



External Review of Governance

The governing board's three core functions

1: Ensuring clarity of vision, ethos and strategic direction			
Fully compliant	Partially compliant	Non-compliant	Evidence to be drawn on
1. Do governors play a significant role in setting out a vision that is shared by all members of the school community and is based on input from, and consultation with, a range of stakeholders?		Y/N	<ul style="list-style-type: none"> School vision statement School self-evaluation documentation Strategy document with key priorities and KPIs Governance structures, committee work programmes and terms of reference Board agendas and minutes Policy review schedule Governor visit reports HT reports Curriculum statement and policy Ofsted report External consultant reports School website
2. Has the board agreed a strategy with priorities for achieving the vision with key performance indicators against which governors can regularly monitor and review the strategy?		Y/N	
3. Does the board's strategic planning cycle drive its activities and agenda setting?		Y/N	
4. Does the board ensure decisions are made in line with the school's vision and strategic priorities, and monitor the impact of these decisions?		Y/N	
5. Do governors monitor how effectively the policy framework and related practices support the ethos of the school?		Y/N	
6. Does the board have a sound understanding of its statutory responsibilities and ensure that these are fulfilled?		Y/N	
7. Does the board ensure that the school's curriculum, extra-curricular activities and ethos are preparing pupils for life in modern Britain?		Y/N	
Relevant Ofsted criteria	The extent to which governors: <ol style="list-style-type: none"> Carry out their statutory duties, such as safeguarding, and understand the boundaries of their role as governors Ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain Ensure clarity of vision, ethos and strategic direction, including long-term planning (for example, succession) 		

2: Holding the headteacher to account for the educational performance of the school and its pupils

Fully compliant	Partially compliant	Non-compliant	Evidence to be drawn on
<p>1. Do governors access a range of information about the school in a timely way including:</p> <ul style="list-style-type: none"> a. the full RAISEonline summary report? b. the FFT Governor Dashboard (if the school subscribes)? c. the Ofsted data dashboard? d. in-year progress tracking data from the school? e. external reports including notes of visit from school improvement partners or equivalent? f. information from governor visits to school? 		Y/N	<ul style="list-style-type: none"> • Board agendas and minutes, and other board papers • Committee terms of reference, agendas, papers and minutes, particularly the committee which looks at data on attainment, progress and quality of teaching • Stakeholder surveys • Headteacher's reports to governors • Records of headteacher's performance management • Governor visit reports • External consultant reports • Annual report on the work of the GB • Ofsted report • School website
<p>2. Do governors understand the performance data in a way that enables them to properly hold school leaders to account?</p>		Y/N	
<p>3. Is the board confident that performance management for all staff is conducted effectively and that this contributes to improving outcomes for pupils?</p>		Y/N	
<p>4. Is performance management of the headteacher/principal conducted effectively including meeting statutory and contractual requirements, ensuring performance objectives contribute to improving outcomes and including mid-year review?</p>		Y/N	
<p>5. Does the board have a clear understanding of how pay decisions are reached for all teaching staff in line with statutory and contractual requirements?</p>		Y/N	
<p>6. Does the board engage with key stakeholders and report annually to the community about its work?</p>		Y/N	

<p>Relevant Ofsted criteria</p>	<p>The extent to which governors:</p> <ul style="list-style-type: none"> 4. Contribute to the school's self-evaluation and understand its strengths and weaknesses, including the quality of teaching, and reviewing the impact of their own work 5. Understand and take sufficient account of pupil data, particularly their understanding and use of the school data dashboard 6. Assure themselves of the rigour of the assessment process 7. Are aware of the impact of teaching on learning and progress in different subjects and year groups 8. Provide challenge and hold the headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results; or whether they hinder school improvement by failing to tackle key concerns or developing their own skills 11. Are providing support for an effective headteacher 12. Monitor performance management systems and understand how the school makes decisions about teachers' salary progression, including the performance management of the headteacher, to improve teaching, leadership and management 13. Engage with key stakeholders 14. Are transparent and accountable, including in terms of recruitment of staff, governance structures, attendance at meetings, and contact with parents and carers
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3: Overseeing the financial performance of the school and making sure its money is well spent

Fully compliant	Partially compliant	Non-compliant	Evidence to be drawn on
1. Is the board confident that the school's financial management systems are robust?		Y/N	<ul style="list-style-type: none"> • Board agendas and minutes • Committee terms of reference, agendas, papers and minutes, particularly the committee which looks at resources, and the committee which looks at pay decisions • Headteacher's reports to governors • Details of pupil premium allocation, distribution and impact on learning • Governor visit reports • External consultant / auditor reports • Ofsted report • School website
2. Does the board access financial benchmarking information and use this to ensure the school is achieving value for money?		Y/N	
3. Does the board regularly review the staffing structure to ensure that it meets the needs of the school and ensures good value for money?		Y/N	
4. In academies: is the board familiar with the requirements of the Academies' Financial Handbook and ensuring that all its financial responsibilities are met?		Y/N	
5. In maintained schools: have all the standards within the schools financial value standard been met?		Y/N	
6. Does the board ensure that available resources, including pupil premium, are allocated to school development priorities and removing barriers to learning?		Y/N	
7. Is the pupil premium being used effectively, so that the school is closing any gaps in achievement between pupil premium pupils and their peers?		Y/N	

Relevant Ofsted criteria	<p>The extent to which governors:</p> <p>9. Use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics</p> <p>10. Ensure solvency and probity and that the financial resources made available to the school are managed effectively</p>
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