



# SELF EVALUATION AND SKILLS AUDITING FOR GOVERNING BODIES

September 2014

## Introduction

In his foreword in the *Governors Handbook* (Department for Education 2014) Lord Nash, Under Secretary of State for Schools says:

My ambition is that every school has a dynamic governing body. This means one that understands its responsibilities and is focussed tightly on its core strategic functions. One that is no bigger than it needs to be with all governors actively contributing relevant skills and experience. One that operates efficiently and effectively through appropriate structures and procedures. The government's role is to put in place the framework to enable this to happen. Our reforms set high expectations based on principles of accountability and transparency.

The bar has certainly been raised. On one hand it increases what governors have to do whilst on the other it recognises the important role of the governing body in helping the school to improve and sustain that improvement.

The main purpose of this guidance is to support governing bodies of Catholic schools in their role in school improvement by helping them develop systematic and fit for purpose self-evaluation and skills auditing procedures. This guidance is a resource for governing bodies in discharging their strategic responsibilities and may be helpful as governing bodies prepare for Section 5 Inspections.

Self-evaluation and skills auditing is a tool by which governing bodies can set out its own development plan with identified outcomes.

It is important not to lose sight of the fact that governors in schools are the biggest volunteer force in the country. They bring a wealth of skills and experience to the role and schools become much better places as a result. Expectations and demands on governors in relation to training and development must be proportionate to the time they are able to give to the role, time that is given freely and generously.

Governing bodies are integral to the Catholic mission of the school. Governors of all categories have an important part to play in the development of the Catholic life of the school, the formation of all within the school community and the relentless pursuit of academic excellence.

The Catholic school is distinctive and this guidance will support governing bodies in helping them in their role in developing the religious character of the school.

The guidance provides a toolkit of ideas to enable governing bodies to develop their own procedures specific to the context of the school.

There are numerous examples of self-evaluation and skills audits on the internet as well as publications and case studies on the subject. It is for each governing body to decide how it wants to proceed. In coming to this decision governing bodies should be aware of the CES models document

for self-evaluation and skills auditing which are contained in this document. These are being recommended for use by all Catholic maintained schools, colleges and academies in England.

This guidance is written for governing bodies in maintained schools, governing bodies of academies and local governing bodies within the Kent Catholic Schools Partnership (KCSP).

## Why have Self-Evaluation and Skills Auditing?

Before addressing this question directly it would be helpful to revisit the statutory responsibilities of the governing body as the self-evaluation and skills auditing process relates to these at every stage.

The statutory responsibilities (often known as the 'Core Function') are:

- **Ensure clarity of vision, ethos and strategic direction.**

The governing body is the strategic decision maker and this means, whilst carrying out its operational role in dealing with issues that it has to address in the course of a school year, it also has an important strategic role.

In discharging this strategic role the governing body must have the skills necessary to develop and articulate a vision for the school which will guide the direction it will take over the medium to long term. It is primarily a vision for the school but within it there should be a vision for how the governing body itself will develop over the same time frame.

The governing body will not be doing this alone. It is important that the Headteacher, staff, pupils and parents are contributors at a level to the posts they hold or the positions they are in the school.

The vision for the school is much more than a statement. It is a dynamic force and an agent of change. It will have clear priorities and identifies the strengths and areas of development for the school and will have clear monitoring and evaluation procedures.

The governing body will be a key party in evaluating the vision on a regular basis and this will require the development of good evaluation skills.

The vision gives a 'picture' of the type of school the school community wants to have in perhaps three to five years time.

- **Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.**

A good governing body is clear in recognising the boundaries between the strategic role it has and the operational responsibilities of the Headteacher. An understanding of this is the basis of a good professional relationship between the governing body and the Headteacher.

Governors are not Headteachers and there is not an expectation that they need to have the same skills set as a headteacher. Collectively, the governing body must hold the Headteacher to account and that requires special skills. There are skills that support accountability and not to do the job the Headteacher is appointed to do.

In holding the Headteacher to account, some of the skills governing bodies should have is asking the right questions. The Governors Handbook (DfE May 2014) gives some good examples (page 10). The skill is that the questions are unambiguous, get to the point, do not elicit unnecessary details and provides assurances that the governing body needs to carry out its monitoring and evaluation effectively.

Understanding school data is a necessary skill for governing bodies. This will require specialist training for many individual governors. There are many training providers who will cater for this including the Education Commission who can provide training on data for governing bodies or groups of governing bodies. The main sources of data governors will need to understand are Data Dashboard, RAISEonline, Fischer Family Trust, school performance tables, external audits and inspection reports. This is not an exhaustive list.

- **Overseeing the financial performance of the school and making sure its money is well spent.**

This does not mean that the governing body acts as an accountant or auditor. It is about ensuring value for money matched against the performance of the pupils.

It is good practice for a governing body to have a person within its membership who has specific skills in financial matters in the widest sense. This does not mean it has to be an accountant or bank manager but someone who can see the bigger picture in respect of the efficient use of resources.

As well as understanding the budget system relevant to the school there is a need to have an understanding of how resources are allocated in relation to the priorities identified in the school development plan and the impact the allocations of those resources has on the performance of pupils.

The duty of the governing body to carry out the core functions in order to “conduct the school with a view to promoting high standards of educational achievement at the school” (Education Act 2002 Sec 21(2)), is the starting point for self-evaluation and skills auditing.

In carrying out the core functions there are generic skills which can be utilised. There is an expectation that all governors will have these skills to a greater or lesser extent. There are skill sets that are specific to a particular core function and it is not expected that all governors would have these skills.

The self-evaluation and skills auditing procedure will enable the governing body to identify the governors with the required skill sets and to put in place an action plan to recruit governors or associate members to fill any skills gaps there may be.

## The Requirement of Governing Bodies

The constitution of governing bodies of maintained schools: *The Constitution of governing bodies of maintained schools: Statutory guidance for governing bodies of maintained schools and local authorities in England* (DfE May 2014), \* makes it clear governing bodies must give the highest priority to ensure that the membership has all the skills required for them to discharge their duties effectively.

Governing bodies of maintained schools must reconstitute under the 2012 Reconstitution Regulations by 1<sup>st</sup> September 2015. In reconstitution there must be a priority to having governors with the required skill sets. This is made clear in Paragraph 4: "Governing Bodies should be no bigger than they need to be to have all the skills necessary to carry out their functions. The size and structure of the governing body should be designed so that every member actively contributes relevant skills and experiences."

The governing body where most things were done by a few members is no longer tenable. The expectation is that **all** members of the governing body will be actively involved by applying skills they have developed.

The guidance also requires governing bodies to review their effectiveness on a regular basis (Paragraph 7) and to carry out a skills audit (Paragraph 13).

There will be a requirement that those who appoint governors will have to ensure that those appointed have the necessary skills to contribute to the effective governance of the school to which they have been appointed. For maintained Catholic schools in the Diocese this applies to foundation governors and local authority governors.

The Archbishop appoints foundation governors to all maintained Catholic schools and academies in the Diocese. The foundation governors must always be in the majority which means there is a greater responsibility on the Archbishop to ensure that those appointed have the skills which match the needs of the schools at the time.

It is important that governing bodies and the Education Commission work closely together to ensure the most appropriate and effective appointments are made.

The requirement that foundation governors must be baptised practising Catholics will still be a requirement and those nominated must be able to provide a recommendation from their parish priest or from the priest of the parish where they regularly worship. It is important that foundation governors have the required skill sets but it is also important they are committed to the Mission of education within the Catholic Church and are able to carry out the statutory requirements to preserve and develop the religious character of the school (*The School Governance Constitution Regulations*, DfE, 2012 para 1.5).

\*This statutory guidance is hence forth referred to in this document as "the guidance".

There is no requirement for an elected governor to have a skills set required by the school at a particular time. This does not prevent the governing body informing the electorate of the skills the governing body requires. Elected governors do not represent the electorate which voted them in. Once elected the governor's role is to govern the school in the best interest of pupils.

The statutory guidance gives good advice on how to conduct elections whilst endeavouring to meet the skills need of the governing body (Paragraphs 20-22) whilst not interfering in any way in the election process.

## The Role of the Chair

The governing body is a body incorporate and no one person has any more power than another. All power rests with the governing body as a whole. This includes chair's action, where any action taken must be reported back to the governing body at the earliest opportunity and the casting vote where, in most cases, the convention is to maintain the status quo.

The chair is elected to take a leadership role in the governance of the school. It is a pivotal role in helping ensure the governing body is carrying out its core functions to an acceptable standard and to make recommendations for remedial action where things are not working as well as they should.

The chair will keep the work of the governing body under review and ensure that the right skills are deployed in the right places. It is important that where skills gaps are identified this is shared with the governing body and appropriate training put in place.

Succession planning is now an expectation for governing bodies but this has not been so easy to achieve in the past as the governing body had no say in governors elected to the governing bodies and little influence on those who were appointed.

The statutory guidance gives more influence to governing bodies. Under the 2012 *Reconstitution Regulations* the local authority governors is nominated by the local authority and appointed by the governing body. The governing body has the right to refuse to appoint if it believes the person does not have the skills required at that time.

In appointing foundations governors the Archbishop will have to take account of the skills required by the school at that time before appointments are made. This will mean there will be greater communication between the Chair and the Education Commission which administers all appointments of foundations governors on behalf of the Archbishop. (See Appendix 1).

Materials sent out to the electorate for the election of staff and parent governors can contain information on the skills that are needed.

The chair will take the lead on succession planning but this does not mean that s/he has to do it alone.

Some governing bodies have a practice whereby the chair delegates some of the functions and responsibilities to other members of the governing body, normally chairs of committees, in order to give more members of the governing body leadership experience thus allowing them to acquire and develop skills that will give them the experience and confidence to put themselves forward for election as chair or vice chair at the appropriate time. This in turn ensures the governing body will continue to be well led.



## The Role of the Headteacher

As explained earlier the Headteacher has a statutory role that is related to but separate from the role of the governing body. Recognition of this on both sides leads to excellent governance and excellent leadership.

The Headteacher is also a member of the governing body if s/he decides to hold the post and in the vast majority of schools nationally the Headteacher is a governor.

The Headteacher is also the lead professional in the school and is therefore a key person in the self-evaluation and skills auditing process, as well as all other areas of governance.

When the term 'school leadership' is mentioned it now includes the senior leadership of the school and governors, in most cases.

The relationship between the Headteacher and governing body is a very important one.

In most cases the relationship is carried out by a relationship built up between the chair and the Headteacher.

The discussions between the chair and headteacher will include focussing on school performance and how the governing bodies strategic role in carrying out its core functions is helping in the process. During the course of these discussions it may be identified where there are skills gaps and the chair and headteacher can discuss ways in which this can be presented to the governing body with suggested strategies for implementation.

The Headteacher having the responsibility for the day to day management of the school and the performance of pupils will be in a better position in the first instance to identify where there are gaps.

This is then fed back to the governing body who can then discuss issues raised in order to ensure it is equipped to carry out its strategic role.

The term 'critical friend' is not used so much now as the intentions of new guidance on governance is aimed at changing the relationship between the governing body and Headteacher.

The 'critical friend' relationship is still important in which the governing body, often through the chair, will offer support and challenge in equal measure to the headteacher.

What has not been said is that it can be a two way relationship and the headteacher should be able to offer support and challenge in equal measure to the governing body.

## The Self-Evaluation and Skills Auditing Process

This document is a guide for schools that are in the early stages of self-evaluation and skills auditing and provides further examples for schools where the process is already embedded. It gives examples of good practice that is already in use and acknowledges the provenance of these which are in the public domain. (Appendices A, D and E).

Self-evaluation and regular review is part of the core work of governance. It is not an event but a process which is on-going.

There is no set way on how this is done and governing bodies will have found ways which is best for them. Some examples are:

- A self-evaluation exercise during a governing body meeting or a meeting specifically dedicated to this.
- Using a peer to peer approach where two or more governing bodies evaluate each other. This is often used where governing bodies collaborate in sharing committees.
- Using an external lead such as a National Leader of Governance (NLG) or Local Authority Governance Officer.
- Having a review of governance using the National College of Teaching and Leadership (NCTL) process.
- Some local authorities have a template which schools use.

It is for the governing body to decide what is best given where it is at the present time and where it wants to be in the medium to long term.

The self-evaluation exercise identifies what the governing body is doing well. This is very important and is to be celebrated. It also shows where further development is needed. The areas of development may require people with different or more enhanced skills.

Once this has been done the members of the governing body should complete a skills audit. It is important that this is done each year as it is most likely that most governors will have attended training to gain new skills or develop existing ones, during the course of the year.

Once this has been done the governing body, under the leadership of the chair, can take a new look at how things are to be managed such as changing membership of committees, delegating roles to individuals and link governors and reviewing how the work of the governing body is communicated and reported.

Matching the skills audit to the self-evaluation may identify where there are gaps. It may take some time for these to be 'filled' by elected or appointed governors. An option is to appoint associate members. A governing body may appoint any number of associate members as it wishes but best practice suggests that a few with specific skills and experiences works best in supporting governing bodies to carry out their core functions.

Associate members are appointed for a time agreed by the governing body (minimum one year, maximum four years) and they have the necessary skills and experience to serve on committees or working group where support is needed.

Associate members are not governors and they do not appear on the *Instrument of Government* so there is no requirement to review it.

Associate members can be given limited voting rights at committee level and can chair committees. If an associate member is the chair of a committee they cannot cast a second or casting vote when an equal number of votes have been given for a decision determined by vote.

Associate members have a right to attend full governing body meetings and take part in discussions. They cannot vote at full governing body meetings as they are not governors. They may be asked to leave a full governing body meeting if confidential information is discussed which identifies a pupil, parent, member of staff or another named individual.

It is possible to have pupils of the school as associate members e.g. a sixth former may serve on a committee related to student welfare/safeguarding.

If the pupil has not reached the age of 18 they cannot be given any voting rights at committee level.

## The Self-Evaluation Exercise

Self-evaluation is an ongoing and dynamic process. There is no absolutely set way in which it must be done.

Each governing body will know how it works best and apply the methods which will be understood by all, accepted by all and used by all.

This section gives examples and signposts where governing bodies may view other tried and tested procedures from other providers. In accessing these it is important to remember that there is likely to be copyright restrictions. They are for reference purpose only and should not be reproduced, used, modified or altered in any way without prior permission of the originator or copyright holder.

Self-evaluation does not have to be a ponderous process. It should be succinct and focus on the areas where development is needed.

## Action Plan

Once the self-evaluation process is completed, an action plan should be drawn up. The action plan is separate to the School Improvement Plan but will feed into it. Once again there is not set way in which an action plan has to be completed. An example is given (Appendix B) but the formation and nature of an action plan is a decision for governing bodies depending on how they work best.

It is best practice in many schools that the School Improvement Plan derives from and informs the improvement plans from various areas of the school.

In the same way the requirements of the governing body action plan can be included, in summary, in the leadership section of the School Improvement Plan. Whilst all are working towards the same end it is probably better to identify the governance part as separate to the senior school leadership part in a similar way that Ofsted reports on Leadership and Management in Section 5 inspections.

It is important a record is kept as evidence for Ofsted that the governing body is committed to continuous school improvement through the development of the governing body, not for its own sake, but, to enhance the improvement agenda for the school and that it has a strategic role to play in developments in the school.

## Skill Audits

Governing bodies might want to consider different types of audits for different governors (e.g. a new governor may be asked to complete a different audit than that of a more experienced governor). This is a decision for the governing body.

The foundation governors in Catholic schools are appointed by the Archbishop and there is a need to get information on the skills, knowledge and experience for this when names are put forward to become foundation governors. An example is given in Appendix C.

Foundation governors have a statutory duty to preserve and develop the religious character of the school and all governors must ensure the school is conducted in accordance with Canon Law and the teachings of the Roman Catholic Church. We want to support all categories of governors in their mission and it is important to include all governors in the development of the school as a Catholic community and the example of the skills audit for their area is for all categories of governors.

## Other Examples

### Self-Evaluation

- Self-Evaluation Tool for School Governing Bodies, based on the All-Party Parliamentary Groups "Twenty Questions for School Governing Bodies to ask .....".

This is a fully detailed exercise produced by the Merseyside and Cheshire (MCA) partnership, in conjunction with the Lean Together Partnership (LTP).

It asks pertinent questions and goes into detail with what would be an answer for a governing body to be 'good' in that area. It is a RAG based analysis with a built in template for action planning.

[www.warrington.gov.uk/download/downloads/id/5166/self-evaluation\\_tool\\_for\\_school\\_governing\\_bodies](http://www.warrington.gov.uk/download/downloads/id/5166/self-evaluation_tool_for_school_governing_bodies)

- **The Effective Governing Body Exercise.**

This is an easy to follow but detailed approach by Westminster Local Authority for analysing school governing body effectiveness with clear and concise references to what Ofsted requires and the strengths of a governing body as identified by the *National Governors Association* (NGA). It is aligned to the strategic responsibilities of the governing body and gives a comprehensive list of where governing bodies can get evidence when completing the Self-Evaluation process. It also gives a template for a governance action plan.

[http://webfronter.com/westminster/governors/mnu6/Self.Evaluation/Self-Evaluation\\_Material.html](http://webfronter.com/westminster/governors/mnu6/Self.Evaluation/Self-Evaluation_Material.html)

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- **Governing Body Self-Evaluation Tool – How Effective is our Governing Body?**

This is a concise template produced by Sheffield Local Authority and asks clear questions related to governing body effectiveness. It has a selection of questions that Ofsted may ask during a Section 5 Inspection and a good polar opposite example page on how to move towards good or better governance.

[www.sheffield.gov.uk/education/schoolgovernors/guidance/governingbodydevelopment/selfevaluation.html](http://www.sheffield.gov.uk/education/schoolgovernors/guidance/governingbodydevelopment/selfevaluation.html)

- **The National Governors Association** has produced a very good skills audit allowing the respondent to judge their competence on a five point scale. It is based on the strategic function of the governing body with a section on the school and the community.

[www.nga.org.uk/Can-we-help/Free-governance-resources/Governance-tools/Skills-audit-and-matrix.aspx](http://www.nga.org.uk/Can-we-help/Free-governance-resources/Governance-tools/Skills-audit-and-matrix.aspx)

- **Skills Audit for Essex School Governors**

Essex has produced a detailed narrative-based audit that is used for existing governors and asking them to make statements regarding any further developments or training that they feel they need. A good self-review for the individual as well as for the needs of the governing body.

[www.essex.gov.uk/Business-Partners/Partners/Schools/school-governors/procurements/Skills-Audit2.doc](http://www.essex.gov.uk/Business-Partners/Partners/Schools/school-governors/procurements/Skills-Audit2.doc)

A licence will be required to use this resource Tel: 01912 415415.

- **Sheffield Council** has a good example which has a section on generic skills for governors and a section on professional/practical/vocational competencies.

[www.sheffield.gov.uk/education/schoolgovernors/guidance/governingbodydevelopment/skills\\_audit.html](http://www.sheffield.gov.uk/education/schoolgovernors/guidance/governingbodydevelopment/skills_audit.html)

## Conclusion

The Self-Evaluation procedure and skills audit is an ongoing process which individual governing bodies will address in the way in which it finds it best suits its needs.

The 'Golden' rules are:

- Keep it as a priority in the work of the governing body.
- Development is not linear so expect setbacks from time to time.
- Do not expect too much from those people new to being governors. Skills can be learned and developed.
- Share your good practice with other governing bodies and learn from them as well.
- Always include the headteacher, and other senior leaders if appropriate, at all stages.
- Bring in external advice and support if you believe it will help the governing body develop.
- Commit to a structured programme of training and development for governors.
- Maintain communications with the Education Commission.

Most local authorities put on good governance training and development programmes. It may require paying a Service Level Agreement fee (SLA) but the benefits far outweigh the costs. Academies can also take out SLAs.

The Education Commission puts on a CPD programme for governing bodies to complement the CPD put on by local authorities.

There are a number of commercial and voluntary providers running governor training programmes.

The *National Governors Association* has levels of membership for schools and is an excellent organisation representing and supporting governing bodies in maintained schools and academies. More information from [www.nga.org.uk](http://www.nga.org.uk).

The *National College for Teaching and Leadership* (NCTL) puts on a variety of CPD events through licensed providers. Some are free and some are at a reduced rate depending on the Ofsted category of the school.

[www.gov.uk/government/organisations/national-college-for-teaching-and-leadership](http://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership)

National Leaders of Governance (NLGs) can provide support for governing bodies in the self-evaluation process. A full list can be obtained from the NCTL site and the Education Commission keeps a list of NLGs who are on Catholic school governing bodies.

The Education Commission can offer bespoke training to governing bodies or groups of governing bodies on a range of training areas related to self-evaluation including using data, developing and reviewing policies, handling complaints and critical incidents, developing the *Catholic life of the school, the Governing Body and Ofsted and the Governing Body and Section 48 Inspections*.

Some useful resources:

The Governors Handbook: DfE May 2014

[www.gov.uk/government/publications/governors-handbook--2](http://www.gov.uk/government/publications/governors-handbook--2)

National Strategies – Strong Governance Systems – NGA 2009

[www.nga.org.uk/getattachment/Resources/Useful-Documents/Stronger-Governance](http://www.nga.org.uk/getattachment/Resources/Useful-Documents/Stronger-Governance)

School Governance: Learn from the Best. Ofsted 2011 ref: 100238

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Improving Governance: A Training Resource – Ofsted 2013

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Good Practice Resource: Outstanding Governance. Ofsted ref 130524

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Leading the Way: Improving School Governance and Leadership: CBI 2013

[www.cbi.org.uk/media/2487439/leading\\_the\\_way](http://www.cbi.org.uk/media/2487439/leading_the_way). Pdf

Guidance for Governors on Section 48 Inspection Process for Voluntary Aided Catholic Schools and Academies: Education Commission 2014

[www.educationcommission.org.uk/SiteFiles/383.pdf](http://www.educationcommission.org.uk/SiteFiles/383.pdf)

Guidance for Governors of Catholic Voluntary Aided Schools and Academies: Education Commission 2013

[www.educationcommission.org.uk/SiteFiles/325.pdf](http://www.educationcommission.org.uk/SiteFiles/325.pdf)

The Maximilian: Education Commission

A monthly electronic newsletter for all categories of governors in Catholic voluntary aided schools, academies and colleges in the Archdiocese of Southwark. The newsletters keeps governors up to date with recent changes, innovations, news and everything governing bodies need to know at a particular time. Subscribe on the Education Commission website

[www.educationcommission.org.uk](http://www.educationcommission.org.uk)



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## APPENDIX A

### GOVERNING BODY SELF-EVALUATION

Effectiveness	Level: Fully Met	Level: Partially Met	Level: Minimally Met	Comments including evidence used and suggestions for development
The Governing Body is a self-reviewing and self-improving organisation with regular self-evaluations and timely reviews.				
All governors understand the statutory responsibilities of the governing body and their individual part in it.				
The Governing Body has developed a clear medium to long term vision, that is understood and accepted by all governors, staff, parents and pupils.				
There are clear structures in place with terms of reference for committees, clear lines of reporting and acting on recommendations made.				
There are effective methods of working with school staff to contribute to the School Improvement Plan which acknowledges the Governing Body's role in monitoring and evaluation.				
There is a clear understanding of the schools strengths and weaknesses and priorities for implementation.				
Effectiveness	Level: Fully	Level: Partially	Level: Minimally	Comments including evidence used and suggestions for development

	Met	Met	Met	
There is an agreed succession plan which includes short/medium and long term development.				
There is a commitment to an annual CPD programme for all members of the Governing Body.				
There is a clear understanding of the difference between the strategic role of the governors and the operational role of the headteacher.				
Governors have a thorough understanding of progress made by groups of pupils and provisions put in place where progress needs improving.				
Governors are informed and understand the quality of teaching with reference to the amount of good or outstanding teaching and what is put in place if it is less than good.				
The Governing Body support and challenge the school leadership, knows the difference between the two and can evaluate the impact.				
There is an understanding of the performance targets of the Headteacher and all staff including how targets are agreed, monitored and evaluated.				
There is good communication between the Governing Body and the headteacher and senior leadership including link governor relationships and chair/headteacher relationship.				
<b>Effectiveness</b>	<b>Level: Fully Met</b>	<b>Level: Partially Met</b>	<b>Level: Minimally Met</b>	<b>Comments including evidence used and suggestions for development</b>

There is a good understanding of the criteria used for pay progression and the evaluation of the pay policy.				
There is a clear understanding and use of objective data including RAISEonline and data dashboard and the seeking of other relevant data.				
There is a good ability to interpret data, turn it into meaningful information and use it to challenge, support and celebrate school achievement.				
The Governing Body ensures solvency and probity and that financial planning is secure and transparent and resources are deployed to achieve the school's priorities.				
There is a good understanding of value for money and use of benchmarking in reviewing and modifying the school's priorities.				
There are systems to ensure pupil premium and other dedicated resources are used for the purpose to which they were given and can measure the impact the use of those resources have.				
The Governing Body ensures medium term budget planning in order for the school to resource improvements and developments.				
There is a robust review of policies regularly to ensure they are fit for purpose.				
The Governing Body ensures a commitment to diversity on the Governing Body and in the school and promotes strategies of inclusiveness and accessibility.				
<b>Effectiveness</b>	<b>Level: Fully Met</b>	<b>Level: Partially Met</b>	<b>Level: Minimally Met</b>	<b>Comments including evidence used and suggestions for development</b>
There are robust systems to ensure statutory				

compliance with SEND regulations.				
There are good communications with staff, pupils, parents and other stakeholders.				
The Governing Body regularly seeks views of parents and other stakeholders to help measure and evaluate impact of the work of the Governing Body and the school.				
There is a commitment to promoting good relationships with other schools and the local community.				
The Governing Body monitors its duty to comply with all legal requirements and responds as appropriate.				
The Governing Body regularly reviews its communications systems including reviewing the school's website.				
The Governing Body ensure rigorous safeguarding and child protection strategies are in place that are monitored regularly to ensure they are fit for purpose and meet statutory requirements.				
There is a quick and appropriate response to any concerns brought to the attention of the governing body with the view to ensuring just resolutions.				
There is a clear understanding of the Catholic life of the school including monitoring and evaluation of policies and practices underpinning this area.				
<b>Effectiveness</b>	<b>Level: Fully Met</b>	<b>Level: Partially Met</b>	<b>Level: Minimally Met</b>	<b>Comments including evidence used and suggestions for development</b>
There is an understanding of and a commitment to the home/school/parish partnership and the role of				



the priest, religious and chaplain in the Catholic school.				
There is an understanding of a commitment to the importance of Religious Education in the curriculum including monitoring and evaluation of policies, progress and outcomes.				
There is an understanding of the school's SRE programme including monitoring and evaluation of policies, progress, outcomes and parents views.				
There is an understanding of the school's collective worship and prayer life practices including monitoring, evaluation and participation.				
The Governing Body has knowledge of the school's contribution to the Common Good and the impact it has on the community, the ethos of the school and the outcome for pupils.				
The Governing Body has knowledge and understanding of the Section 48 Inspection process.				

APPENDIX B

GOVERNING BODY ACTION PLAN

1 = We are now there

3 = Comfortably on our way

5 = Nowhere near!

Area identified for Self-Evaluation	Where are we now?	Where do we want to get to?	How do we get there?	1	2	3	4	5
<p><u>ENSURING CLARITY OF VISION, ETHOS AND STRATEGIC DIRECTION</u></p> <p>Setting the vision for the school in the medium to long term</p>								
<p>Agreeing and setting priorities, creating accountability and monitoring progress</p>								
<p>Understanding strengths and weaknesses of the school</p>								
<p>Other (specify)</p>								



1 = We are now there

3 = Comfortably on our way

5 = Nowhere near!

Area identified for Self-Evaluation	Where are we now?	Where do we want to get to?	How do we get there?	1	2	3	4	5
<p><u>HOLDING THE HEADTEACHER TO ACCOUNT FOR THE EDUCATIONAL PERFORMANCE OF THE SCHOOL AND ITS PUPILS, AND THE PERFORMANCE MANAGEMENT OF STAFF</u></p> <p>Understanding the role of the headteacher in improving school performance</p>								
<p>Knowledge of performance of different groups and reasons for differences</p>								
<p>Knowledge of quality of teaching and what is put in place when it is less than good</p>								

1 = We are now there

3 = Comfortably on our way

5 = Nowhere near!





Area identified for Self-Evaluation	Where are we now?	Where do we want to get to?	How do we get there?	1	2	3	4	5
Understanding of the use of pupil premium and other 'ring fenced' resources and the impact it has on recipients								
Understanding of Headteacher's and staff performance and how targets are set and monitored								
Understanding of the use and impact of object data e.g. RAISEonline and Data Dashboard								
Ability to support and challenge the Headteacher								

1 = We are now there

3 = Comfortably on our way

5 = Nowhere near!

Area identified for	Where are we now?	Where do we want to get to?	How do we get there?	1	2	3	4	5
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Self-Evaluation								
Other (specify)								
<p><u>OVERSEEING THE FINANCIAL PERFORMANCE OF THE SCHOOL AND MAKING SURE ITS MONEY IS WELL SPENT</u></p> <p>Understanding of how all funding comes into the school</p>								
Systems to monitor and evaluate that resources are allocated to school priorities								
Value for money benchmarking is effective and impacts on performance of the school								

1 = We are now there

3 = Comfortably on our way

5 = Nowhere near!

Area identified for Self-Evaluation	Where are we now?	Where do we want to get to?	How do we get there?	1	2	3	4	5
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All accounting and monitoring systems are rigorous and ensure good management of resources.								
Understanding of how decisions are made about staff salary progression								
Other (specify)								

## APPENDIX C

### **Skills Audit for Nominees to serve as a Foundation Governor in Catholic Maintained Schools, Catholic Academies and Catholic Colleges in the Archdiocese of Southwark**

#### Introduction

It is essential all Catholic schools and colleges are conducted in accordance with the Canon Law and teachings of the Roman Catholic Church and in accordance with the Diocesan Trust Deed for maintained schools and with the Articles and Objects for academies.

Foundation governors have a statutory duty to preserve and develop the religious (Catholic) character of the school. It is a requirement the person appointed as a foundation governor is a practising Catholic and has some understanding of and a commitment to Catholic education.

It is not necessary for potential foundation governors to have experience of Catholic education but it is important that they have a firm commitment to the Church's mission in providing Catholic schools and colleges.

People bring very diverse life experiences to the role of governor. These experiences may be acquired through formal training and work or informal and life experiences. Governors are volunteers and training will be provided. It is expected that governors may only have some areas of experience.

Name:

Email:

Please complete this audit by indicating your level of experience in respect of each skill/knowledge/experience. Please give brief details in the box provided, if appropriate.

Example:

Category of skill/ knowledge/experience	Level: None	Level: Basic	Level: Moderate	Level: Extensive	Comments
Experience of Catholic Schools			√		Attended Catholic primary and secondary schools. Children at Catholic primary school. Member of PTA.
Experience of Catholic Schools					
Understanding of governing in a Catholic school					
Understanding the role of the foundation governor in the Catholic school					
Understanding of Religious Education and worship in the Catholic school					
Understanding of relationships between the Catholic school and the parish/Diocese					

Please indicate in the box below any other strengths, skills or experience, not mentioned above, that you could bring to the governing body.



Briefly state why you wish to be considered for appointment as a foundation governor.

Signed: ..... Date: .....



**APPENDIX D**  
**Governor Skills Audit**

Please indicate your level of experience in respect of each of the categories of skills, knowledge and experience in Sections A and B below. Where you consider that you would benefit from training in a particular category of skill, please tick the relevant box.

Skills Audit undertaken by: .....  
(Name of Governor)

Name and postcode of School: .....  
.....

Date: .....

**Section A: Skills, knowledge and experience relating to the Catholic Character of the School:**

Category of skill, knowledge or experience	Level: Extensive	Level: Moderate	Level: Basic	Level: None	Training required?
a) Understanding the mission of a Catholic school and Catholic education generally					
b) Understanding of catechesis and religious education					
c) Understanding of the liturgical and sacramental life of the school					
d) Understanding the history of the Catholic Church's involvement in the provision of schools in England and Wales					



**APPENDIX D**  
**Governor Skills Audit**

e) Ecclesiology: understanding the role of the Bishop and the Trustees and the governing body's relationship with them					
f) Ability to evaluate the Catholic life of the school					

**Section B: General and specialist skills, knowledge or experience:**

<b>Category of skill. Knowledge or experience</b>	<b>Level: Extensive</b>	<b>Level: Moderate</b>	<b>Level: Basic</b>	<b>Level: None</b>	<b>Training required?</b>
<b>Governance</b>					
a) Experience of governance (including in any other sector)					
b) Chairing					
c) Leadership					
d) Taking meeting minutes					
<b>Staff Matters</b>					
e) HR expertise					
f) Experience of staff recruitment					
g) Performance management and appraisal of (i) staff and/or (ii) organisation					
<b>Data</b>					
h) ICT and/or management information systems					
i) Data analysis					
j) Knowledge of sources of relevant information/data e.g. Raiseonline, Ofsted's Data Dashboard and other educational software programmes					





**APPENDIX D**  
**Governor Skills Audit**

<b>Community Matters</b>					
k) Community relations					
l) Knowledge of school and local community					
m) Knowledge of the local/regional economy and local government					
n) Parents perspective: current of the school					
o) Networks/alliances					
<b>Handling Conflict</b>					
p) Conflict resolution					
q) Handling complaints, grievances and appeals					
<b>Skills particular to an educational setting</b>					
r) Experience of an educational setting					
s) Teaching and pedagogy					
t) Safeguarding					
u) SEN and disability					
v) Phase – primary/nursery/secondary/FE and HE					
w) School in category					
<b>Professional Skills</b>					
x) Financial management/accountancy					
y) Legal					
<b>Other skills, knowledge and experience</b>					
z) Strategic planning					
aa) Coaching/mentoring and/or continued professional development					
bb) Communication skills, including listening					



**APPENDIX D**  
**Governor Skills Audit**

cc) Problem solving and/or creativity					
dd) Negotiation and mediation					
ee) Ability to influence					
ff) Ability to work as part of a team					
gg) Equal opportunities /equality and diversity					
hh) Change management (particularly in respect of potential academy conversion)					
ii) Carrying out surveys, consultation and/or research					
jj) Quality assurance					
kk) Health & safety					
ll) Risk assessment					
mm) Project management					
nn) PR and marketing and/or working with the media					
oo) Work placements/career planning					
pp) Procurement/purchasing					
qq) Premises and facilities management					
rr) Fundraising					
ss) Children's and young people's services/activities (any sector)					
tt) Health services (particularly relevant in special schools)					
uu) Self-evaluation and/or impact assessment					

**Once completed, please submit to:**

.....

**(Name of person at the school to whom completed forms should be submitted)**

## APPENDIX E

### Skills Audit for Members of the Governing Body on the Catholic Life of the School

Name:

Date Audit Completed:

Please complete this audit by indicating the level of skill, knowledge or experience for each area. It is not expected that you will have experience of all areas. The levels will depend on the work you have done during the last academic year and the particular committee or areas to which you have been assigned.

Use the comments box if appropriate which can include any training needs you feel would help you.

Category of skill/ knowledge/experience	Level: None	Level: Basic	Level: Moderate	Level: Extensive	Comments
<b>Catholic Life of the School</b>  Appointment of senior staff to the school					
Appointment of staff with responsibility for RE and other areas (coordinators/chaplains)					
Evaluation of school's Mission Statement					
Evaluation of scrutiny of Catholic ethos/Catholic mission					

Category of skill/ knowledge/experience	Level: None	Level: Basic	Level: Moderate	Level: Extensive	Comments
Understanding of home/school/parish partnership					
Evaluation of CPD related to Catholic life of the school					
Experience in evaluating views of stakeholders on Catholic life of the school					
Relationships or links with other agencies e.g. Education Commission					
<b>SRE</b>  Understanding of Diocesan Policy on SRE					
Understanding of school's programme for SRE					
Experience in evaluation of SRE					
<b>Religious Education</b>  Understanding of school policy on RE					
Knowledge of RE Curriculum					

Category of skill/ knowledge/experience	Level: None	Level: Basic	Level: Moderate	Level: Extensive	Comments
Experience in monitoring and evaluation of RE					
Experience in linking with RE Teachers					
CPD undertaken in Governance role in RE in schools					
<b>Collective Worship</b>					
Understanding of school policy on collective worship					
Knowledge of schools programme of worship (assemblies, prayer and liturgies)					
Understanding of links with priests on Sacrament preparation					
Experience of attending assemblies, liturgies, prayer groups					
Experience in leading assemblies/prayers/liturgies					
Understanding of prayer life of the school (e.g. focal areas, quiet space)					

Category of skill/ knowledge/experience	Level: None	Level: Basic	Level: Moderate	Level: Extensive	Comments
<b>Other Areas</b>					
Understanding role of chaplaincy					
Experience in evaluating work of chaplain					
Understanding of role of priest and religious in the school					
Understanding of policies related to Catholic life of the school					
Experience of contributing to formation of these policies					
Understanding of school contribution to the Common Good (charities, community service)					
Experience in working with school on contribution to the Common Good					
Experience of evaluation of schools contribution to the Common Good					



Category of skill/ knowledge/experience	Level: None	Level: Basic	Level: Moderate	Level: Extensive	Comments
Understanding of the Section 48 Inspection process					
Understanding of expectation of governors in the Section 48 process					
Experience in working with school on post Section 48 action plans					

## APPENDIX F

### **Communications between Governing Bodies and the Education Commission**

Good communications between individual governing bodies and the Education Commission is of the utmost importance.

There are already very good channels of communication in relation to such areas as admissions, buildings, senior leadership appointments, governor training and support, bespoke training, working with local authorities and providing on-going guidance through documents written specifically for governing bodies.

The Education Commission has a duty to support each governing body to be effective and to be at least 'good' when inspected by Ofsted.

The requirement for governors to have skills related to the needs of the school and the person appointing governors to ensure that there is a skills match to the school's needs, provides for an additional channel of communication between governing bodies and the Education Commission.

Governing bodies are asked to complete the form at the end of this appendix once the skills audit has been done. It indicates the skills the governing body would like any new governors to have if appointed to the school. This will help the Education Commission to advise the Archbishop in appointing the most suitable foundation governors to particular schools.





### New Governor Requirements

School:

Address:

Chair:

Clerk:

Contact email:

1. Number of foundation governor vacancies

2. Number of other vacancies, (please specify)

3. Please indicate the skills you require new governors to have. This will be devised from your individual skills audits. You can use broad areas e.g. Finance, HR. Please prioritise with the skill most needed as number one.

1.
2.
3.
4.
5.

Please return the completed form to Stephen Bryan at the Education Commission by October 31<sup>st</sup> each academic year.

## APPENDIX G

### Diversity

The statutory guidance states

‘Meaningful and effective engagement with parents, staff and the wider community is vital, but not guaranteed by the presence of the various categories of governors on the governing body. The membership of the governing body should focus on skills, with stakeholder engagement as an important but distinct activity for which governing bodies will need to assure themselves, that appropriate structures and arrangements are in place.’ (Paragraph 11. Page 6).

This indicates that there is a move away from governing bodies being made up of people from the community in which the school is situated.

It is very important for Catholic schools, colleges and academies that the membership of governing bodies represents the diversity of the Church community within the Diocese.

Governing bodies of schools and colleges in the Diocese already give priority to this endeavour and it is important that it is kept under review.

Governing bodies are asked to return the form at the end of this appendix in order that the Education Commission can continue to support individual governing bodies.

### Diversity

Name of School:

Address:

Chair:

Clerk:

Contact email:

Governing bodies are asked to complete this form and return it to Stephen Bryan at the Education Commission following the first full governing body meeting in the academic year. The ethnic origin categories are those used by the Catholic Education Service (CES) Census return.

Please use numbers and not percentages.

Ethnic Origin	Female	Male
White British		
White Irish		
White Other		
Dual Background		
Asian/Asian British		
Black/Black British		
Other		
Not Known		