School Governance Strategy

1 Introduction

This strategy has been written to support the development of effective governance in Halton’s schools, to promote high standards, and drive school improvement to ensure that all pupils attend good or outstanding provision. It is recognised that schools are autonomous bodies, with the Governing Body ultimately being responsible and accountable for their school. Governors need to be clear that they are accountable for the policies and procedures within their school and for the strategic direction. The Department for Education has published a “Governance Handbook – for Trustees of academies and multi-academy trusts and governors of maintained schools” (November 2015) and governors should familiarise themselves with the content of this document in order to assist them in undertaking their duties and responsibilities effectively. A link to this handbook is provided in section 10 of this document.

This strategy also outlines what is currently in place and working operationally to support Halton’s governors in their role. As a consequence of the support and development detailed within this strategy, governing bodies should be equipped to undertake their role as strategic leaders and meet the rigor of an Ofsted inspection.

The latest Ofsted School Inspection Handbook (2015) sets out how an Ofsted inspection of a school will provide an independent external evaluation of its effectiveness and a diagnosis of what it should do to improve. It is based on a range of evidence available to inspectors that is evaluated against a national framework.

Within this framework Ofsted confirm that for a school to be outstanding there will be evidence that:

“Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.”

The Strategy has been developed to ensure Halton’s governors have access to the training and support they need to help fulfil the Ofsted requirements.

This Strategy is aligned to Halton’s Partnership Strategy for School Improvement (December 2015) which all partners commitment to excellence in Education and sets out how the Local Authority will support and enable strong school leadership and management, and early intervention when necessary. The School Governance Strategy also underpins Halton’s Children’s Trust Children and Young People’s Plan and Halton Partnership’s Sustainable Community Strategy, both of which identify how the Council and its key partners, will work to support children, young people, and families in Halton.
2 Ensuring Effective Governance in Halton

The following comments are taken from an Ofsted inspection of a Halton Local Authority maintained Special School.

“Governors are perceptive and constructive in their challenge to the school’s leaders and they undertake their duties to ensure high quality teaching and pupil performance very conscientiously. As a result they know the school’s strengths and areas for development very well. Governors receive high quality written reports and visit school regularly to check progress. Financial planning is excellent and governors ensure the pupil premium is allocated appropriately. Governors share the school’s expectations, its future ambitions and are proud of the achievement of its pupils”.

The Local Authority would wish this statement to be replicated across all schools in Halton, demonstrating that governors fully understand their roles and responsibilities, and this strategy sets out how the Local Authority will support governors in this regard.

Governors have a vital role in ensuring every child in Halton gets the best possible education and the Department for Education has issued the “School Governance (Roles, Procedures and Allowances) (England) Regulations 2013” which define three core functions of the governing body. These are to:

a) Set the vision and strategic direction of school;

b) Hold the Headteacher to account for the educational performance; and

c) Ensure the financial resources are well spent.

To equip Halton’s Governors to undertake their strategic functions and meet their statutory requirements as set out in regulations, the Council works in partnership with other Councils and external providers (which also includes representation from the National College for Teaching and Leadership). This ensures that Halton is well placed to share and develop best practice and allows for Halton’s governors to have access to up-to-date information, advice, guidance and training.

Halton works with Edsential, a community interest company principally comprising of officers previously employed by Cheshire West and Chester Council and Wirral Council, to deliver its Governor Clerkship Service, and also works with Cheshire East Council to deliver its Governor Training and Development Service. The Local Authority also provides a termly briefing for chairs of governing bodies and the Strategic Director for People and Economy publishes a termly Director’s Report, which highlights key national and local issues for governors.

Governors in Halton have also had the offer from Cheshire West and Chester Association of Governing Bodies to extend membership to any governing body in
Halton that wishes to join the Association. Contact details are provided within section 10 (Further Information) of this document.

3 Governor Support – Clerking Service

Support to governing bodies at their termly governing body meeting is provided through a Clerking Service that is delivered in partnership with colleagues from Edsential. The School Governance Regulations 2013, which now refer to Governing Bodies as “boards” state that:

“High quality professional clerking is crucial to the effective functioning of the board. Clerking is not only about good organisation and administration, but also, and more importantly, about helping the board understand its role, functions and legal duties. This is crucial in helping the board exercise its functions expediently and confidently, so that it can stay focused on its core functions”

The Government is clear that boards should set demanding standards for the service they expect from their clerk and assure themselves that they are employing a clerk with suitable skills and training.

Edsential have a commitment to continue to up-skill and train clerks. Clerks are currently being provided with accreditation, and training assessors of clerks are in place to ensure that Government standards are met. All clerks will be Quality Assured through the agreed Quality Assurance process, which includes feedback from school governing bodies.

4 Governor Support – Training and Development

To support individual governors and full governing bodies in fully understanding their roles and responsibilities, Governor Training and Development is delivered in partnership with colleagues from Cheshire East Council, via ‘the Governors’ Learning Partnership’ (GLP) originally developed from the Learn Together Partnership – a long standing collaboration of North West Local Authorities. Cheshire East Council is licensed by the National College for Teaching & Leadership to deliver the Chairs’ Leadership programme, and Halton Council is also part of this partnership, known as the Governors’ Network North West (www.gnnw.org.uk). Cheshire East is the lead authority for Governor Support and Development and a Governors’ Learning Partnership website is available for those schools purchasing the Support and Development Service Level Agreement at www.governorslearningpartnership.com. The lead officer for this service is a designated National Leader of Governance. The service provides:

- A programme of face to face training in venues in Halton, covering the key responsibilities of governors. Training will be quality assured by the Governors’ Learning Partnership and the Halton representative on the GLP governing board. The annual programme may be supplemented during the year and as much advance notice as possible will be given for supplementary
courses. Governors will also have access to training offered in any of the Governors’ Learning Partnership Authorities. In addition an annual governor conference is arranged with key note speakers delivering on both national and local governance issues.

- Access to e-learning modules which cover the wide range of roles and responsibilities of governors. These can be accessed in school, at home, or on any computer with an internet connection.

- Access to National Governors Association staff for independent advice and support via telephone/email helpline, together with access to an on-line help and support service which provides a range of information and resources.

- Access to an on-line help and support service which provides a wide range of information and resources as well as an interactive question answering service.

- Membership of the National Governors’ Association (NGA) with the following associated benefits:
  
  - A weekly E-newsletter sent to each governor providing details of new research, government consultation papers, policy announcements, legislation, and a summary of recent education stories in the media;
  
  - Access to on-line resources – each governor will be able to access the NGA members’ only area where governors can find detailed up-to-date guidance, an education glossary for governors, analysis of government initiatives, research of interest to governors, and links with other education organisations;
  
  - Governing Matters Magazine – The magazine is published bi-monthly and is written by and for governors;
  
  - Free places at NGA conferences – The NGA runs national conferences, and a number of regional events. Every governing body will receive three free places at all NGA conferences.
  
  - Advice and Legal Service – NGA’s professional advice service is available to all NGA enhanced members (i.e. those schools who buy in to the Governor Support & Development SLA). The staff offering advice are supported by senior lawyers.
5 Governing Body Self-Evaluation

Governing bodies in Halton should ensure that they have a diverse range of people with the relevant skills, experience and understanding of the local community, and can demonstrate the impact they make through an embedded, regular, self-review process. In sourcing governors the LA liaises with School Governors’ One-Stop Shop (SGOSS), a national agency funded by the Department for Education for the recruitment of school governors. Schools may also register with SGOSS direct (http://www.sgoss.org.uk/).

In 2012 the All Party Parliamentary Group on Education Governance and Leadership, working in conjunction with TEN Governor Support and the National Governors’ Association compiled a document entitled “Twenty key questions for a school governing body to ask itself”. The Merseyside and Cheshire Area Partnership (MCA) together with the Learn Together Partnership (LTP) prepared and issued a self-evaluation tool to all Halton maintained schools to enable every governing body to review, evaluate and challenge its own practice and, if the answers derive from a genuine discussion based on the evidence available, decide when and how improvements can be made. A copy of the Self Evaluation Tool for Governing Bodies is attached as Appendix 1. In January 2015 The National Governors’ Association issued the document “A Framework for Governance” which builds upon the recommendations from the All Party Parliamentary document, reminding governors of the 20 key questions for Governing board effectiveness, and providing a framework that governors and senior leaders can use to set the strategic direction for their school and monitor progress against the strategic vision. A copy of the document can be found here: http://www.nga.org.uk/getattachment/1af9e9b3-e599-409a-8b19-e067c671b0ce/FINAL-Framework-for-Governance.pdf.aspx

Halton Local Authority has a commitment to promote this self-evaluation within Halton’s governing bodies and clerks will seek feedback. The Self Evaluation form is RAG rated and provides an example against each question of what a green judgement will indicate.

Through this self-evaluation governors should be able to identify whether:

- they have the right skills on the governing body
- the governing body is as effective as it could be
- the school has a clear vision
- they hold the school leaders to account
- governors are properly engaged with their school community, the wider school sector, and the outside world
- the Chair shows strong and effective leadership
- the governing body is having an impact on outcomes for pupils
A Governing Body may also request a review by a National Leader of Governance (NLG). National Leaders of Governance are highly effective chairs of governors, who use their skills and experience to support chairs of governors in other schools. They work to increase leadership capacity to help raise standards so that improvements can be sustained. The role of NLG has been developed by the National College in partnership with the National Governors’ Association, the National Co-ordinators of Governor Services (NCOGS) and the Foundation, Aided Schools and Academies National Association (FASNA).

The Local Authority, and schools in Halton, have access to a range of NLGs who will support chairs of governors to help raise standards. Examples of circumstances where a National Leader of Governance might be deployed are where:

- a school has an Ofsted or Local Authority category, or is at risk of going into one
- schools are in a newly formed federation or trust
- attainment is below floor standards
- a school is in transition to academy status
- two schools face amalgamation
- the chair of governors is new in a school in challenging circumstances
- working practices for a chair, Headteacher or leadership group need developing
- where a school is considering reconstitution and requires support, advice, and guidance in this regard

In Halton we have access to NLGs through our shared service with Cheshire East Council, and if you would like further details please contact colleagues in Cheshire East direct on 01606 275078.

6 External Review of Governance

External reviews of governing bodies are recommended as they provide an independent and balanced review of your school’s governing body. External reviews can be used in several circumstances. Proactive governing bodies who, as part of their reflective practice may welcome an external review of their governing body, and in other circumstances an external review can be used as an intervention, and may also be a requirement of Ofsted.

A review of governance looks at how well your school’s governing body is working. An external system leader works with your chair of governors to improve the performance of the governing body.

Ofsted will sometimes recommend that a school have a review. The purpose of the review is to enable schools to move from a rating of ‘requires improvement’ to at least ‘good’.
The review is offered as support to improve and develop governance, and not as an additional inspection. It will help the governing body identify priorities for improvement, and provide support on what steps to take.

It aims to help the governing body to be:

- more skilled, focused and effective
- more aware of the freedoms that it has to work in different ways
- clear in its vision for the school or academy and how, together with the school leadership team, it can achieve this
- confident that it has a clear delineation of roles and responsibilities
- staffed with the right number of skilled and committed governors to meet the needs of the school or academy

External reviews are available from a range of sources. In Halton we have access to colleagues in Cheshire East Council who are National Leaders of Governance and will undertake a review of your Governing Body. Governing Bodies can also access National Leaders of Governance and National Leaders of Education via the following link https://www.gov.uk/reviews-of-school-governance.

7 The Council’s Statutory Duties for School Governance

Halton Borough Council retains statutory duties in regard to school governance, and these duties include the nomination for the appointment of Local Authority Governors, agreeing and making Instruments of Government for all maintained schools, and using powers of intervention under the Education and Inspections Act 2006 to strengthen governing bodies and, as appropriate, appoint additional governors to add strength, and create Interim Executive Boards. In August 2015 the Department for Education issued statutory guidance entitled “The constitution of governing bodies of maintained schools” which sets out details on the constitution of governing bodies, their size, membership, and skills. A link to this key document is provided in Section 10 of this Strategy.

The following section sets out how the Council will fulfil its statutory duties:

a) Appointment of Local Authority Governors

New regulations came into force from 1 September 2014 which requires all schools to have reconstituted under the 2012 regulations by 1st September 2015. With regard to the appointment of Local Authority Governors, the Local Authority will consider all those applications put forward by the school, together with any other expressions of interest received, and then nominate a candidate to the school using
the school’s criteria to best meet the skills match required by the governing body. It is no longer acceptable to link the right to nominate LA governors to the local balance of political power. The law now requires that all governors are appointed on the basis of the skills they have to contribute to effective governance, and LAs must make every effort to understand the governing body’s requirements in order to identify and nominate suitable candidates. Once appointed, LA governors must govern in the interests of pupils not to represent or advocate for the political or other interests of the LA.

Under the 2012 Regulations there is only 1 LA Governor position per governing body. The LA Governor is nominated by the local authority but is appointed as a governor by the governing body having, in the opinion of the governing body, met any eligibility criteria that they have set.

A revised procedure for the appointment of LA Governors was agreed by the Council’s Executive Board at its meeting held on 26th February 2015.

The following model criteria are recommended to be used to determine the suitability of LA Governors.

- Awareness of the broader strategic aims of the Local Authority
- Display and support for the main strategic aims of the service for Children, Young People and Families in Halton with regard to achieving the best outcomes for children
- Awareness of the issues facing the school/community in a Local Authority context
- Display an interest and/or involvement in children’s education
- Experience of working collaboratively in a committee structure to support the school’s strategic aims and objectives
- A commitment to attending meetings and contributing to the work of the governing body, including membership of a committee
- Willingness to attend/undertake training and governor briefing sessions
- Involvement in the establishment’s community through local groups such as voluntary groups, churches or work in the community
- Connection with local business/Council partners

The Local Authority has previously circulated to all governing bodies a copy of Halton’s Code of Conduct for Local Authority Governors (attached as Appendix 2) which all Local Authority appointed governors are asked to sign. In addition the Local Authority circulated to all governing bodies a copy of the National Governors Association Model Code of Practice which sets out the purpose of the governing body and describes the appropriate relationship between individual governors, the whole governing body and the leadership team of the school. This Code of Conduct has subsequently been revised and a link is given here to the revised Model Code of Conduct and all governing bodies are recommended to review their current arrangements and adopt this code (or similar) for their governing bodies.

b) Agreeing and making Instruments of Government for all schools

The Education Division, working with the appropriate Diocesan Authorities for faith schools, will provide advice and guidance and make new instruments of Government (the legal document that sets out the composition of a maintained school’s governing body) in line with the School Governance (Constitution) (England) Regulations 2012.

c) Using powers of intervention under the Education and Inspections Act 2006

It is recognised that there may be occasions when Local Authority officers will identify information that will define vulnerability or trigger a cause for concern as set out in Halton’s Partnership Strategy for School Improvement, or through inspection Ofsted will advise that governing bodies need strengthening. Under the Education and Inspections Act 2006 a school may be classed as “eligible for intervention” and the Local Authority may exercise powers to require a governing body to enter into arrangements with a view to improving the performance of a school.

In January 2015 the Department for Education issued a document “Schools causing concern – statutory guidance for local authorities”, which sets out the duties and responsibilities of local authorities in this regard. A link to this document is provided in section 10 “Further Information”.

If a school is identified as “causing concern” or there are concerns regarding the ability of the school’s governing body to undertake its role, the Children’s Education, Inclusion & Provision Department will determine the appropriate way forward which may include the appointment of additional governors, and/or provision for the governing body to consist of interim executive members. As detailed within paragraph 5 of this strategy, the Local Authority continues to promote the engagement of National Leaders of Governance to work with chairs of governing bodies to support them and help raise standards in Halton’s schools. In addition the LA may suspend the delegated authority for the governing body to manage a school’s budget, appoint an Interim Executive Board (IEB), and appoint additional governors.

8 Cross Service Monitoring Group (CSMG)

The remit of the Cross Service Monitoring Group is to ensure that timely intervention and support results in a reduction in the number of schools in (or approaching) a category of concern. Any concerns regarding a school’s governing body will be shared with this group to ensure the appropriate support is offered. The role of the CSMG is:

- To provide a cross-service forum for the sharing of intelligence in relation to schools, including good practice and areas of concern, in order to ensure an holistic view of the school’s overall effectiveness.
- To encourage and facilitate productive networking across and beyond teams
• To develop, implement and monitor a system of alerts and triggers to support the categorisation of schools in line with the Halton Strategy for Support and Intervention
• To provide support for schools that have been identified as vulnerable or causing concern - to work collaboratively as a ‘team around the school’
• To provide an update on developments in schools and where relevant to monitor progress towards removal from a category of concern

The progress of any School Causing Concern will be discussed on a regular basis at People and Economy Senior Management Team meetings, and will be reported to the Members Policy and Performance Board. The aim will always be to seek early and constructive dialogue with the Headteacher, Chair of Governors and, as appropriate, the full Governing Body or Sub-Committee.

Further details of this group and how officers within the group work in partnership to support schools and their governing bodies are contained within Halton’s Partnership Strategy for School Improvement.

9 Monitoring and Evaluation of the Strategy

Officers within the Local Authority will continue to liaise with colleagues in Cheshire East Council and Edsential, and with governing bodies in Halton to ensure that information, support, advice, guidance and training is fit for purpose, and that governors in Halton are in a position to fulfil their statutory duties and ensure that every child in Halton receives the best possible education.

10 Further Information

Chairs of governors, individual governors, and full governing bodies may also find the following references helpful when undertaking their roles and responsibilities:


For support in recruiting governors: http://www.sgoss.org.uk/


APPENDIX 1

SELF EVALUATION TOOL FOR GOVERNING BODIES

The value of this tool is in the emerging action plan and training you will identify from the evaluation. Whilst recognising its use would be enhanced by facilitator input, the document and task can be tackled without facilitation. The order in which your approach the questions is up to you, but we have stayed with the order from the twenty questions.

Against each question you should grade your governing body as red, amber or green. The criteria for a grading of green are listed alongside the question. Where the criteria are not met you should grade yourself ‘red’ and where they are partly met you should grade yourself ‘amber’. Where a red or amber judgement is reached you should use the ‘action’ column to detail the action required to move yourself to ‘green’. When completed, transfer the actions to the action plan template at the back of the document. Relevant timescales and a training package should be agreed. It could also be used to measure performance of individual governors, including the chair.

As part of this process of self-review, a Skills audit is also recommended.

Once you have completed the review, you may decide to undertake a more formal external review of governance in your school. Details of this are available through your LA website and the NCTL website.
A Self-Evaluation Tool for School Governing Bodies, based on the All-Party Parliamentary Group’s “Twenty Questions for School Governing Bodies to ask themselves”

Against each question the governing body should grade itself as red, amber or green. The criteria for a grading of green are listed alongside the question. Where the criteria are not met, the governing body should grade itself ‘red’ and where they are partly met this should be graded ‘amber’. Where a red or amber judgement is reached the governing body should use the ‘action’ column to detail the action required to move the governing body to ‘green’. When completed the actions should be transferred to the action plan template (on page 14), and relevant timescales should be agreed.

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<tr>
<th>Question</th>
<th>Criteria to be met</th>
<th>Action required</th>
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<tr>
<td>1. Have we completed a skills audit of our governing body?</td>
<td>A judgement of ‘green’ will indicate:</td>
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<td>• The school has identified the skills required for the governing body and an appropriate skills audit tool</td>
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<td>• A skills audit has been completed and analysed</td>
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<td>• Any skills gaps have been identified</td>
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<td>Question</td>
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<td>2. Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?</td>
<td>A judgement of ‘green’ will indicate:</td>
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<td>• Outcome of skills audit informs governor recruitment</td>
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<td>• Governing body enters into a dialogue with the appointing bodies regarding the skill sets required in new governors</td>
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<td>• Desired skills are set out when advertising parent governor vacancies.</td>
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<td>• Governors are appointed on the basis on their skills</td>
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<td>• Governing Body is aware of SG OSS as a possible source of governor recruitment</td>
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<td>Effectiveness: Are we as effective as we could be?</td>
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<td>3. Do we understand our roles and responsibilities?</td>
<td>A judgement of ‘green’ will indicate:</td>
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<td>• Governors can clearly articulate the three key roles of the governing body</td>
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<td>• Governors have a clear understanding of the role of the governing body and the role of the head teacher and the strategic / operational split</td>
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<td>• Governors can evidence culture of keeping themselves up to date</td>
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<td>• New governors are inducted effectively</td>
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<td>4. Do we have a professional clerk and run meeting efficiently?</td>
<td>A judgement of ‘green’ will indicate:                                                                славься • We have a knowledgeable and well-informed clerk who is able to advise the governing body on its responsibilities • We have a job description and performance management process in place for our clerk • Our committee clerking arrangements are of a consistent quality with our full governing body arrangements. • Meetings keep to time, and deal with all agenda items • Decisions and actions from the meeting are clearly recorded and appropriately followed up • Accurate minutes are produced in a timely way and include evidence of governing body challenge and impact</td>
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<td>5. What is our training and development budget and does every governor receive the support they need to carry</td>
<td>A judgement of ‘green’ will indicate: • We have an appropriate level of funding for governor development • We are aware of the offer from the Local Authority and other potential sources • We have clearly identified governor training needs and this is linked to the outcomes of the skills audit</td>
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<td>Question</td>
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<td>out their role effectively?</td>
<td>Governing body development is integrated into the school development plan and regularly monitored.</td>
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<td>Question</td>
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<td>6. Do we know about good practice from across the country?</td>
<td>A judgement of ‘green’ will indicate that • Lead governors keep themselves informed and disseminate information – this may include attendance at LA briefings, governor forums, local and national governance events, reading relevant publications, using on-line tools.</td>
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<td>7. Is the size, composition and committee structure of our governing body conducive to effective working?</td>
<td>A judgement of ‘green’ will indicate that: • The governing body has considered reconstituting under the 2012 regulations and have either decided to do so or have confirmed that our current constitution is fit for purpose and allows us to recruit skilled governors. • The governing body regularly (and at least annually) reviews its committee structure and terms of reference to ensure that they meet the current needs of the governing body. • The delegation of decision making to committees, individual governors and the head teacher is clearly recorded and understood by all (including the purpose and operation of any link governor positions).</td>
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| 8. Does every member of the governing body make a regular contribution and do we carry out an annual review of the governing body’s performance? | A judgement of ‘green’ will indicate that:  
- All governors attend meetings regularly.  
- The governing body regularly evaluates its effectiveness in holding the school to account and supporting school improvement.  
- Stakeholders are regularly consulted about their views of the governing body and how effectively it fulfils its role (e.g., staff, parents, the Local Authority) | ✔️                   |                                  |                               |

**Strategy: Does the school have a clear vision?**

| 9. Have we developed long-term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed? | A judgement of ‘green’ will indicate that:  
- Governors and school leaders have a clearly articulated shared vision, which is regularly reviewed and underpins the school development plan.  
- Governors have a clear understanding of the school’s development priorities and progress against these. | ✔️                   |                                  |                               |
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| 10. Does our strategic planning cycle drive the governing body’s activities and agenda setting? | A judgement of ‘green’ will indicate that:  
  - Governors have considered how to approach monitoring progress against school development priorities and where the responsibility for each area sits  
  - The committee structure appropriately reflects this  
  - The governing body ensures relevant meetings are timed to coincide with key milestones, such as publication of RAISE online, pupil progress reviews, lesson observations |                 |
| Accountability of the executive: Do we hold the school leaders to account? | A judgement of ‘green’ will indicate that:  
  - Governors receive succinct and clear reports from the headteacher on school improvement priorities  
  - Governors are familiar with the Ofsted data dashboard and, where schools subscribe, the Fischer Family Trust governors’ data dashboard  
  - Some governors see the full RAISE online report and are able to draw conclusions from this |                 |
• Pupil progress data is regularly presented to governors in a way that all governors understand
• Governors use the data presented to bring appropriate questions and challenge to school leaders

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| 12. How effective is our performance management of the headteacher? | A judgement of 'green' will indicate that:  
• The governing body has appointed a well-trained performance management panel with a good understanding of the process and of the school's development priorities.  
• An appropriately experienced external adviser has been commissioned to advise this panel, meeting statutory requirements.  
• The performance management panel holds regular review meetings with the head teacher.  
• Governors ensure that the headteacher’s objectives effectively support school improvement and positively impact on school development  
• The outcomes of performance management are effectively linked to leadership pay. | | |
| 13. Are our financial management systems robust and do | A judgement of 'green' will indicate that:  
• We have successfully achieved the SFVS and addressed any action points which arose | | |

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<td><strong>Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?</strong></td>
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</tbody>
</table>
| 14. How do we listen to and understand our pupils, parents and staff? | - A judgement of ‘green’ will indicate that:  
  - The school signposts parents to Ofsted’s Parent View website  
  - The governing body has mechanisms in place to consult parents, pupils and staff regarding their views on the school.  
  - There is evidence of ways in which the school have responded to these consultations and this is communicated to the stakeholders | | | |
15. How do we report to our parents and local community regularly?

<table>
<thead>
<tr>
<th>A judgement of ‘green’ will indicate that:</th>
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<tbody>
<tr>
<td>• We meet the statutory requirements for information to be included on the school’s website</td>
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<tr>
<td>• Relevant school policies and procedures are easily accessed by parents</td>
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<tr>
<td>• We also have a variety of communication channels which address the needs of the parental community</td>
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<tr>
<td>• We inform the parental community about the work of the governing body which may include publication of governing body minutes</td>
</tr>
<tr>
<td>Question</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 16. What benefit do we draw from collaboration with other schools and other sectors, locally and nationally? | A judgement of ‘green’ will indicate that:  
- Governors have a clear understanding of all the networks and groups that the school participates in and the impact of these on the school  
- Governors are aware of where their school fits into the local and national picture of schools supporting other schools                                                                                                                                                  | ![Green]             |                                  |                  |
| Role of chair: Does our chair show strong and effective leadership?      |                                                                                                                                                                                                                                                                                                                                                  | ![Green]             |                                  |                  |
| 17. Do we carry out a regular 360° review of the chair’s performance?    | A judgement of ‘green’ will indicate that:  
We have identified an appropriate tool for reviewing the chair’s performance and undertake a regular review.                                                                                                                                                                                                                                 | ![Green]             |                                  |                  |
<table>
<thead>
<tr>
<th>Question</th>
<th>Criteria to be met</th>
<th>Tick appropriate box</th>
<th>List the evidence for this grade</th>
<th>Action required</th>
</tr>
</thead>
</table>
| **18. Do we engage in good succession planning?**                       | A judgement of ‘green’ will indicate that:  
  - If the chair stepped down the governing body is confident there would be an appropriately skilled governor to take up the position  
  - Leadership (i.e. committee chairing) is distributed across the governing body  
  - Governors are aware of training opportunities to develop leadership skills and potential leaders are identified and encouraged to undertake training | ![Green](green.png) | ![Yellow](yellow.png) | ![Red](red.png) |
| **19. Are the chair and committee chairs re-elected each year?**        | A judgement of ‘green’ will indicate that:  
  - The governing body has clear and transparent mechanisms for annual elections which are understood by all governors.                                                                                          | ![Green](green.png) | ![Yellow](yellow.png) | ![Red](red.png) |
<table>
<thead>
<tr>
<th>Question</th>
<th>Criteria to be met</th>
<th>Tick appropriate box</th>
<th>List the evidence for this grade</th>
<th>Action required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact: Are we having an impact on outcomes for pupils?</td>
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<td>20. How much has the school improved over the last three years, and what has the governing body’s contribution been to this?</td>
<td>A judgement of ‘green’ will indicate that</td>
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<td>• the governing body can clearly state the impact it has had on different areas of school improvement. This may include ensuring appropriate procedures are in place and implemented, ensuring high quality senior leadership appointments, improving the learning environment via appropriate investment, supporting senior leaders in improving the quality of teaching, or other examples as identified by the governing body.</td>
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## Governing Body Action Plan

<table>
<thead>
<tr>
<th>Action required</th>
<th>By whom</th>
<th>By when</th>
</tr>
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<tbody>
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Code of Conduct
Halton Authority Governors

Authority Governors should:

- Act in the best interests of the pupils/students at the establishment having considered the views and advice of the Local Authority. Governors may need to balance long and short term issues, establishment and community issues.
- Work as a member of a team at all times and be loyal to collective decisions made by the governing body.
- Recognise that all governors have the same rights and responsibilities unless particular responsibilities are conferred on them by the full governing body.
- Understand that no governor can act alone except in exceptional circumstances prescribed in the regulations – the power of the governing body rests in it acting as a single body.

All governors must:

- Respect confidentiality.
- Listen to and respect the views of others.
- Express their own views clearly and succinctly.
- Take their fair share of work/positions of responsibility.
- Know, understand and work within the prescribed regulatory framework.
- Report any evidence of fraud, corruption or misconduct to an appropriate person or authority.
- Respect any code of conduct agreed by the governing body.

In addition Authority Governors are expected to:

- Prepare for meetings by reading papers beforehand.
- Take responsibility for their own learning and development as a governor, including attending training.
- Attend meetings promptly, regularly, and for the full time.
- Read any briefings specifically for Local Authority governors.
- Familiarise themselves with Local Authority policy and guidance and, where necessary, be able to explain this to other governors on the governing body.

Halton Authority Governor Declaration

I confirm that I am not disqualified by any of the above regulations and therefore I am eligible to serve on governing bodies within Halton Council. I have read the code of conduct and I am willing to abide by it. I also give my permission for Halton Council to check my details against the Independent Safeguarding Authority’s Barred List or any such list that replaces this in the future.

Signed: __________________________________________________________

Print name: _______________________________________________________

Date: __________________________________________________________________

If you are appointed to an Authority Governor position, your appointment will be for four years.