be necessary for the governing body to agree to set aside sufficient time to devote to the process of review. An extra meeting or meetings may be necessary but governors often find this to be a worthwhile short-term investment which leads to improvements in efficiency in the long term.

You might wish to use the National Self-Evaluation for governing bodies, which is divided into 6 sections:

Part A	The initial 'Preparation for Self-Evaluation – Documentation Check and Statutory Requirements' focuses on the statutory requirements to ensure that governing bodies are fulfilling their legal and regulatory functions.
Part B	How good are standards?
Part C	How good are wellbeing and attitudes to learning?
Part D	How good are teaching and learning experiences?
Part E	How good are care, support and guidance?
Part F	How good are leadership and management?

Exemplar material and a glossary, have been produced to assist you with the Self-Evaluation process, in addition to an action plan template.

<http://www.governors.wales/selfevaluation/>

For those governing bodies who have not carried out self-assessment of their effectiveness before or are relatively new, there is an example of a 'quick' school governing body self-assessment / self-evaluation next, which governors may wish to use as a prelude to a more comprehensive exercise.

Each question relates to aspects of good practice and governors are invited to compare current practice with the good practice which is described. This exercise is usually first conducted by individuals; the results then shared in small groups, and finally by the governing body as a whole. The governing body then identifies the important issues affecting performance and agrees what action needs to be taken to improve effectiveness.

At this stage, your LA Governor Support Officer can advise the governing body regarding the extra support and training which can be made available to help put its action plan into effect.

How our governing body works

1) *In terms of its role, my governing body is ...*

	Yes	?	No	Successes and solutions	Areas to be developed
1.1 fully involved in setting the aims and values of the school					
1.2 fully involved in discussing policy					
1.3 fully involved in making policy					
1.4 well informed about important internal management decisions and events					
1.5 very supportive of the work of the school					
1.6 constructively challenging in its dealings with the headteacher					
1.7 a useful conduit between the school, its community and other bodies					

2) *In terms of relationships, my governing body ...*

	Yes	?	No	Successes and solutions	Significant problems
2.1 is clear about the head's role and duties					
2.2 is clear about the governing body's role and duties					
2.3 is clear about the role of the LA / Regional Consortium, and where appropriate the diocesan authority					
2.4 works as an effective team					
2.5 shares the work between members					
2.6 encourages individual governor contributions					
2.7 understands how decisions affect what happens in the classroom					
2.8 ensures that governors visit the school "in session"					

3) *In terms of organisation, my governing body ...*

	Yes	?	No	Successes and solutions	Areas to be developed
3.1 manages its business effectively					
3.2 makes good use of its time					
3.3 has clear, agreed delegation arrangements					
3.4 ensures committees have clear terms of reference					
3.5 has enjoyable meetings					
3.6 has a code of practice / principles of conduct which stipulates governor behaviour and conduct which governors review and agree annually					
3.7 ensures good attendance at meetings (better than 80%)					

4) *In terms of self-development, my governing body ...*

	Yes	?	No	Successes and solutions	Significant problems
4.1 sets its own performance indicators and sets targets for improving the effectiveness of the governing body					
4.2 gives high priority to governor training and development					
4.3 feels responsible for its own training and development					
4.4 monitors its own performance					
4.5 knows its own training needs					
4.6 is up to date with current developments in education					
4.7 shares information and good practice with, and learns from, other governing bodies					
4.8 ensures that all new governors are mentored for a period appropriate to their previous experience					

5) In terms of outcomes, my governing body can ...

	Yes	?	No	Successes and solutions	Significant problems
5.1 show how its decisions have impacted on school improvement and raised standards					
5.2 show that the school has consistently hit the targets we set over the last three years in all key performance indicators, or explain why targets were missed					
5.3 show how it has improved its own effectiveness over time					

6) In terms of my own development ...

	Yes	?	No	Successes and solutions	Significant problems
6.1 I have attended all the mandatory training necessary to fulfil my role					
6.2 my attendance at governing body meetings over the last academic year is 100%					
6.3 I feel confident about asking questions in governors' meetings and have the skills and knowledge to make a valuable contribution to discussions					