

Governance Self-Evaluation Tool

Guidance for Governing Boards

(Revised May 2017)



Supporting the Development of Effective Governance

Rotherham School Improvement Partnership Mission:

all students making at least good progress; no underperforming cohorts; all teachers delivering at least good learning; and all schools moving to at least the next level of successful performance

Foreword

The purpose of school governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

All governing boards, no matter what type of schools or how many schools they govern, have three core functions:

- **Ensuring clarity of vision, ethos and strategic direction;**
- **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and**
- **Overseeing the financial performance of the organisation and making sure its money is well spent.**

Regardless of the scale or nature of the organisation being governed, there are **six key features of effective governance** that are common across the education sector and share their fundamental principles with governance in the charity and business sectors. These are:

- **Strategic leadership** that sets and champions vision, ethos and strategy
- **Accountability** that drives up educational standards and financial performance
- **Compliance** with statutory and contractual requirements
- **People** with the right skills, experience, qualities and capacity
- **Structures** that reinforce clearly defined roles and responsibilities
- **Evaluation** to monitor and improve the quality and impact of governance.

Strategic leadership and **Accountability** are the core pillars of a governing board's role and purpose which, along with **Compliance**, describe the range of roles and responsibilities that boards are expected to fulfil. **People** and **Structures** describe how boards fulfil these roles and responsibilities effectively, and **Evaluation** is the regular, structured process that a board should engage with to assess how effectively it fulfils these 5 key features.

Every board should aspire to deliver high quality governance, though it is important to remember that perfect governance does not exist. It is therefore crucial that every governing board should regularly review its effectiveness in accordance with the six key features of effective governance. Such a review could be undertaken by either:

- Undertaking a robust and thorough self-evaluation process, or

Rotherham School Improvement Partnership Mission:

all students making at least good progress; no underperforming cohorts; all teachers delivering at least good learning; and all schools moving to at least the next level of successful performance

- Commissioning an external review of governance

Undertaking a robust and thorough self-evaluation process

Governing boards can access a number of self-evaluation tools, and boards are free to utilise any of these if they so wish, however it is worth bearing in mind that, at the time of publishing this self-evaluation tool, none of these tools had been updated to reflect the six key features of effective governance.

The aim of this newly-developed Tool is to support the board to aspire to deliver high quality governance. It has been developed taking account of the six key features of effective governance as detailed in the *Governance Handbook* and the *Competency Framework for Governance (DfE January 2017)*, whilst also taking account of the *School Inspection Handbook (Ofsted August 2016)*. It seeks to provide a robust yet challenging process that enables the board to review how it fulfils its key roles and responsibilities set against best practice identified in the above governance publications, and seeks to support the board to identify key priorities for developing its practice to be addressed through a *Governance Action Plan*.

Completing the self-evaluation tool

It is for the board to determine how it wishes to use this Tool however, before considering the questions, it is recommended that all board members familiarise themselves with **Section 1** of the revised **Governance Handbook**, which provides a useful summary of the six key features of effective governance.

The board could decide to complete the questions collectively at a meeting specifically organised for this task. Alternatively, the board could ask members to complete the questions individually, complete the **Comments** section for each key feature to provide a context to individual responses and submit these to the chair or clerk for collation. **It is important that board members answer all questions honestly – this is vital if the evaluation process is going to be effective.** If a board member does not know the answer to one or more questions, they are advised to leave that question blank and to explain this in the *Comments* section. In addition to a number of 'No' responses to any specific questions, a significant number of 'Don't Know' responses to individual questions might also indicate a board development need. All completed self-evaluation forms could be considered by a small sub-group, using the **Actions required** sections to identify priorities for development.

Identifying priorities for development

Potentially, either process could identify a large number of potential areas for development. It will be important for the board, or smaller sub-group, to prioritise these into a smaller number of achievable actions that will have the greatest impact on delivering high quality governance. Since Key Features 1 and 2 (*Strategic leadership* and *Accountability*) are considered to be the core pillars of a board's role and purpose, any potential areas for development identified in these two functions might be given higher precedence in the board's **Governance Action Plan** (the board might wish to use the *Governance Action Plan* template, which is attached at the end of this document, and which could be replicated for each Key Feature if appropriate).

Key Feature 1: Strategic leadership that sets and champions vision, ethos and strategy

Fully compliant <input type="checkbox"/>	partially compliant <input type="checkbox"/>	non-compliant <input type="checkbox"/>
1.1 Does the governing board play a significant role in setting out a written vision that is shared by all members of the school community and is based on input from, and consultation with, a range of stakeholders?	yes <input type="checkbox"/>	no <input type="checkbox"/>
1.2 Does the vision foster a common culture, values and ethos across the school, which promotes fundamental British values?	yes <input type="checkbox"/>	no <input type="checkbox"/>
1.3 Does the board have effective mechanisms in place to consider the views of pupils, staff, parents and the wider community?	yes <input type="checkbox"/>	no <input type="checkbox"/>
1.4 Has the board agreed a written 3-5 year strategy which provides a robust framework for setting priorities, creating accountability and monitoring progress in realising the vision?	yes <input type="checkbox"/>	no <input type="checkbox"/>
1.5 Has the board agreed a plan that provides the detail of all the actions that will drive school improvement through the academic year (the school improvement plan)?	yes <input type="checkbox"/>	no <input type="checkbox"/>
1.6 Has the board agreed a strategic planning cycle that drives its activities and agenda setting, ensuring that decisions are made in line with the school's vision and strategic priorities?	yes <input type="checkbox"/>	no <input type="checkbox"/>
1.7 Has the board established a policy framework and related practices which support the ethos of the school and established systems to monitor its effectiveness?	yes <input type="checkbox"/>	no <input type="checkbox"/>
1.8 Has the board considered whether to delegate specific operational matters to executive leaders and governance functions to committees (including local governing boards in a MAT, where appropriate) or in some cases individual board members and, where appropriate, agreed the level of delegated powers?	yes <input type="checkbox"/>	no <input type="checkbox"/>
1.9 Does the board ensure that it has an effective approach to managing conflicts of interest and/or conflicts of loyalty, whether real or perceived, to ensure that decisions are taken in the best interests of pupils on roll at the school?	yes <input type="checkbox"/>	no <input type="checkbox"/>
1.10 Has the board established a framework for identifying and managing risk and actively considers the risks associated with their strategic priorities and improvement plans?	yes <input type="checkbox"/>	no <input type="checkbox"/>

Rotherham School Improvement Partnership Mission:

all students making at least good progress; no underperforming cohorts; all teachers delivering at least good learning; and all schools moving to at least the next level of successful performance

Relevant Ofsted criteria	<p>Inspectors will make a judgement on the effectiveness of leadership and management. In making this judgement, inspectors will consider:</p> <ul style="list-style-type: none">• The effectiveness of governors in discharging their core statutory functions• The leaders and governors vision and ambition for the school and how these are communicated to staff, parents and pupils• Whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important• How well leaders and governors engage with parents, carers and other stakeholders and agencies to support all pupils <p>Inspectors will seek evidence of the impact of those responsible for governance. Inspectors will consider whether governors:</p> <ul style="list-style-type: none">• Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition
---------------------------------	---

Rotherham School Improvement Partnership Mission:

all students making at least good progress; no underperforming cohorts; all teachers delivering at least good learning; and all schools moving to at least the next level of successful performance

Key Feature 1: Strategic leadership that sets and champions vision, ethos and strategy

Comments

Actions required

Key Feature 2: Accountability that drives up educational standards and financial performance

Fully compliant <input type="checkbox"/>	partially compliant <input type="checkbox"/>	non-compliant <input type="checkbox"/>
2.1 Do all members of the board have an understanding of: <ul style="list-style-type: none"> • How the school delivers a broad and balanced curriculum and the rationale for the chosen curriculum? • The overall quality of teaching across the school and how this is monitored? • The relevant national minimum standards of expected attainment for the phase and type of education? • Pupil attainment and progress at the end of each Key Stage (including early years and sixth form data, where appropriate) for all pupils and different pupil groups in comparison to the national average? • The assessment system being used to monitor and measure in-year pupil progress and the rationale behind the assessment system being used? • How the school monitors behaviour and safety, including information about admissions, behaviour incidents, bullying, exclusions and complaints? • The outcomes of school self-evaluation activities to understand better which areas of performance need improvement? 	yes <input type="checkbox"/>	
	no <input type="checkbox"/>	
2.2 Do all members of the board access a range of information about the school in a timely way, including: <ul style="list-style-type: none"> • A termly written report compiled by the Executive Leader? • The DfE <i>School Performance tables</i> website to compare their own school's performance with other local or similar schools? • The full <i>RAISEonline summary report</i>? • The <i>Ofsted inspection dashboard</i>? • The <i>FFT Governor Dashboard</i> or other similar resource (if the school subscribes to such a resource)? • In-year pupil progress tracking data aggregated for all pupils in each year group and for different groups of pupils? • Reports from relevant professionals external to the school, such as notes of visit from a Consultant Headteacher or equivalent? • Information from structured governance enquiry visits to school? 	yes <input type="checkbox"/>	
	no <input type="checkbox"/>	
2.3 Do all members of the board understand the above performance data in a way that enables them to properly hold executive leaders to account?	yes <input type="checkbox"/>	
	no <input type="checkbox"/>	
2.4 Is there at least one member of the board (who is not employed to work at the school) who: <ul style="list-style-type: none"> • Has the skills to understand and interpret the full range of educational performance data in order to spot trends and patterns? • Understands the requirements relating to the education of children with Special Educational Needs and Disabilities (SEND)? • Understands the duties and responsibilities in relation to health and safety in education? 	yes <input type="checkbox"/>	
	no <input type="checkbox"/>	

2.5 Has the board agreed a process to enable members to undertake regular structured visits to the school to better understand different aspects of school life and to obtain an independent perspective of the progress being made implementing improvement priorities?	yes <input type="checkbox"/>
	no <input type="checkbox"/>
2.6 Is the board having a positive impact on outcomes for, and progress of, pupils and are members of the board able to articulate this?	yes <input type="checkbox"/>
	no <input type="checkbox"/>
2.7 Is the board confident that the school's financial management policies and procedures are robust?	yes <input type="checkbox"/>
	no <input type="checkbox"/>
2.8 Do all members of the board access a range of information to oversee financial performance and to make sure money is well spent, including: <ul style="list-style-type: none"> • The agreed budget plan for the current financial year? • Regular budget monitoring information compiled by the Executive Leader? • The 3-5 year budget projection allied to the written strategy? • The DfE <i>School Performance tables</i> website to compare how the school spends its money with the outcomes it achieves? • The DfE <i>Schools Financial Benchmarking</i> website and use this to ensure the school is achieving value for money? • The DfE and ESFA <i>Schools financial health and efficiency</i> website, including the <i>Top 10 planning checks</i> resource, to help the board better understand effective financial management? 	yes <input type="checkbox"/>
	no <input type="checkbox"/>
2.9 (For maintained schools only): have all the standards within the <i>Schools Financial Value Standard</i> been met? (For academies only): is the board familiar with the requirements of the <i>Academies' Financial Handbook</i> and does it ensure that all its financial responsibilities are met?	yes <input type="checkbox"/>
	no <input type="checkbox"/>
2.10 Is there at least one member of the board (who is not employed to work at the school) who has the skills to understand and interpret the range of financial data available in order to provide advice and guidance to other members of the board?	yes <input type="checkbox"/>
	no <input type="checkbox"/>
2.11 Does the board regularly review the staffing structure to ensure that it meets the needs of the school and ensures good value for money?	yes <input type="checkbox"/>
	no <input type="checkbox"/>
2.12 Is performance management of the executive leader conducted effectively, including meeting any statutory requirements, ensuring performance objectives contribute to improving outcomes?	yes <input type="checkbox"/>
	no <input type="checkbox"/>
2.13 Does the board ensure that pay progression for the executive leader is clearly linked to their performance?	yes <input type="checkbox"/>
	no <input type="checkbox"/>
2.14 Is the board confident that performance management for all staff is conducted effectively and that this contributes to improving outcomes for pupils?	yes <input type="checkbox"/>
	no <input type="checkbox"/>
2.15 Does the board have a clear understanding of how pay decisions are reached for all teaching staff in line with any statutory and contractual requirements?	yes <input type="checkbox"/>
	no <input type="checkbox"/>

Rotherham School Improvement Partnership Mission:

all students making at least good progress; no underperforming cohorts; all teachers delivering at least good learning; and all schools moving to at least the next level of successful performance

2.16 Is there at least one member of the board (who is not employed to work at the school) who understands human resource (HR) education policy and the school's processes in relation to teachers' pay and conditions and the role of governance in staffing reviews, restructuring and due diligence?	yes <input type="checkbox"/>	
	no <input type="checkbox"/>	
Relevant Ofsted criteria	<p>Inspectors will make a judgement on the effectiveness of leadership and management. In making this judgement, inspectors will consider:</p> <ul style="list-style-type: none"> • The effectiveness of governors in discharging their core statutory functions • The rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement • The effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively governors hold them to account for this • How well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this • The quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school • How effectively leaders use additional funding, including the pupil premium, and measures its impact on outcomes for pupils, and how effectively governors hold them to account for this • How effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this <p>Inspectors will seek evidence of the impact of those responsible for governance. Inspectors will consider whether governors:</p> <ul style="list-style-type: none"> • Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school • Provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school • Performance manage the headteacher rigorously • Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school • Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils • Understand how the school makes decisions about teachers' salary progression and performance • Ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding 	

Key Feature 2: Accountability that drives up educational standards and financial performance

Comments

Actions required

Key Feature 3: Compliance with statutory and contractual requirements

Fully compliant <input type="checkbox"/>	partially compliant <input type="checkbox"/>	non-compliant <input type="checkbox"/>	
3.1 Has the board adopted an agreed set of <i>Governance procedures</i> , which detail how the board operates and covers, as a minimum, statutory requirements detailed in the School Governance (Roles, Procedures and Allowances) Regulations 2013 (for maintained schools) and the Articles of Association, the Funding Agreement and the Academies Financial Handbook (for academy trusts)			yes <input type="checkbox"/>
			no <input type="checkbox"/>
3.2 Does the board ensure that it complies with all aspects of the Equalities Act 2010, specifically the public sector equality duties and the specific education sections for school pupils?			yes <input type="checkbox"/>
			no <input type="checkbox"/>
3.3 Does the board ensure that, in addition to fulfilling the requirements of offering a broad and balanced curriculum, the school also fulfils its legal requirements to:			yes <input type="checkbox"/>
<ul style="list-style-type: none"> • Promote the spiritual, moral, cultural, mental and physical development of pupils at the school? • Provide age-appropriate sex and relationship education that has due regard to moral considerations and the importance of family life (not currently a statutory requirement in academies)? • Teach religious education (RE)? • Provide a daily act of broadly Christian collective worship? • Ensure the balanced treatment of political issues? • (For secondary-aged pupils only) secure access to independent careers guidance for pupils in years 8-13? 			no <input type="checkbox"/>
3.4 Does the board ensure that, where applicable, any funding provided for the following groups of pupils is allocated to appropriate school improvement activities and is being used effectively to remove barriers to learning so that the school is closing any gaps in achievement between those pupils eligible for the funding and their peers:			yes <input type="checkbox"/>
<ul style="list-style-type: none"> • Pupil premium? • Looked after children (LAC) pupil premium? • Special educational needs and/or disabilities (SEND)? • (For primary-aged pupils only) PE and sport premium? • (For secondary-aged pupils only) Year 7 literacy and numeracy catch-up premium? 			no <input type="checkbox"/>

<p>3.5 Does the board ensure that it effectively fulfils statutory requirements in relation to its responsibilities for staffing matters, including:</p> <ul style="list-style-type: none"> • Establishing arrangements for the appointment of staff, including the executive leader and other members of the leadership team? • Ensuring that at least one member of any selection panel established to appoint a member of staff has completed safer recruitment training? • Ensuring that any person appointed to work at the school obtains an enhanced criminal record certificate before, or as soon as practicable after, their appointment? • Ensuring that the school has established a 'register' (the Single Central Record) detailing a range of specified information in relation to volunteers(including members of the governing board) and each member of staff employed to work at the school? • Ensuring that the school has the capacity to support the induction of any newly qualified teacher (NQT)? • Ensuring that the special educational needs co-ordinator and the designated teacher for looked after children have qualified teacher status (QTS)? • The adoption of a written Appraisal policy and a separate written Pay policy? • Establishing procedures for: <ul style="list-style-type: none"> • the conduct and discipline of staff at the school? • capability procedures for dealing with staff underperformance? • handling any grievance in the workplace? 	<p>yes <input type="checkbox"/></p>
	<p>no <input type="checkbox"/></p>
<p>3.6 Does the board ensure that it effectively fulfils its statutory requirement to carry out its functions with a view to safeguarding and promoting the welfare of children, including:</p> <ul style="list-style-type: none"> • Establishing effective safeguarding policies and procedures, including a specific child protection policy, that takes into account statutory guidance entitled <i>Keeping children safe in education</i> published by the Secretary of State for Education? • The nomination of a board member who takes a leadership responsibility for the school's wider safeguarding arrangements, who has an understanding of the requirements relating to the safeguarding of children in education including the Prevent duty? • Encouraging all members of the board to access relevant training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities? • Ensuring that a senior member of the school's leadership team has been designated to take lead responsibility for dealing with safeguarding issues; providing advice and support to other staff; liaising with the local authority; and working with other agencies? • Establishing procedures for dealing with allegations made against teachers and other staff? 	<p>yes <input type="checkbox"/></p>
	<p>no <input type="checkbox"/></p>
<p>3.7 Has the board ensured that the school has published on a website all of the information that is statutorily required to be published in accordance with Regulations and, in the case of academies, their Funding Agreement?</p>	<p>yes <input type="checkbox"/></p>
	<p>no <input type="checkbox"/></p>
<p>3.8 Has the board ensured that the school continues to meet any legislative requirements in developing and regularly reviewing specific policies and procedures, as detailed in the DfE guidance document <i>Statutory policies for schools</i>?</p>	<p>yes <input type="checkbox"/></p>
	<p>no <input type="checkbox"/></p>

3.9 (For academy trusts only) Are all members of the trust board aware of their legal duties as charity trustees to comply with charity law, as detailed in the Funding Agreement and the Academies Financial Handbook, and their legal duties as company directors to comply with the Companies Act 2006, as detailed in the Articles of Association?		yes <input type="checkbox"/>
		no <input type="checkbox"/>
Relevant Ofsted criteria	<p>Inspectors will make a judgement on the effectiveness of leadership and management. In making this judgement, inspectors will consider:</p> <ul style="list-style-type: none"> • How well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community • How effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this • How effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this • The effectiveness of safeguarding • The effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what staff do when they suspect that pupils are vulnerable to these issues <p>Inspectors will seek evidence of the impact of those responsible for governance. Inspectors will consider whether governors:</p> <ul style="list-style-type: none"> • Ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium, Year 7 literacy and numeracy catch-up premium, primary PE and sport premium, and special educational needs funding • Are transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings and contact with parents 	

Key Feature 3: Compliance with statutory and contractual requirements

Comments

Actions required

Key Feature 4: People with the right skills, experience, qualities and capacity

Fully compliant <input type="checkbox"/>	partially compliant <input type="checkbox"/>	non-compliant <input type="checkbox"/>	
4.1 Has the board reviewed its current membership with the aim of achieving a balance of skills and experience and a diversity of viewpoints to enable honest discussions where it is safe to constructively challenge conventional wisdom?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
4.2 Does the board regularly audit the knowledge, skills and experiences of its members, having regard to the <i>Competency Framework for Governance</i> , and use the analysis of this to inform recruitment and ongoing development of board members?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
4.3 Has the board established a <i>role descriptor</i> that articulates the core functions and role of the board, which informs the recruitment of new board members?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
4.4 Have all board members obtained an enhanced criminal records certificate from the DBS, the details of which have been recorded on the school's Single Central Record?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
4.5 Has the board established a <i>Code of Conduct for Effective Governance</i> , which sets out high expectations for the conduct and professionalism of all board members?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
4.6 Has the board established a structured induction process for newly-appointed members, enabling them to quickly understand the expectations of the role and to make an effective contribution to fulfilling the board's core functions?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
4.7 Are all members of the board strongly encouraged to engage with any training and development activities needed to fill any gaps in the skills they have to contribute to effective governance?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
4.8 Does the board set a high expectation that those board members nominated to undertake specific roles, for example the lead on safeguarding, will engage with appropriate training and development linked to their role?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
4.9 Has the board designated the vice chair, or another board member, with a specific responsibility to encourage and support all board members to develop the skills they need to be effective and to make an active and valuable contribution to the board?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
4.10 Is the board able to clearly evidence the impact of governance training and development on the quality of governance in the school?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
4.11 Does the chair lead the board effectively, giving clear leadership and direction, and keeping the board focused on its core functions?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
4.12 Does the chair carry out an annual review of each member's contribution to the board's performance, and ensure that each person is investing in his/her own development?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
4.13 Does the board carry out a regular 360° review of the chair's performance?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		

4.14 Has the board established a role descriptor for the vice-chair(s) and committee chairs, where appropriate, demonstrating distributed leadership and securing effective leadership succession arrangements are in place?	yes <input type="checkbox"/>	
	no <input type="checkbox"/>	
4.15 Does the board have access to professional clerking support which is able to provide independent and expert advice and guidance to the board on its duties and functions, and delivers effective and efficient administrative support?	yes <input type="checkbox"/>	
	no <input type="checkbox"/>	
4.16 In relation to the clerk to the governing board, has the board ensured that the following are in place: <ul style="list-style-type: none"> • An agreed job description and appropriate rate of remuneration, which takes account of the <i>Clerking Competency Framework</i>? • An annual performance appraisal process which identifies appropriate development objectives, and which identifies how the clerk will be supported to achieve these objectives including access to relevant training and development opportunities? 	yes <input type="checkbox"/>	
	no <input type="checkbox"/>	
4.17 Do the minutes of all board and committee meetings effectively and accurately capture discussion points, record dissenting voices or challenges from the board, and record all decisions and actions from the meetings?	yes <input type="checkbox"/>	
	no <input type="checkbox"/>	
4.18 Has the board ensured that it has published details on its website about each person involved in the governance of the school, their attendance record for the previous academic year, its <i>Register of Interests</i> , which records any relevant business or pecuniary interests, any governance roles in other educational institutions and any interests arising from close family relationships between those involved in governance or between them and senior employees, which is reviewed at least on an annual basis?	yes <input type="checkbox"/>	
	no <input type="checkbox"/>	
4.19 Has the board ensured that it has provided specific details about those involved in the governance of the school via Edubase and ensured that this information is regularly kept up-to-date?	yes <input type="checkbox"/>	
	no <input type="checkbox"/>	
Relevant Ofsted criteria	<p>Inspectors will make a judgement on the effectiveness of leadership and management. In making this judgement, inspectors will consider:</p> <ul style="list-style-type: none"> • The effectiveness of governors in discharging their core statutory functions and how committed they are to their own development as governors in order to improve their performance <p>Inspectors will seek evidence of the impact of those responsible for governance. Inspectors will consider whether governors:</p> <ul style="list-style-type: none"> • Are transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings and contact with parents 	

Key Feature 4: People with the right skills, experience, qualities and capacity

Comments

Actions required

Key Feature 5: Structures that reinforce clearly defined roles and responsibilities

Fully compliant <input type="checkbox"/>		partially compliant <input type="checkbox"/>	non-compliant <input type="checkbox"/>
5.1 Does the board review its structure and size (including its committee structure and local governing boards, where appropriate) on an annual basis to ensure that the most effective and efficient working arrangements are in place?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
5.2 Has the board established a written <i>Scheme of Delegation</i> , which is reviewed on an annual basis, that sets out the structure and remit of Members (in an academy trust only), the board, any committees (including local governing boards in a MAT, where appropriate), and individual board members, avoiding any unclear or overlapping responsibilities and which is understood by all involved in the governance of the school?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
5.3 Has the board ensured that all necessary details about its governance structures, including its written <i>Scheme of Delegation</i> , and the full names of the chair of the board and any committees, are published on the school's website?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
5.4 In Academy Trusts – Does the board ensure that there exists a significant degree of distinction between the individuals who are Members and those who are Trustees?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
5.5 In Multi-Academy Trusts – During periods of growth in the number of schools within a Trust, has the board commissioned a robust independent review of its effectiveness and its governance structures, to ensure that these remain fit for purpose?	yes <input type="checkbox"/>		
	no <input type="checkbox"/>		
Relevant Ofsted criteria	Inspectors will seek evidence of the impact of those responsible for governance. Inspectors will consider whether governors: <ul style="list-style-type: none"> are transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings and contact with parents 		

Key Feature 5: Structures that reinforce clearly defined roles and responsibilities

Comments

Actions required

Governance Action Plan

Key Feature 1: Strategic leadership						
Priority	What outcome(s) do we want?	What will we do to achieve these outcome?	Who will be responsible?	What is the deadline for completing this?	What resources and training are needed?	How and when will the board check on progress?
1.						
2.						
3.						
4.						

Rotherham School Improvement Partnership Mission:

all students making at least good progress; no underperforming cohorts; all teachers delivering at least good learning; and all schools moving to at least the next level of successful performance