

**Characteristics of outstanding governance 2016/2017 :  
Where is your Governing Body? What evidence can you give?**

<b>Characteristics of outstanding Governing Bodies</b>  <b>Source: School Governance 'Learning from the best, Ofsted May 2011.</b>		Achieving good practice	Developing	Embryonic	Not a feature of our Governing Body	Evidence / Comment
<p>Positive relationships between governors and school leaders are based on trust, openness and transparency.</p> <p>Effective governing bodies systematically monitor their school's progress towards meeting agreed development targets. Information about what is going well and why, and what is not going well and why, is shared.</p> <p>Governors consistently ask for more information, explanation or clarification. This makes a strong contribution to robust planning for improvement.</p>	<p>Relationships</p> <p>Processes Acting strategically</p> <p>Being informed Support and challenge</p>		<b>13/12/16</b>			<p>Openness and trust has been established. There is greater understanding and more sharing of what is going well and areas of need via both Full GB and GB SIP meetings.</p> <p>Governors are increasingly asking for more information and clarification</p> <p>Minutes</p> <p>New GB SIP meetings (from Sept 2016) are being closely monitored</p>
<p>Governors are well informed and knowledgeable because they are given high- quality, accurate information that is concise and focused on pupil achievement. This information is made accessible by being presented in a wide variety of formats, including charts and graphs.</p>	<p>Being informed</p>	<b>13/12/16</b>				<p>GB SIP (meeting mini termly) and Full GB (termly) receive high quality information.</p> <p>Information is presented in a wide variety of formats.</p> <p>Information is becoming more concise.</p>
<p>Outstanding governors are able to take and support hard decisions in the interests of pupils: to back the head teacher when they need to change staff, or to change the head teacher when absolutely necessary.</p>	<p>Acting strategically</p> <p>Challenge</p> <p>Accountability</p>	<b>13/12/16</b>				<p>Sub Committees aligned SIP (Sept 2014)</p> <p>Same day detentions (Sept 2014)</p> <p>Discipline Committee (Nov 2014)</p> <p>Uniform changed (Jan 2015)</p> <p>School Day &amp; Timetable (Jan 2015)</p> <p>Options (Apr 2016)</p> <p>Y6 Curriculum (Sept 2016)</p> <p>New GB SIP (Oct 2016)</p>

<p>Outstanding governance supports honest, insightful self-evaluation by the school, recognising problems and supporting the steps needed to address them.</p>	<p>Support and challenge Acting strategically</p>		<p>13/12/16</p>		<p>Governors receive draft SEF and SIP in time to make comments and suggestions. Concentration of time reviewing progress of Progress/T &amp; L/Inclusion and Finance against SIP at GB SIP and the review against L &amp; M at Full GB ensures governors are constantly reviewing progress against School Improvement Priorities. This means the SEF review is also much more accurate.</p>
<p>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 in written documents.</p>	<p>Critical Understanding/ Relationship Clarity of expectation</p>		<p>13/12/16</p>		<p>Explicit in written documentation. New terms written Sept 2016. Weekly meetings Chair and Head means roles are defined and clear. Governors are very clear about the 3 key roles of governance.</p>
<p>Effective governing bodies are driven by a core of key governors such as the chair and chairs of committees. They see themselves as part of a team and build strong relationships with the headteacher, senior leaders and other governors.</p>	<p>Relationships  Acting strategically</p>		<p>13/12/16</p>		<p>New GB SIP complements the Full GB meeting to ensure that a strong team is driving the GB as a whole. Terms of reference (new) Strong team ethos and spirit. Highly determined and committed team. Need for the Strategic Committee to be evaluated to ensure four Lead governors are able to co-ordinate their efforts and hold Head and School Leaders fully to account.</p>
<p>In eight of the 14 schools visited, governors routinely attend lessons to gather information about the school at work. All the governors who were interviewed visit their schools regularly and talk with staff, pupils and parents. Clear protocols for visits ensure that the purpose is understood by school staff and governors alike. Alongside the information they are</p>	<p>Being informed  Relationships Understanding  Systems Clarity of expectation</p>		<p>13/12/16</p>		<p>Link visits 2015/6 have greatly increased and include informal visits to the classroom and discussions with staff and students. Link protocols have been established Link Governors are now allocated to all areas of middle leadership including the year groups via the Heads of Learning. Governor training has ensured they are fully effective in their Link roles.</p>

<p>given about the school, these protocols help them to make informed decisions, ask searching questions and provide meaningful support.</p>					<p>Attendance at formal Partnered Reviews and Project Boards has enabled Chair and Vice-Chair to have greater clarity and understanding of the extensive external scrutiny of the work of the school. New SIA is to provide some additional governor training in this respect Jan 2017.</p>
<p>School leaders and governors behave with integrity and are mutually supportive. School leaders recognise that governors provide them with a different perspective which contributes to strengthening leadership. The questions they ask challenge assumptions and support effective decision-making.</p>	<p>Critical Understanding/ Relationship  Support and challenge</p>	<p><b>13/12/16</b></p>			<p>SLT Lead members and HOFs/HOLs are working closely alongside Link Governors ensuring that they are mutually supportive. Questioning is increasingly challenging.</p>
<p>Governors in the schools visited, use the skills they bring and the information they have about the school to ask challenging questions, which are focused on improvement and held leaders to account for pupils' outcomes.</p>	<p>Being informed  Accountability</p>		<p><b>13/12/16</b></p>		<p>Review of skills is helping to ensure best deployment to support school improvement. SIA training Jan 2017 will help to reinforce this.</p>
<p>Time is used efficiently by governors because there are clear procedures for delegating tasks, for example to well organised committees. These committees have clear terms of reference, provide high levels of challenge and use governors' expertise to best effect. Systems are in place for sharing information and reporting back to the full governing body. This does not merely reiterate what has already been discussed in detail by the committee but focuses on the key points and decisions.</p>	<p>Systems  Clarity of expectation  Acting strategically</p>		<p><b>13/12/16</b></p>		<p>4 Sub Committees, clear terms of reference was amended to a single GB SIP in Sept 2016. This has taken some time to embed and effectiveness is being closely monitored. Focus at Full GB is on key points and decisions, the detail having been addressed at the GB SIP meeting.</p>

<p>The role of the clerk to the governors is pivotal to ensuring that statutory duties are met, meetings are well organised and governors receive the information they need in good time. Consequently, governors come to meetings well prepared and with pertinent questions ready so that they are able to provide constructive challenge.</p>	<p>Systems Expectation</p>		<p>13/12/16</p>			<p>Clerk frequently in school to ensure all proceeding effectively. Information is increasingly being provided by SLT Leads earlier to enable greater scrutiny by Governors. Governors are coming to meetings well prepared. Minutes need to be returned quicker. Governors meetings are closely aligned with school calendar to facilitate effective scheduling.</p>
<p>A detailed timeline of activities, maintained by the clerk and linked to the school development plan, provides a clear structure for the work of governors and ensures that their time is used appropriately.</p>	<p>Acting strategically Systems Effective management</p>		<p>13/12/16</p>			<p>Meetings are generally sharp &amp; focused. Questions need to always go via the Chair. New schedule September 2016.</p>
<p>Governors in the schools visited use their external networks and professional contacts to fill any identified gaps in the collective skills of the governing body.</p>	<p>Relationships Effective management</p>		<p>13/12/16</p>			<p>External support 4/14 SJ Sub-Committee Chairs Carol Gregory + SJ training 1/15 Project Board 3/16 and 10/16 New Governor 12/16 PB with excellent enterprise expertise. Ken Bush 1/17</p>
<p>There are clear induction procedures for new governors which help them to understand their roles and responsibilities and ensure that best use is made of their varied skills and expertise.</p>	<p>Systems Effective management</p>		<p>13/12/16</p>			<p>Need to clarify Induction process New training for new Governors GN pack of support using LA training &amp; guidance</p>
<p>The governing bodies constantly reflect on their own effectiveness and readily make changes to improve. They consider their own training needs, as well as how they organise their work.</p>	<p>Support and challenge Acting Strategically</p>		<p>13/12/16</p>			<p>Developing Governance item for all Full Governing Body. Evaluate if we need to use the Strategic group to review and evaluate both individual and collective governance.</p>