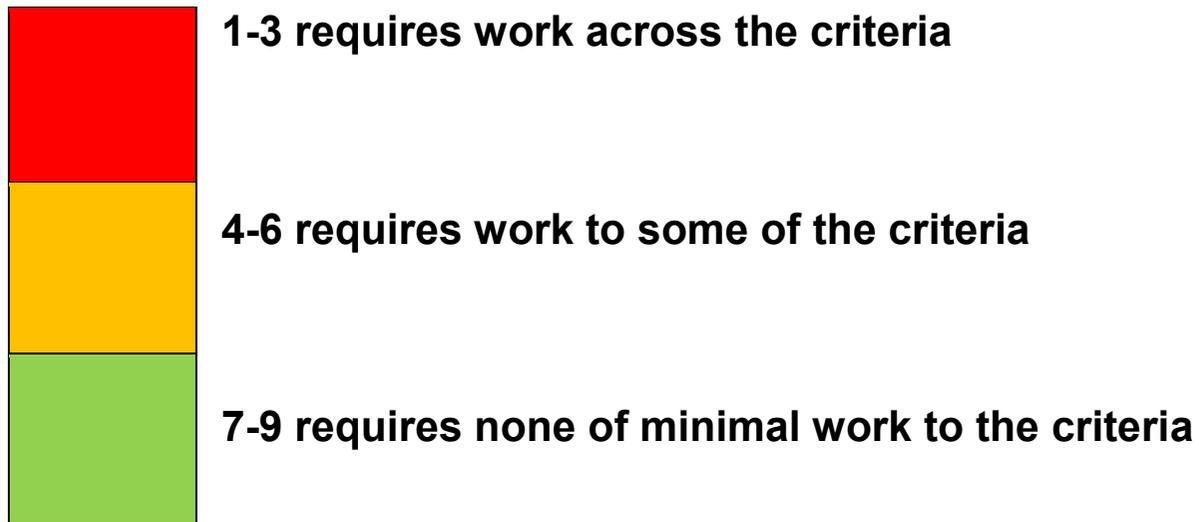


# **Self-Evaluation Form for Chiltern Way Academy Governing Body (Dec 19)**



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Numbers in brackets after each criteria indicate where the Governing Board believe themselves to be.

**Right skills: Do we have the right skills on the governing body?**

Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
1. Have we completed a skills audit of our governing body?	A judgement of 'green' will indicate: <ul style="list-style-type: none"> <li>The school has identified the skills required for the governing body and an appropriate skills audit tool (8)</li> <li>A skills audit has been completed and analysed (8)</li> <li>Any skills gaps have been identified (9)</li> </ul>			
			All criteria met, yearly review carried out. New joiners carry out audit on arrival. Development Governor holds information on Schools behalf.	

Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
<p><b>2. Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?</b></p>	<p>A judgement of 'green' will indicate:</p> <ul style="list-style-type: none"> <li>• Outcome of skills audit informs governor recruitment (8)</li> </ul>			
	<ul style="list-style-type: none"> <li>• Governing body enters into a dialogue with the appointing bodies regarding the skill sets required in new governors (8)</li> <li>• Desired skills are set out when advertising parent governor vacancies. (8)</li> </ul>			
	<ul style="list-style-type: none"> <li>• Governors are appointed on the basis on their skills (8)</li> <li>• Governing Body is aware of SGOSS as a possible source of governor recruitment (9)</li> </ul>		<p>All criteria considered. It has not always been possible to recruit the correct skill sets for Parent Governors; The demographic of the Parents doesn't lend itself to their active participation in the School. The school trawls regularly for volunteers and aim to always have 2 Parent Governors in place at any time. The School has successfully recruited from SGOSS and continue to use their services</p>	

Effectiveness: Are we as effective as we could be?				
<p><b>3. Do we understand our roles and responsibilities ?</b></p>	<p>A judgement of 'green' will indicate:</p> <ul style="list-style-type: none"> <li>• Governors can clearly articulate the three key roles of the governing body (9)</li> <li>• Governors have a clear understanding of the role of the governing body and the role of the head teacher and the strategic / operational split (9)</li> </ul>			<p>Chair of Governors (Chair) to engage with School to provide a dedicated member of staff to aid induction and further development.</p>
	<ul style="list-style-type: none"> <li>• Governors can evidence culture of keeping themselves up to date (7)</li> <li>• New governors are inducted effectively (6)</li> </ul>			

		✓	The governing board are aware of their role within the School. Governors are encouraged to carry out CPD to ensure they grow their skill sets and updates are presented at meeting are applicable. Currently induction is done by Development Governor and Chair of Governors. Advice is given on responsibilities and courses available.	
Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
<b>4. Do we have a professional clerk and run meeting efficiently?</b>	A judgement of 'green' will indicate: <ul style="list-style-type: none"> <li>• We have a knowledgeable and well-informed clerk who is able to advise the governing body on its responsibilities (9)</li> <li>• We have a job description and performance management process in place for our clerk (9)</li> <li>• Our committee clerking arrangements are of a consistent quality with our full governing body arrangements.(9)</li> <li>• Meetings keep to time, and deal with all agenda items(9)</li> <li>• Decisions and actions from the meeting are clearly recorded and appropriately followed up(9)</li> <li>• Accurate minutes are produced in a timely way and include evidence of governing body challenge and impact (9)</li> </ul>			
		✓	All criteria fully met, services bought in from professional company. Clerk ensures compliance with latest processes and changes in policy. Minutes produced and distribution done in a timely manner.	
<b>5. What is our training and development budget and does every governor receive the support they need to carry out their role effectively?</b>	A judgement of 'green' will indicate: <ul style="list-style-type: none"> <li>• We have an appropriate level of funding for governor development (8)</li> <li>• We are aware of the offer from the Local Authority and other potential sources (8)</li> <li>• We have clearly identified governor training needs and this is linked to the outcomes of the skills audit (7)</li> <li>• Governing body development is integrated into the school development plan and regularly monitored. (8)</li> </ul>			Consideration needs to be given to sourcing a replacement external provider for Governor training.
		✓		
			The School provides transportation and subsistence for the Governor's CPD has been delivered to address gaps in knowledge. There is synergy in the Governors and Academies development plans.	

Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
<p>6. Do we know about good practice from across the country?</p>	<p>A judgement of 'green' will indicate that</p> <ul style="list-style-type: none"> <li>Lead governors keep themselves informed and disseminate information – this may include attendance at LA briefings, governor forums, local and national governance events, reading relevant publications, using on-line tools. (7)</li> </ul>			<p>Consideration to be given on how to ensure we remain current with changes to governance and good practice across the country.</p>
		√	<p>Governor Hub and National Governors Association information informs Governors of some opportunities which are disseminated within the whole body.</p>	
<p>7. Is the size, composition and committee structure of our governing body conducive to effective working?</p>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> <li>The governing body has considered reconstituting under the 2012 regulations and have either decided to do so or have confirmed that our current constitution is fit for purpose and allows us to recruit skilled governors.(9)</li> <li>The governing body regularly (and at least annually) reviews its committee structure and terms of reference to ensure that they meet the current needs of the governing body.(9)</li> <li>The delegation of decision making to committees, individual governors and the Principal is clearly recorded and understood by all.(9)</li> </ul>			
		√	<p>All areas fully met, Scheme of Delegation and Articles of Association held on file within school.</p>	

Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
8. Does every member of the governing body make a regular contribution and do we carry out an annual review of the governing body's performance?	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> <li>All governors attend meetings regularly. (9)</li> <li>The governing body regularly evaluates its effectiveness in holding the school to account and supporting school improvement. (9)</li> <li>Stakeholders are regularly consulted about their views of the governing body and how effectively it fulfils its role (eg staff, parents, the Local Authority) (6)</li> <li>The School signposts parents to Ofsted's Parent View website</li> </ul>			<p>Chair to investigate a more robust communication strategy to ensure equal engagement with all stakeholders.</p> <p>To include articles in school newsletter, end of year letter, local publications.</p>
		√	Communication between the Governors and the Parents needs work.	
			<p>Minutes show attendance and the effectiveness of the session are assessed at the end of the meeting.</p> <p>The School has fully consulted all parents and pupils in the past on major changes to the school. Via letters/voting slips.</p>	

Strategy: Does the school have a clear vision?				
9. Have we developed long-term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed?	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> <li>Governors and school leaders have a clearly articulated shared vision, which is regularly reviewed and underpins the school development plan. (9)</li> <li>Governors have a clear understanding of the school's development priorities and progress against these.(9)</li> </ul>			
		√	All criteria are fully met. The Lead Governors regularly attend Strategy Group meetings to maximise understanding and relevance. All governors not required receive de-briefing from meeting	

Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
<b>Accountability of the executive: Do we hold the school leaders to account?</b>				
<b>10. Do we understand the school's performance data well enough to properly hold school leaders to account?</b>	A judgement of 'green' will indicate that: <ul style="list-style-type: none"> <li>• Governors receive succinct and clear reports from the Principal on school improvement priorities (9)</li> <li>• Pupil progress data is regularly presented to governors in a way that all governors understand (9)</li> <li>• Governors use the data presented to bring appropriate questions and challenge to school leaders (9)</li> </ul>			
			All these traits are fully met. Governors are regularly updated at the meetings and provided with paper copies before each meeting as appropriate. Questions are invited from the Principal to ensure clarity.	

Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
<b>11. How effective is our performance management of the Principal?</b>	A judgement of 'green' will indicate that: <ul style="list-style-type: none"> <li>An appropriately experienced external adviser has been commissioned to advise this panel, meeting statutory requirements. (9)</li> <li>The performance management panel holds regular review meetings with the Principal.(9)</li> <li>Governors ensure that the Principal's objectives effectively support school improvement and positively impact on school development (9)</li> <li>The outcomes of performance management are effectively linked to leadership pay. (9)</li> </ul>			
		√	The annual Performance Review Panel with an independent advisor meets all these criteria.	
<b>12. Are our financial management systems robust and do we ensure best value for money?</b>	A judgement of 'green' will indicate that: <ul style="list-style-type: none"> <li>We have successfully achieved the Schools Financial Value Standard (SFVS) and addressed any action points which arose(9)</li> <li>We have robust auditing processes in place, including external auditing of the school fund.(9)</li> <li>Clear delegations are in place for levels of spending and for budget monitoring and approval.(9)</li> <li>Financial decisions are clearly linked to school development priorities(9)</li> <li>Staffing decisions reflect the requirement to ensure value for money, and decisions regarding pay are clearly linked to the agreed policy(9)</li> </ul>			
		√	There are clear lines of delineation set out in scheme of delegation. External auditors and accountants verify the accounts.	

Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
<b>Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?</b>				

Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
<b>13. What benefit do we draw from collaboration with other schools and other sectors, locally and nationally?</b>	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> <li>• Governors have a clear understanding of all the networks and groups that the school participates in and the impact of these on the school (9)</li> <li>• Governors are aware of where their school fits into the local and national picture of schools supporting other schools (9)</li> </ul>			
		✓	The School actively seeks out opportunities for cross pollination, globally and has been involved with the British Council in places such as International Inclusive Education Conference in Cape Town and the Global Inclusive Education Conference in Dubai. As well as collaboration at ministerial level with a secure schools project. Provide input at county level school forums.	

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

Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
<b>14. Do we engage in good succession planning?</b>	A judgement of 'green' will indicate that: <ul style="list-style-type: none"> <li>If the chair stepped down the governing body is confident there would be an appropriately skilled governor to take up the position (9)</li> <li>Leadership (i.e. committee chairing) is distributed across the governing body (9)</li> <li>Governors are aware of training opportunities to develop leadership skills and potential leaders are identified and encouraged to undertake training (9)</li> </ul>			
			All criteria fully met, future planning of succession reviewed annually. Changes to committee chairs tracked through minutes.	
<b>15. Are the chair and committee chairs re-elected each year?</b>	A judgement of 'green' will indicate that: <ul style="list-style-type: none"> <li>the governing body has clear and transparent mechanisms for annual elections which are understood by all governors.(9)</li> </ul>			
			This criteria fully discharged iaw School Articles of Association annually at first FGB meeting of the year.	

Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
<b>Impact: Are we having an impact on outcomes for pupils?</b>				
<b>16. How much has the school improved over the last three years, and what has the governing body's contribution been to this?</b>	<p>A judgement of 'green' will indicate that</p> <ul style="list-style-type: none"> <li>• The governing body can clearly state the impact it has had on different areas of school improvement. (9)</li> <li>• Ensured high quality senior leadership appointments (9)</li> <li>• Improving the learning environment via appropriate investment. (9)</li> <li>• Supported senior leaders in improving the quality of teaching, or other examples as identified by the governing body.(9)</li> </ul>	<div style="background-color: red; width: 100%; height: 100%;"></div> <div style="background-color: yellow; width: 100%; height: 100%;"></div> <div style="background-color: green; width: 100%; height: 100%; text-align: center; font-size: 2em;">✓</div>	<p>These criteria are fully met. This is evidenced by the use of Governors at employment boards. Minutes kept from the appropriate committees where these points have been raised. Regular guided walks are carried out by the Governors and the results are presented to the Schools Senior Leadership Team</p>	

## **Governing Body Action Plan**

<b>Action required</b>	<b>Lead</b>	<b>By when</b>
Investigate a more robust communication strategy to ensure equal engagement with all stakeholders. To include articles in school newsletter, end of year letter, local publications.	<b>Chair of Governors</b>	<b>April 20</b>
Engage with School to provide a dedicated member of staff to aid induction and further development.	<b>Chair of Governors</b>	<b>April 20</b>
Consideration needs to be given to sourcing a replacement external provider for Governor training.	<b>Chair of Governors</b>	<b>April 20</b>
In MATs, complementary and non-duplicative roles for the board, any committees or local governing bodies (LGBs), and MAT executives in holding school-level leaders to account. Consideration needs to be given to the Growth of Governance.	<b>Chair of Governors</b>	<b>April 20</b>



## Chiltern Way Academy 2019

STRATEGIC LEADERSHIP					
VISION ETHOS AND STRATEGY					
ITEM	ACTION	LEAD	COST	DEADLINE	EVIDENCE
There is a clear and explicit vision for the future set by the board, in collaboration with executive leaders, which has pupil progress and achievement at its heart and is communicated to the whole organisation	This is in place, fully reviewed at least annually during Full Governor Board (FGB) meetings.				The vision is displayed across all campus' and is reinforced via various media to all stakeholders.
Have strong and clear values and ethos which are defined and modelled by the board, embedded across the organisation and adhered to by all that work in it, or on behalf of it	In Place- during Governor visits to check and review termly at FGB meetings.				Governor walks de-briefs are fed into the SLT.
Strategic planning defines medium to long-term strategic goals, and development and improvement priorities which are understood by all in the organisation	Strategic direction is initially discussed at Strategy Group Meeting. Recommendations from which are fed in to FGB for Amendment /Agreement.				Development of the strategy has been minuted at FGB meetings
There are processes to monitor and review progress against agreed strategic goals and to	At least Termly briefings on progress are given. Strengths and Areas for Improvement are shown				

refresh the vision and goals periodically and as necessary including at key growth stages or if performance of the organisation drops;	and action plans agreed as required during committee meetings.				
There are mechanisms for enabling the board to listen, understand and respond to the voices of parents/carers, pupils, staff, local communities and employers	Stakeholder surveys conducted annually by School and summary reports given and reviewed annually by Governors.				
Determine when to initiate and lead strategic change when this is in the best interests of children, young people and the organisation, and to champion the reasons for, and benefits of, change to all stakeholders	Strategy Committee recommended during the Strategy Meeting, which is fed in to FGB for Amendment/Agreement.				Minutes from Committee meetings show this is happening.
There are procedures for the board to set and manage risk appetite and tolerance; ensuring that risks are aligned with strategic priorities and improvement plans and that appropriate intervention strategies are in place and embedding risk management at every level of governance	Risk Register check updated regularly, mitigation offered by Academy SLT and authorised as required by relevant Committee.				Minutes from Committee meetings show this is happening.

<p>We will make an informed decision on whether to form, join or grow a group of schools which is underpinned by robust due diligence and an awareness of the need to review the effectiveness of governance structures and processes if and when the size, scale and complexity of the organisation changes.</p>	<p>Any decisions on expansion or joining a MAT, is firstly suggested and scrutinised by the Strategy group before onward transmission for the FGB to make the final decision.</p>				<p>Minutes from Committee meetings show this is happening.</p>
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**ACCOUNTABILITY THAT DRIVES UP EDUCATIONAL STANDARDS AND FINANCIAL HEALTH**

ITEM	ACTION	LEAD	COST	DEADLINE	EVIDENCE
<p>There is rigorous analysis of pupil progress, attainment and financial information with comparison against local and national benchmarks and over time</p>	<p>Monitoring of student progress is done at Curriculum Committee. Finances are looked at the Finance Committee and both feed into FGB.</p>				<p>Minutes from Committee meetings show this is happening.</p>
<p>There are clear processes for overseeing and monitoring school improvement and financial health, providing constructive challenge to executive leaders</p>	<p>Professional services bought in to help with monitoring and recommendations adopted as required by FGB</p>				<p>Annual meeting with Accountant and regular reports from School Improvement Partner (SIP).</p>
<p>There is a transparent system for performance managing executive leaders, which is</p>	<p>Headteachers Performance management conducted annually with a midterm</p>				<p>Report raised and agreed by stakeholders</p>

understood by all in the organisation, linked to defined strategic priorities	review. This is completed with SIP				
There is an effective oversight of the performance of all other employees and the framework for their pay and conditions of service	Pay committee convened to consider pay recommendations against performance.				Meeting is minuted.
There is a regular cycle of meetings and appropriate processes to support business and financial planning	Schedule of meetings decided at the beginning of year. Extraordinary meetings (E.g. Pupil Exclusion) scheduled as required in a timely manner				Meeting times promulgated in advance
There is effective controls for managing within available resources and ensuring regularity, propriety and value for money.	Spending levels and sanctioning levels are reviewed at the start of year. Committee then checks throughout year that the spending is on track. Further requests dealt with at appropriate level or by appropriate committee				Paperwork raised as required. Committee meetings minuted.

PEOPLE WITH THE RIGHT SKILLS, EXPERIENCE, QUALITIES AND CAPACITY

ITEM	ACTION	LEAD	COST	DEADLINE	EVIDENCE
Understand the purpose of governance and the role of non-executive leadership and have all the necessary skills, as outlined in the department's Competency frameworks: for governance and professional clerking, to deliver it well	Governor training completed to ensure compliance and understanding  Governor Skills Audit regularly completed and results reviewed.  Clerking services reviewed				Report produced. Adoption of clerking services minuted
Have an effective chair and vice-chair with the ability to provide visionary strategic non-executive leadership					Principal and Vice Principals to carry out review of Chair and Vice Chair of Governors.
Board has sufficient diversity of perspectives to enable robust decision making	The board actively carry's out skill audits to ensure that all bases are covered.				The Trustees come from a broad spectrum of society and cover education and finance as well as social care.
Governors are recruited through robust and transparent processes against a clear articulation of required	All governors undertake an induction process that includes an initial engagement and selection element.				Published Governor induction process.

skills which are set out in a role specification					
Use active succession planning to ensure the board, and the whole organisation, continues to have the people and leadership it needs to remain effective	We have actively trawled for governors when we have gaps. Personnel are identify based on skill sets.				FGB Minutes record this process as personnel are voted on the Committee.

STRUCTURES THAT REINFORCE CLEARLY DEFINED ROLES AND RESPONSIBILITIES

ITEM	ACTION	LEAD	COST	DEADLINE	EVIDENCE
Have appropriate board and committee structures that reflect the scale and structure of the organisation and ensure sufficient and robust oversight of key priorities	Review annually of Committee Structure				Recorded in Minutes
There are processes for ensuring appropriate communication between all levels and structures of governance and to pupils/students, parents/carers, staff and communities – particularly to ensure transparency of decision-making	Minutes are a matter of public record.				
There is, in academy trusts, significant separation between members and trustees to enable members to exercise their powers objectively					
Publish details of governance arrangements including the structure and remit of the board and any committees which is understood at all levels of governance and	To be published on Website.			October 19	

leadership and is reviewed regularly					
In MATs, complementary and non-duplicative roles for the board, any committees or local governing bodies (LGBs), and MAT executives in holding school-level leaders to account.	<p>Not Applicable at this time.</p> <p>Growth of Governance needs to be planned once Academy becomes a filled MAT.</p>				

COMPLIANCE WITH STATUTORY AND CONTRACTUAL REQUIREMENT

ITEM	ACTION	LEAD	COST	DEADLINE	EVIDENCE
Be aware of, and adhere to, responsibilities under education and employment legislation and where applicable, charity and company law and all other legal duties	Governor Board buys in independent legal advice as required				
Plan to ensure that key duties are undertaken effectively across the organisation such as safeguarding, inclusion, special education needs and disability (SEND), and monitoring and oversight of the impact of pupil premium and other targeted funding streams	Governor are delegated to look at specific areas. Feedback is provided committees, termly.				Meetings are minuted to provide evidence
For academies, adhere to the requirements of the Education and Skills Funding Agency's (ESFA) Academies Financial Handbook (AFH) and the trust's funding agreement and articles of association	Publish awarded accounts and review management accounts on a regular basis				Annual Published Accounts and minutes of meetings.
Understand and adhere to our responsibilities under the Equalities Act, promoting equality and diversity throughout the organisation including in	Specific governor nominated to report back to committee on diversity and inclusion across the Academy				Meetings are minuted to provide evidence

relation to its own operation.					
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EVALUATION TO MONITOR AND IMPROVE THE QUALITY AND IMPACT OF GOVERNANCE					
ITEM	ACTION	LEAD	COST	DEADLINE	EVIDENCE
Conduct regular skills audits, aligned to the organisation's strategic plan, to identify skill and	Governor Induction process, including courses and academy orientation.				Records kept of training and skill audit.

knowledge gaps and which both define recruitment needs and inform a planned cycle of continuous professional development (CPD) activity including appropriate induction for those new to governance or to the board					
We conduct processes for regular self-evaluation and review of individuals' contribution to the board as well of the board's overall operation and effectiveness	Annual review of governance is conducted by Chair and Vice Chair of Governors, including the tracking of attendance.				Reports produced and disseminated.
Consider commissioning external reviews of board effectiveness, particularly at key growth or transition points, to gain an independent expert assessment of strengths and areas for development	Consideration to a 3 yearly review will be considered by Full Governing Board			October 19	
Have documentation which accurately captures evidence of the board's discussions and decisions as well as the evaluation of its impact and which complies with legal requirements for document retention.	This is done at the end of all committee meetings.				Meetings are minuted to provide evidence

