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| Our School Governing Body Self-Evaluation |

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The reason for these questions is to better understand our own **strengths and areas for development**. Please be as **honest** and **reflective** as possible.

Use this scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** |
| Strongly  disagree | Disagree | Neither agree  nor disagree | Agree | Strongly  agree |

If completing electronically, you can copy and paste this tick: **✓**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Quality of Education | **1** | **2** | **3** | **4** | **5** |
| I know what the intention of our curriculum is |  |  |  |  |  |
| I know how the school is implementing this curriculum |  |  |  |  |  |
| I know what the impact of our curriculum is |  |  |  |  |  |
| I know how well our pupils achieve |  |  |  |  |  |
| I know how governors monitor pupil achievement |  |  |  |  |  |
| Leadership & School Improvement | **1** | **2** | **3** | **4** | **5** |
| I understand the school’s strengths and weaknesses |  |  |  |  |  |
| I know our school improvement priorities |  |  |  |  |  |
| I know how effective this school improvement work is |  |  |  |  |  |
| I know how the school supports leaders’ work-life balance |  |  |  |  |  |
| I know how the school supports staff work-life balance |  |  |  |  |  |
| COVID | **1** | **2** | **3** | **4** | **5** |
| I can talk confidently about the COVID impact on our pupils and the effectiveness of recovery plans |  |  |  |  |  |
| **Governa**n**ce** | **1** | **2** | **3** | **4** | **5** |
| Governance is outstanding |  |  |  |  |  |
| The governing board has effective succession plans in place |  |  |  |  |  |
| The governing board effectively supports leaders |  |  |  |  |  |
| The governing board effectively challenges leaders |  |  |  |  |  |
| The governing board has the right skills to take the school forward |  |  |  |  |  |
| I understand our finances and the financial reports we receive |  |  |  |  |  |
| I know how governors monitor school improvement |  |  |  |  |  |
| Governors have all other necessary monitoring systems in place *(e.g. visits during the school day, effective link governors (e.g. SEND, safeguarding), feedback from parents and pupils, scrutiny of pupil attainment)* |  |  |  |  |  |
| Governors are certain that our safeguarding policy & practice meets all regulations and makes a **real difference** to pupils |  |  |  |  |  |

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| What are the governing board’s three biggest strengths? |
|  |
| What are the governing board’s three biggest weaknesses? |
|  |
| Are there any further comments about any statements on page 1, your role as a governor or governance of our school? |
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Thank you for your time.