**GOVERNANCE EFFECTIVENESS AUDIT**

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| **Name of school** | **Name of Chair and Vice Chair** | | | **Email addresses** |
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| **Theme** | | **RAG Rating (Red, Amber, Green)** | **Provide evidence for the RAG rating and identify actions required** | |
| 1. **Effective Governance:**  * Understanding the roles and responsibilities of the board and its three core functions. * Governors challenge and support the headteacher to ensure that pupils receive a high-quality education. * Minutes effectively capture the key points of meetings, particularly the quality of challenge. * Progress towards strategic goals is monitored routinely. * Governors stay informed about key themes of national education policy and the local education context. * Agenda setting is driven by the strategic planning cycle and develops the school’s vision and ethos. * Governors contribute actively to school improvement. * Governors abide by the principle of collective decision-making and stand by the decisions of the board, even where their own view differs | |  |  | |
| 1. **Governance Leadership:**  * The Chair provides effective leadership. * The board is reflective and pro-active in identifying areas for development. * Succession planning and induction prepares governors well for new roles. * Annual individual skills audits identify skills gaps and inform recruitment and training. * The Board formally evaluates its performance to inform a governance development plan. * Regular review of designated governor areas of responsibility. | |  |  | |
| 1. **Commitment to the Role:**  * Regular review and adherence to the Board’s Code of Conduct. * Commitment to Training and Ongoing Professional Development. * Every Governor makes a regular contribution. * Regular visits to the school. * Strong attendance at meetings * Willingness to take on governance leadership roles * Attendance at Induction training and Safeguarding for Governors within the first 6 months in the role. * Read the regular circulars from the LA and DfE on statutory and legal responsibilities | |  |  | |
| 1. **Governance Regulations:**  * Governors understand the legal, regulatory, and financial requirements. * All statutory requirements are fulfilled. For example, safeguarding requirements under Keeping Children Safe in Education (KCSiE) 2022 and responsibilities under the Equalities Act 2010. * The governance structure of the organisation is understood. * The size, composition and committee structure of the governing body is fit for purpose. * The board and committees are correctly constituted, and chair and committee chairs are re-elected each year. * There is clear delegation of governance functions. * Effective monitoring of risk. | |  |  | |
| 1. **Quality of Education:**  * Governors hold leaders to account for the quality of education within the school and know what is being done to improve it. * Governors understand and monitor the school’s curriculum. * They know the rationale for the curriculum and how it has been adapted to the needs of the school. * Governors understand how internal assessment informs pupil next steps and how the school is enacting these | |  |  | |
| 1. **Behaviour:**  * The school’s behaviour policy is understood, and governors receive regular monitoring data. * Robust monitoring of attendance and attendance data. * Governors dealing with exclusions undertake appropriate training and understand the law around this. | |  |  | |
| 1. **Resource Management:**  * Understanding of the financial policies, procedures, and financial accountability of the organisation. * Utilisation of funding streams, including robust monitoring of pupil premium and sports premium and ensuring the best value for money. * Oversight of organisational staff performance management. * Approval of annual pay recommendations for all staff. * Conducting the headteacher’s annual performance management. | |  |  | |
| 1. **Community Engagement:**  * Governors champion wellbeing across the whole school community and take positive steps to improve and manage wellbeing and mental health. * Governors maintain positive working relationships with staff. * The board is proactive in consulting and responding to the views of stakeholders so that these views inform decision-making. | |  |  | |

**Local Authority Feedback:** Written feedback will be sent to all Governing Boards which have submitted their audit by the given deadline.