

EFFECTIVE GOVERNANCE CHECKLIST

| Please advise current list of governors (expand size of table) | Governor names | Type of governor e.g. Co-opted | Terms of office |
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| Criterion | Grading 1 (high) to 4 (low) | Comment / source of evidence (as appropriate) |
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| 1. The governing body carries out an annual audit of the skills of its members | | |
| 2. Members of the governing body have the correct skills for the job | | |
| 3. Governors understand their roles and responsibilities | | |
| 4. The chair provides effective leadership for the governing body | | |
| 5. Governors attend training to fill gaps in their knowledge and skills | | |
| 6. Succession planning prepares governors well for new roles | | |
| 7. The chair and committee chairs are re-elected each year | | |
| 8. Governors keep up to date with and discuss national developments in respect of governance | | |
| 9. The size, composition and committee structure of the governing body is | | |

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| conducive to effective working | | |
| 10. Meetings are professionally clerked and run efficiently | | |
| 11. Governors receive relevant and timely information to enable effective discussions at meetings | | |
| 12. Minutes effectively capture the key points of meetings, particularly the quality of challenge from governors | | |
| 13. Every member of the governing body makes a regular contribution | | |
| 14. The governing body formally evaluates its performance | | |
| 15. Findings from the evaluation inform a governance development plan | | |
| 16. The governing body is a driving force in the development of the school's vision and ethos and its long-term aims | | |
| 17. Systems are in place for governors to ensure that the school development plan reflects these aims | | |
| 18. The governing body's activities and agenda setting are driven by the strategic planning cycle | | |
| 19. Governors are able to identify ways in which they have contributed actively to school improvement | | |
| 20. Governors understand the school's performance data well enough to properly hold school leaders to | | |

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| account | | |
| 21. Governors track use of pupil premium and understand its impact on outcomes | | |
| 22. Governors understand what the school is doing to monitor progress in a world without levels, and are assured of the effectiveness of new systems | | |
| 23. Governors understand and are able to discuss the relative performance of different groups in the school | | |
| 24. Governors track use of sports funding and understand its impact on outcomes | | |
| 25. Governors ensure that the headteacher's performance management targets address key school priorities | | |
| 26. Governors ensure there are robust and effective appraisal systems in place for all staff | | |
| 27. Governors know how good the teaching in the school is and what is being done to improve it | | |
| 28. Governors ensure that there is a broad and balanced curriculum, which promotes fundamental British values | | |
| 29. Governors ensure that financial management systems are robust and ensure best value for money | | |

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| 30. There is an effective Pay Committee that meets annually before 31 October to make pay decisions for teaching staff | | |
| 31. Governors know how good pupil behaviour is and what is being done to improve it | | |
| 32. Governors fulfil their statutory duties in respect of safeguarding and health and safety | | |
| 33. A range of formal and informal systems are in place to obtain the views of pupils, parents and staff | | |
| 34. Stakeholder views inform governing body decision making | | |
| 35. There is regular reporting to parents and the local community | | |
| 36. Relationships within the governing body and between governors and school staff are good and reflect mutual respect | | |
| 37. Governors are available to the school and participate regularly in activities beyond meetings | | |