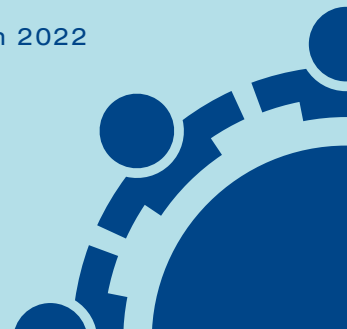


Governing board self-evaluation questions



Self-evaluation is a fundamental feature of good governance – NGA recommends that governing boards evaluate themselves annually to help them:

- deliver core functions in an effective, ethical and accountable way
- assure compliance
- continuously improve
- achieve improved outcomes for pupils

These questions have been designed for **local authority-maintained schools and single academy trusts** to evaluate their effectiveness and identify areas for development.

Those governing in a multi academy trust (MAT) should refer to the MAT governance self-evaluation questions at www.nga.org.uk/self-evaluation-questions

How to use the questions

We recommend that you take the following approach:

1. Consider adapting the questions to reflect the board's current context.

2. Decide whether to use all of the questions or to focus on a particular section.

3. Ask your governance professional to circulate the questions and collate responses from board members.

4. Discuss the results as a board – identify any training, development or recruitment needs and agree action that needs to be taken.

○ We encourage boards to use a 'red, amber, green' or similar rating system to provide responses, rather than 'yes/no' answers.

Online self-evaluation

NGA's online self-evaluation uses the same questions, together with:

- guidance on how to set up and run your self-evaluation
- template documents to guide you through an analysis of your evaluation report and the creation of a governance development plan
- an optional mentor session with an NGA governance consultant

Find out more and book an online self-evaluation at www.nga.org.uk/board-evaluation



20 questions for governing board self-evaluation

Board culture and practice

1. Governance culture

The governing board is a committed team that works well with senior leaders and the governance professional (clerk to the board).

2. Leadership

The chair is elected annually, leads with integrity, is supported by a vice chair and ensures the board stays strategic and does not shy away from making the right decisions for the school.

3. Governance professional

The school employs a dedicated governance professional with an up-to-date job description who supports the board with independent advice and guidance.

4. Skills and diversity

Succession is planned, the recruitment process is designed to ensure trustees are recruited to fill skills gaps and ensure diversity of knowledge, experience, perspectives and approaches.

5. Induction and ongoing development

There is a quality induction programme in place for new board members and a culture of ongoing governance training and development.

6. Collaboration

Those governing are committed to collaboration and the sharing of best practice.

Board structure

7. Size

The governing board is the right size with a proportionate committee structure.

8. Delegation

Committee terms of reference are up to date, are comprehensive and the work undertaken is not duplicated.

Core functions

9. Values, ethics and culture

The governing board and headteacher have agreed the school's values which are evident in policies and practice, ensure ethical behaviours and underpin a healthy culture across the school.

10. Vision

The governing board and headteacher have established a clear and ambitious vision which describes what the school should look like in three to five years and what pupils will achieve.

11. Strategy

Those governing have agreed with the headteacher a limited number of measurable strategic aims which need to be met in order for the school to achieve its vision; these aims drive the board's business.



12. Employer responsibilities

The governing board acknowledges its employer responsibilities and ensures the development and wellbeing of the headteacher.

13. Accountability – quality of education

Those governing hold the headteacher to account for the quality of education that pupils receive, ensuring school leaders develop, implement and deliver a broad and balanced curriculum which is taught effectively.

14. Accountability – financial oversight

Those governing have sufficient understanding of how the school's funds are managed to hold the headteacher to account for the efficiency, sustainability and impact of the school financial planning and management.

15. Accountability – stakeholders

Those governing know their school, engage with its stakeholders and take into account their views when making key decisions and report on their work each year.

Compliance

16. Statutory requirements

Those governing are confident that the school meets all legal requirements and takes into account statutory guidance.

17. Managing risk

Those governing are involved in the identification and assessment of key strategic risks.

Evaluation and impact

18. Evaluation of commitment

A 360° appraisal process is used to evaluate the chair's effectiveness, and the chair or vice chair reviews board members' individual contributions and effectiveness each year.

19. Evaluation of board practice

The governing board undertakes annual self-evaluation and commissions an external evaluation every three years.

20. Evaluation of impact

Those governing are confident that the decisions the governing board makes have led to both improved outcomes for pupils and ongoing financial stability for the school.
