

Governing Body self-evaluation of role

Right skills: Do we have the right skills on the governing board? We have answered these questions and drew up an action plan [noted "AP" after the answers, then listed at the end of this report]

1. **Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview?** Yes, we complete each year to confirm our skills. We analyse our skills to make sure we have the correct personnel in place. When recruiting new governors we complete the skills info at initial interview to check we have all skills covered, if we have no vacancies, we look to recruit as associate governor to ensure succession.

Effectiveness: Are we as effective as we could be?

2. **How well do we understand our roles and responsibilities, including what it means to be strategic?** We have often discussed our strategic role and this can be proven by reference to our minutes. We hold our Chairs meetings to decide our strategic role and then share these points with the FGB. We review our strategic role as part of our FGB training.

3. **Do we have a professional clerk who provides legal advice and oversees the governing board's induction and development needs?** Yes, he puts new governors into the system, so that they benefit from Hants induction. We performance manage our clerk, our Training Liaison governor monitors our training needs and governors report back to FGB regarding training courses they attended.

- **AP** vice chair to act as new governor mentor, they will oversee their induction and update or create the induction manual ensuring it is given to the new governors.

4. **Is the size, composition and committee structure of our governing board conducive to effective working?** Yes, we restructured in July 2014, we review our committees each year, renaming a committee in 2015, to be more relevant - Curriculum to Curriculum Learning and Standards. If we need extra skills that are not available to the governing body then we will recruit associate governors.

5. **How do we make use of good practice from across the country?** Hants provides a roundup of new information and share this in a governor newsletter, we share this to all governors and discuss any relevant issues at FGB, as per minutes. We share our good practice with other FGBs, see info from Padnell, and recognise this is a two way process. This year one of our members will also be on another FGB, and will report any good practice.

- **AP** continue to use opportunities to share best practice. We will visit other outstanding junior governing bodies.

Role of the chair: Does our chair show strong and effective leadership?

6. **Do we carry out a regular 360° review of the chair's performance and elect the chair each year?** Yes, as part of the Chair attending Chair of Governors training course, some governors were asked to rate her performance and this can be shared.

7. **Do we engage in good succession planning so that no governor serves for longer than two terms of office and the chair is replaced at least every six years?** Yes, Chair has been replaced, but we have kept governors on the FGB for as long as they are useful, those that stop being effective are regrettably let go, as per reconstitution when numbers were reduced.

8. Does the chair carry out an annual review of each governor's contribution to the board's performance? *Yes, although this is done in consultation with the chair and chairs of other committees.*

Vision, ethos and strategy

Strategy: Does the school have a clear vision and strategic priorities? *Yes we meet with Headteacher to plan for the way forward, then a strategic plan and governors assist to prepare a cycle of business, a SIP is produced which the governors contribute and that document is then shared with staff and governors alike. This year we have instigated an Annual report for parents to show how effective the governing body is, it meant we agreed a strategic vision for 2015 to 2017. To maintain and encourage children to achieve the best they can academically, socially and morally regardless of gender, race, ability and background. We want the children to succeed in a school in which they feel safe and secure.*

9. Does our vision look forward three to five years, and does it include what the children who have left the school will have achieved? *Yes and no. Yes we look forward and we are just putting in place monitoring mechanisms to see how the children progress at secondary school*

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? *Yes, we study the cycle of business which is monitored via data and performance management.*

11. How effectively does our strategic planning cycle drive the governing board's activities and agenda setting? *Very, our monitoring cycle drives the agendas and the monitoring cycle. We then consult with the Head teacher to fine tune the groups of children we specifically monitor.*

- *AP CoG continue to work with Headteacher to help design cycle of business.*

Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

12. How well do we listen to, understand and respond to our pupils, parents and staff? *Very well. We consult with pupils who attend our Curriculum meetings, (School Council), indeed one of our governors is part of school council. We regularly consult with parents at school events, via the Parent Panel, as well as encouraging them to complete 'Parent View' and a governor presence is included during Parent Evenings, and transition meetings. We use parent evenings to specifically survey parents, then publish the results. We post blogs re our work, plus other information on the school website. This year we have instigated an annual report for parents from the governing body. This year we have carried out a staff survey, to see whether performance management was carried out professionally, and we aim to do this annually. We also carried out exit interviews with staff that left.*

- *AP compile a staff survey and formalise when and whom will prepare the survey, to be included as part of cycle of business*

13. How do we make regular reports on the work of the governing board to our parents and local community? *via the website, via personal contact at the school gates and parents evening, plus publishing an annual report.*

- *AP after every monitoring visit governors complete monitoring visit form as well as write three sentences re visit which is to be included in the newsletter to parents*

14. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally? We allowed our Head teacher to work as interim head at our feeder Infant school, and this greatly aided the transition. The school was a driving force in preparing joint transition arrangements between the pupils of the island community. We have shared our expertise with another similar, local school [Padnell], one of our governors also sits as part of another governing body, we carry out benchmarking surveys with other similar schools.

Effective accountability

Accountability of the executive: Do we hold the school leaders to account?

15. How well do we understand the school's performance data (including in-year progress tracking data) so we can properly hold school leaders to account? All data is shared with FGB, we have particular governors who specialise in data analysis and we keep up to date with training regarding this. Indeed we have arranged that the SLT report to FGB re 'life after levels' during the Spring Term

16. Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy? Yes, see figures re no of hours [from AR]

17. How well does our policy review schedule work and how do we ensure compliance? we have a set monitoring procedure, each term at Curriculum we meet to go through the SIP in detail, highlighting what has been completed and what is outstanding. We challenge the Head teacher at meetings as per our minutes, we then review our challenges against the strategic plan to monitor the effectiveness of our challenges.

18. Do we know how effective performance management of all staff is within the school? Yes, as per pay committee, and through our consultations with staff.

19. Are our financial management systems robust so we can ensure best value for money? Yes, very, as seen in our monitoring, auditing and challenging questions. Indeed we have written to Hants re underfunding

- AP Have new governors shadow audits
- AP Data governors to question re the impact of pupil premium spending

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

20. How much has the school improved over the last three years, and what has the governing board's contribution been to this? Our school results are on a continual upward trend with our results, we are now above average for school attainment in reading and writing although our Maths results do not yet equal the English results. We supported the school with its funding to become a 'Talk for Writing' school and this has been reflected in the improvement in our writing achievements. The school has been rated good with some outstanding qualities and Leadership, which the governors are part of scored as good in the January 2015 inspection. We have instigated two questions that we refer back to FGB on our monitoring data, and we follow up how these questions are dealt with. This year we have instigated a final part of our meetings when we ask ourselves how effective has the meeting been. We are also giving time within the agendas to reflect on our practice.

- AP Curriculum committee need to review the data with regard to pupil premium children to confirm if they are narrowing the gap, progressing in line with national expectations or if they are exceeding expectations

Action Plan:

Points requiring action	Who by	When	Date completed and comments
<i>vice -chair to act as new governor mentor, they will oversee their induction and update or create the induction manual ensuring it is given to the new governors.</i>	Vice- chair	Autumn	File completed by 30/11/15 and by end of autumn term VC to interview new governors and go through induction folder. VC also to rewrite induction timetable
<i>continue to use opportunities to share best practice. We will visit other outstanding junior governing bodies.</i>	Chair, vice-chair	Spring 2	
<i>continue to work with Headteacher to help design cycle of business</i>	CoG &H/T	Summer term	
<i>compile a staff survey and formalise when and whom will prepare the survey, to be included as part of cycle of business</i>	Pay committee	Spring term	
<i>after every monitoring visit governors complete monitoring visit form as well as write three sentences re visit which is to be included in the newsletter to parents</i>	All governors	On-going	Now agreed all comments will be fielded by Chair for onward submission to either newsletter or new section of website
<i>Have new governors shadow audits / monitoring</i>	Committee Chairs and VC	As necessary	Already begun in autumn term
<i>Data governors to question re the impact of pupil premium spending</i>	Data experts	Autumn 2	
<i>need to review the data with regard to vulnerable groups and pupil premium children to confirm if they are narrowing the gap, progressing in line with national expectations or if they are exceeding expectations</i>	Curriculum committee	At each Curriculum Meeting	

The governing board will use a wide range of evidence to monitor performance, and it is useful to reflect on this by considering the following questions:

- ☛ Do we have ready access to all the data and information we need to monitor the KPIs?
- ☛ Are we able to access that information independently, or do we depend on the senior leaders to provide it for us?
- ☛ Do we have the skills on the governing board to interpret data, or do we rely on senior leaders to do this for us?
- ☛ Is the information at the right level of detail - detailed enough to tell us what we need to know, but not so detailed as to make it difficult to see the wood for the trees?
- ☛ Is information available on all the aspects of the school's performance that we agree are important - or only on those aspects that are easy to measure?
- ☛ Are we able to use benchmarking data to compare the school's performance with that of comparable schools (not only local ones)?