**Appendix 1: EFFECTIVE GOVERNANCE CHECKLIST**

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| **Name of Governing Board** | **Chair’s and Vice Chair’s Name** | **Chair’s and Vice Chair’s Email Addresses** |
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| **Features of effective governance** | **2021/22 Grading 1 (high) to 4 (low)** | **Comment / source of evidence (as appropriate)** |
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| 1. Governors understand the key features of effective governance, the role and responsibilities of the board, and its three core functions |  |  |
| 1. Governors understand the values and strategic priorities for their organisation |  |  |
| 1. Governors understand the difference between strategic and operational decisions |  |  |
| 1. The board routinely monitors progress towards strategic goals |  |  |
| 1. The Chair provides effective leadership for the governing board |  |  |
| 1. Governors keep informed about key themes of national education policy and the local education context in respect of governance |  |  |
| 1. The board’s activities and agenda setting are driven by the strategic planning cycle, and develop the school’s vision and ethos |  |  |
| 1. Governors are able to identify ways in which they have contributed actively to school improvement |  |  |
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| 1. Governors receive relevant and timely information for guidance on statutory and legal responsibilities and ethical aspects of the board’s decision-making |  |  |
| 1. Governors abide by the principle of collective decision-making and stand by the decisions of the board, even where their own view differs |  |  |
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| 1. The board is proactive in consulting, and responding to, the views of a wide group of stakeholders when planning and making decisions so that stakeholder views inform governing body decision-making |  |  |
| 1. There is regular reporting to parents and the local community |  |  |
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| 1. There is a robust process for risk management in the organisation, and especially how and when risks are escalated through the organisation for action |  |  |
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| 1. Governors hold leaders to account for the quality of education within the school and know what is being done to improve it |  |  |
| 1. Governors have an understanding of, and monitor the school's curriculum, including what the school is trying to achieve through delivery of the curriculum (intent), how it is being delivered (implementation) and what difference it is making to outcomes (impact) |  |  |
| 1. Governors understand and are able to discuss the relative performance of different groups in the school |  |  |
| 1. Governors understand the relevant indicators for monitoring behaviour and safety, including information about attendance, admissions, exclusions, behaviour incidents, bullying and complaints |  |  |
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| 1. Governors understand the financial policies and procedures of the organisation, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability, ensuring best value for money |  |  |
| 1. Governors understand how the organisation receives funding through the pupil premium and other grants, e.g. primary sport funding, how these are spent and how spending has an impact on pupil outcomes |  |  |
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| 1. Governors understand how staff performance management is used throughout the organisation in line with strategic goals and priorities, and how this links to the criteria for staff pay progression, objective setting and development planning |  |  |
| 1. Governors ensure that the headteacher’s performance management targets address key school priorities |  |  |
| 1. There is an effective Pay Committee that meets at least annually to make pay decisions for all staff. |  |  |
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| 1. Governors champion wellbeing across the whole school community (staff and students) and ensure that positive steps are taken to improve and manage wellbeing and mental health |  |  |
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| 1. Governors are committed to their role and to active participation in governance, and every Governor makes a regular contribution |  |  |
| 1. There are high expectations for conduct and behaviour for all those in governance including being an exemplary role model in demonstrating these |  |  |
| 1. The board strategically views the skills that the board needs, identifying gaps and takes action to ensure these are filled |  |  |
| 1. Succession planning prepares governors well for new roles |  |  |
| 1. Governors are available to the school and participate regularly in activities beyond meetings (3a) |  |  |
| 1. Relationships within the governing board and between governors and school staff are good and reflect mutual respect |  |  |
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| 1. Governors understand the governance structure of the organisation and particularly how governance functions are organised and delegated, including where decisions are made |  |  |
| 1. The size, composition and committee structure of the governing body is fit for purpose and appropriate to the size and complexity of the organisation, and is conducive to effective working |  |  |
| 1. The board and any committees are correctly constituted, and chair and committee chairs are re-elected each year |  |  |
| 1. Minutes effectively capture the key points of meetings, particularly the quality of challenge from governors |  |  |
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| 1. Governors understand the legal, regulatory, and financial requirements and understand the need to have regard to any statutory guidance and government advice, including the Governance Handbook. |  |  |
| 1. Governors understand the Ofsted inspection/regulatory framework as outlined by termly Governor Training which outlines any updates |  |  |
| 1. Governors understand the duties relating to safeguarding, health and safety, and the Prevent Duty |  |  |
| 1. Governors understand the duties related to Special Educational Needs and Disability |  |  |
| 1. Governors understand the requirements relating to the education of children looked after |  |  |
| 1. Governors understand the duties related to information, including in General Data Protection Regulation 2018 and the Freedom of Information Act 2000 |  |  |
| 1. Governors understand the school’s Whistleblowing Policy and procedures and any responsibilities of the board within it |  |  |
| 1. Are Governors aware of requirements under the Equalities Act? |  |  |
| 1. Are Governors aware of requirements for maintaining the school’s website as per current requirements? |  |  |
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| 1. Governors take up opportunities, when appropriate, to attend training and any other opportunities to development knowledge, skills and behaviours |  |  |
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| 1. The governing body formally evaluates its performance which informs a governance development plan. |  |  |
| 1. What has your Governing Board done over the last year that you are particularly proud of? |  |  |

Local Authority Feedback: Written feedback will be sent to all Governing Boards which have submitted their audit by the given deadline. Please register for training at [www.bels.org.uk/governor-services](https://www.bels.org.uk/governor-services) to address any identified gaps.