

## Governing Body Impact Assessment July 2016 – DRAFT

This questionnaire was completed by the Chair and Vice Chairs. Please feel free to add your own thoughts when this is reviewed at FGB. The final column can be used (alongside your skills audit results) to support your one to one discussion with the Chair which will take place during the course of this year.

Ofsted key characteristics	What have we achieved this year?	How have you contributed to this?
<p>1. Governors who make a difference are committed to 'giving something back' and making a positive contribution to the school community. They are proud to be part of the school and act as its champions in the local and wider community.</p>	<ul style="list-style-type: none"> <li>• Parish magazine articles published</li> <li>• Links with Fen Edge 4 Chairs developed by new chair</li> <li>• PTA links strengthened</li> <li>• Gov participation in School Fair and other community events</li> </ul>	
<p>2. Positive relationships between governors and school leaders are based on trust, openness and transparency. All information about what is going well and why, and what is not going well and why, is shared. Governors consistently ask for more information, explanation or clarification.</p>	<ul style="list-style-type: none"> <li>• All Gobs participate in asking challenging questions in meetings</li> <li>• Honest and open feedback is encouraged both formally and informally, and is received positively</li> </ul>	
<p>3. Absolute clarity about the different roles and responsibilities of the headteacher and governors underpins the most effective governance. Protocols, specific duties and terms of reference are made explicit, often in written documents.</p>	<ul style="list-style-type: none"> <li>• Terms of reference reviewed annually for FGB and committees</li> <li>• Code of conduct reviewed annually and signed up to by all Gobs</li> <li>• Role descriptions for lead roles now in place and proving to be effective</li> <li>• New structure with H&amp;S addressed as part of Resources now in place and working effectively</li> </ul>	
<p>4. Effective governing bodies are driven by a core of key governors such as the chair of governors and chairs of</p>	<ul style="list-style-type: none"> <li>• Monthly meetings between HT and chair take place</li> <li>• Monthly meetings</li> </ul>	

<p>committees. They see themselves as part of a team and build strong relationships with the headteacher, senior leaders and other governors.</p>	<p>between chair and vice chairs now taking place to develop succession planning</p>	
<p>5. Governors are well informed and knowledgeable because they are given high quality information. This information is made accessible by the use of a wide variety of forms of presentation, including charts and graphs; concise; and focused on pupil achievement.</p>	<ul style="list-style-type: none"> <li>• HT-led session on RAISE Online has developed Govs knowledge and understanding</li> <li>• Data is shared termly through use of data dashboards and HT report</li> <li>• KIT visit results are shared with all Govs</li> </ul>	
<p>6. Governors visit their schools and talk with staff and pupils. Clear protocols for visits ensure the purpose is understood by school staff and governors alike. Alongside the information they are given about the school, these protocols help them to make informed decisions, ask searching questions and provide meaningful support.</p>	<ul style="list-style-type: none"> <li>• Visit process and form updated to include better focus on pupil premium and the experience from a pupil's point of view</li> <li>• Most visits conducted by two Govs to spread expertise more widely and support succession planning</li> </ul>	
<p>7. School leaders and governors behave with integrity and are mutually supportive. School leaders recognise that governors provide them with a different perspective and the questions they ask challenge assumptions and support effective decision-making. This recognition of the value of governors makes a particular contribution to strengthening school leadership.</p>	<ul style="list-style-type: none"> <li>• Open relationship with SLT developed</li> <li>• Question and challenge is actively encouraged by SLT</li> <li>• Govs provide a balance of support and challenge</li> <li>• Annual review of Gov effectiveness completed and shows improvements in most areas</li> <li>• GB/SLT took part of a workshop on strategic planning to clarify strategic role</li> </ul>	
<p>8. Governors use the skills they bring and the information they have about the school to ask challenging questions which are focused on improvement and hold leaders to account for pupil</p>	<ul style="list-style-type: none"> <li>• Skills audit used to allocate roles</li> <li>• Lead Govs lead question and challenge in meetings</li> <li>• Good use made of the NGA questions GBs should ask</li> </ul>	

outcomes.		
<p>9. Clear structures and delegation of tasks, for example to committees, ensure that time is used efficiently. Systems are in place for sharing information and reporting back to the full governing body. Of particular importance is that reporting back to the full governing body is concise and focused on key messages. It does not merely reiterate what has already been discussed in more detail by the committee.</p>	<ul style="list-style-type: none"> <li>• Committees, steering groups and lead Gobs have clear terms of reference and role descriptions</li> <li>• Steering groups convened this year to deal with academisation and HT recruitment ensured normal business of FGB was not dominated by those issues</li> <li>• Minutes are shared with all Gobs with opportunity to ask questions at FGB</li> </ul>	
<p>10. The role of the clerk to the governors is pivotal to the effectiveness of a governing body, ensuring statutory duties are met, and making sure meetings are well organised and focused on strategic issues. Efficient use of information and communication technology ensures that information reaches governors in good time so they come to meetings well prepared and with questions ready.</p>	<ul style="list-style-type: none"> <li>• The GB has continued to be overly reliant on the HT for advice about compliance with statutory duties</li> <li>• Clerk has now completed GEL e-learning programme</li> </ul>	
<p>11. A detailed timeline of activities or strategic calendar, maintained by the clerk, is linked to the school development plan and training, provides a clear structure for the work of governors and ensures that they use their time efficiently.</p>	<ul style="list-style-type: none"> <li>• Clerk maintains a plan but this is not accessible to all Gobs</li> </ul>	
<p>12. Governors use their external networks and professional contacts to fill any identified gaps in the collective skills of the</p>	<ul style="list-style-type: none"> <li>• Induction including a buddy arrangement has been provided for all new Gobs</li> </ul>	

<p>governing body. There are clear induction procedures for new governors which help them to understand their roles and responsibilities and make best use of the skills and expertise they bring.</p>	<ul style="list-style-type: none"> <li>• Govs have shared their professional knowledge with the GB e.g.: <ul style="list-style-type: none"> <li>○ CG – Baseline</li> <li>○ JB – NGA</li> <li>○ SW – Curriculum and SEN</li> <li>○ DS - Premises</li> <li>○ HT - TSA and Fen Edge 4 relationships</li> </ul> </li> </ul>	
<p>13. Governors reflect on how they organise their work. However, even effective governing bodies tend not to review their own effectiveness consistently and systematically. Also they tend not to plan their longer term development, for example, to support the succession of governors into specific roles such as that of the chair of the governing body.</p>	<ul style="list-style-type: none"> <li>• Audit of GB Effectiveness completed</li> <li>• Ways of working developed following discussion with Fen Edge 4 partners and attendance at training and conferences</li> <li>• Use of NGA good practice to develop our effectiveness</li> <li>• Better succession planning in place for all lead roles</li> </ul>	
<p>And finally - what are the 3 most significant things that we have achieved as a Governing Body this year?</p>	<ul style="list-style-type: none"> <li>• Head Teacher recruitment and subsequent restructuring of SLT for Sep16</li> <li>• Supporting the growth of the school including additional classrooms</li> <li>• Academisation Steering Group convened to develop our strategy</li> <li>• Achievement of improved results leading to (hopefully) an Outstanding Ofsted grade</li> </ul>	