

Self-Evaluation Tool based on the NGA's "Twenty Questions for School Governing Bodies to ask themselves" (2015)

Against each question the governing body should grade itself as red, amber or green. The criteria for a grading of green are listed alongside the question. Where the criteria are not met, the governing body should grade itself 'red' and where they are partly met this should be graded 'amber'. Where a red or amber judgement is reached the governing body should use the 'action' column to detail the action required to move the governing body to 'green'.

Right skills: Do we have the right skills on the governing body?				
Question	Criteria to be met	Tick one box	List the evidence for this grade	Action required
<p>1. Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview?</p>	<p>A judgement of 'green' will indicate:</p> <ul style="list-style-type: none"> The school has identified the skills required for the governing body and an appropriate skills audit tool A skills audit has been completed in the past two years and analysed The results were shared Any skills gaps have been identified 	Red		
		Amber		
		Green		
<p>Effectiveness: Are we as effective as we could be?</p>				
<p>2. Do we understand our roles and responsibilities, including what it means to be strategic?</p>	<p>A judgement of 'green' will indicate:</p> <ul style="list-style-type: none"> Governors can clearly articulate the three core functions of the GB Governors have a clear understanding of the role of the GB and the role of the head teacher and the strategic / operational split Governors can evidence a culture of keeping themselves up to date New governors are inducted effectively 	Red		
		Amber		
		Green		

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<p>3. Do we have a professional clerk who provides legal advice oversees the governing board's induction & development needs?</p>	<p>A judgement of 'green' will indicate:</p> <ul style="list-style-type: none"> We have a knowledgeable and well-informed clerk who is able to advise the GB on its responsibilities If a school employee, they are clear on their role & line of responsibility We have a job description and appraisal process in place for our clerk Our committee clerking arrangements are effective Decisions and actions from the meeting are clearly recorded & followed up Accurate minutes are produced in a timely way and record evidence of GB challenge and impact Our clerk monitors terms of office and oversees induction & development 	<div style="display: flex; justify-content: space-between;"> <div style="width: 25%; background-color: red;"></div> <div style="width: 25%; background-color: yellow;"></div> <div style="width: 25%; background-color: green;"></div> <div style="width: 25%;"></div> </div>		
<p>4. Are the size, composition and committee structure of our governing board conducive to effective working?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> Governors are appointed primarily on the basis of their skills The GB annually reviews its committee structure and terms of reference to ensure that they meet the current needs of the GB & focus the work on the school improvement priorities The delegation of decision making to committees, individual governors and the head teacher is clearly recorded and understood by all (including the purpose and operation of any link governor positions). 	<div style="display: flex; justify-content: space-between;"> <div style="width: 25%; background-color: red;"></div> <div style="width: 25%; background-color: yellow;"></div> <div style="width: 25%; background-color: green;"></div> <div style="width: 25%;"></div> </div>		

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<p>5. How do we make use of good practice from across the country?</p>	<p>A judgement of 'green' will indicate that</p> <ul style="list-style-type: none"> Governors keep themselves informed and disseminate information – this may include attendance at LA briefings, local and national governance events, reading relevant publications, using on-line tools, joint training with another school, visiting another school, NGA membership. 	<div style="display: flex; justify-content: space-around;"> <div style="width: 20%; height: 20px; background-color: red;"></div> <div style="width: 20%; height: 20px; background-color: yellow;"></div> <div style="width: 20%; height: 20px; background-color: green;"></div> </div>		
Role of Chair: Does our chair show strong and effective leadership?				
<p>6. Do we carry out a regular 360° review of the chair's performance and elect the chair each year?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> We have identified an appropriate tool for reviewing the chair's performance e.g. Belbin Observer Assessment, NGA Leadership Diagnostic, Survey Monkey questionnaire - and undertake a regular review 	<div style="display: flex; justify-content: space-around;"> <div style="width: 20%; height: 20px; background-color: red;"></div> <div style="width: 20%; height: 20px; background-color: yellow;"></div> <div style="width: 20%; height: 20px; background-color: green;"></div> </div>		
<p>7. Do we engage in good succession planning so no governor serves for longer than 2 terms of office and the chair is replaced at least every 6 years?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> Terms of office are monitored If the chair stepped down, there would be an appropriately skilled governor to take up the position Leadership (i.e. committee chairing) is distributed across the governing body Governors are aware of training opportunities to develop leadership skills and potential leaders are identified and encouraged to undertake training 	<div style="display: flex; justify-content: space-around;"> <div style="width: 20%; height: 20px; background-color: red;"></div> <div style="width: 20%; height: 20px; background-color: yellow;"></div> <div style="width: 20%; height: 20px; background-color: green;"></div> </div>		

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<p>8. Does the chair carry out an annual review of each governor's contribution to the governing board's performance?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> All governors regularly reflect on their contribution to the GB Individual governors have an annual conversation with the chair (or committee chair) to review their contribution and identify development needs Stakeholders are regularly consulted about their views of the GB and how effectively it fulfils its role (eg staff, parents, the LA) 	<p>Red box</p> <p>Yellow box</p> <p>Green box</p>		
<p>Strategy: Does the school have a clear vision and strategic priorities?</p>				
<p>9. Does our vision look forward three to five years and does it include what the pupils who have left the school will have achieved?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> Governors and school leaders have a clearly articulated shared vision, which is regularly reviewed and underpins the school development plan 	<p>Red box</p> <p>Yellow box</p> <p>Green box</p>		
<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>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> Governors are involved in school improvement planning so they "own" the school's strategy Governors have a clear understanding of the school's development priorities and progress against these. 	<p>Red box</p> <p>Yellow box</p> <p>Green box</p>		

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<p>11. How effectively does our strategic planning cycle drive the GB's activities and agenda setting?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> • Governors have considered how to monitor progress against school development priorities and where the responsibility for each area sits • The committee structure appropriately reflects this • The GB has an annual plan and ensures relevant meetings are timed to coincide with key milestones, such as budget setting, publication of test results, assessments, pupil progress reviews 	<div style="display: flex; justify-content: space-around;"> <div style="width: 30%; height: 30px; background-color: red;"></div> <div style="width: 30%; height: 30px; background-color: yellow;"></div> <div style="width: 30%; height: 30px; background-color: lightgreen;"></div> </div>		
Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?				
<p>12. How well do we listen to, understand and respond to our pupils, parents and staff?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> • The school signposts parents to Ofsted's Parent View website • The governing body has mechanisms in place to consult parents, pupils and staff regarding their views on the school. • There is evidence of ways in which the school has responded to these consultations, action has been taken and communicated to stakeholders • Stakeholder views inform strategy 	<div style="display: flex; justify-content: space-around;"> <div style="width: 30%; height: 30px; background-color: red;"></div> <div style="width: 30%; height: 30px; background-color: yellow;"></div> <div style="width: 30%; height: 30px; background-color: lightgreen;"></div> </div>		

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<p>13. How do we make regular reports on the work of the governing board to our parents and local community?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> • We meet the statutory requirements for information to be included on the school's website • Relevant school policies and procedures are easily accessed by parents • We have a variety of communication channels which address the needs of the parental community • We inform the parental community about the work of the GB which may include publication of GB minutes • Information on governors & their role is on the school website and elsewhere where appropriate 	<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>		
<p>14. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> • Governors have a clear understanding of all the networks and groups that the school participates in and the impact of these on the school • Governors are aware of where their school fits into the local and national picture of schools supporting other schools 	<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; background-color: red;"></div> <div style="width: 33%; background-color: yellow;"></div> <div style="width: 33%; background-color: green;"></div> </div>		

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Accountability of the executive: Do we hold the school leaders to account?				
<p>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?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> Governors receive succinct and clear reports from the headteacher on school improvement priorities Governors are familiar with the Ofsted Inspection Data Summary Report and, where used, FFT data Some governors study Analyse School Performance and draw and share conclusions from this Governors ensure that the pupil progress data regularly presented to them is the right amount & accurate Governors use the data to ask appropriately probing questions 	<p>Red</p> <p>Yellow</p> <p>Green</p>		
<p>16. Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> Governors know their school well All governors get into school from time to time, the frequency depending on availability Visits focus on school priorities Governors report back on their visits to the whole team 	<p>Red</p> <p>Yellow</p> <p>Green</p>		

Question	Criteria to be met	Tick one box	List the evidence for this grade	Action required
<p>17. How well does our policy review schedule work and do we ensure compliance?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> • The GB knows for which policies it is responsible • The GB has an annual schedule of policy review • Policy reviews are followed up by monitoring compliance and evaluating their impact 	<input type="radio"/>		
		<input type="radio"/>		
		<input type="radio"/>		
<p>18. Do we know how effective performance management of all staff is within the school?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> • The GB has appointed a well-trained headteacher appraisal panel • An appropriately experienced external adviser has been appointed • The appraisal panel holds regular review meetings with the head • Governors ensure that appraisal across the school supports school improvement and positively impacts on school development • The outcomes of appraisal are effectively linked to leadership pay. 	<input type="radio"/>		
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<p>19. Are our financial management systems robust so we can ensure best value for money?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> We have successfully achieved the SFVS and addressed any action points We have robust auditing processes in place. We use the DfE's benchmarking data and this informs decision making Clear delegation is in place for levels of spending and for budget monitoring Financial decisions are clearly linked to school development priorities Staffing decisions reflect the requirement to ensure value for money, and decisions regarding pay are clearly linked to the agreed policy 	<p>Red box</p> <p>Yellow box</p> <p>Green box</p>		
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>A judgement of 'green' will indicate that</p> <ul style="list-style-type: none"> the GB can clearly evidence the impact it has had on different areas of school improvement. This may include ensuring appropriate procedures are in place and implemented, ensuring high quality senior leadership appointments, improving the learning environment via appropriate investment, supporting senior leaders in improving the quality of teaching, or other examples as identified by the GB 	<p>Red box</p> <p>Yellow box</p> <p>Green box</p>		