



Governing board self-evaluation questions

RAG rating guidance

This guidance is designed to help governing boards respond to NGA's 20 self-evaluation questions.

- We recommend that boards use a red, amber or green (RAG) rating system to respond to the questions.
- Each member of the board should provide individual responses.
- Select the most appropriate RAG rating using the descriptors given below.

Board culture and practice

Self-evaluation questions	Descriptors	
	<i>Tick the red, amber or green descriptor that best fits your board.</i>	✓
1. Governance culture The governing board is a committed team that works well with senior leaders and the governance professional (clerk to the board).	Our board is a team which collaborates with senior leaders and the governance professional; we have the time required to carry out the role, our meetings are well attended, we undertake training and development and visit our school.	✓
	Our board is developing as a team and mostly manages to give the time required to carry out the role with most meetings being quorate; some of us undertake training and development and are able to visit the school.	
	Our board is not yet a team and can struggle to find the time to carry out the role with some meetings not being quorate, and few of us manage to undertake training and development or visit our school.	

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.	We elect our chair and vice chair annually following a nomination and election process which allows the board to consider if the nominee(s) have the right qualities to lead our board.	✓
	We elect our chair and vice chair annually but there are not usually other candidates.	
	We are grateful for anyone willing to take on the roles.	
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.	Our governance professional is qualified, is up to date with current legislation and practice, administers and advises the board with skill – we couldn't do without this.	✓
	Our governance professional schedules and minutes meetings with skill but does not advise our board.	
	Our governance professional has other roles within the school and would benefit from training and development.	
4. Skills and diversity Succession is planned, the recruitment process is designed to ensure new board members are recruited to fill skills gaps and ensure diversity of knowledge, experience, perspectives and approaches.	We undertake a skills audit regularly and use the outcome to inform our succession planning, recruitment strategy and training and development; recently we have focused on diversifying our board.	✓
	We undertake a skills audit when we need to recruit but have yet to use it to inform succession planning, training and development; we struggle to find people to commit to the role but are thinking more about diversity.	

	We have not carried out a skills audit recently; our board is long-standing and stable and appointing more diverse people is not a priority.	
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.	All new board members get a comprehensive induction and can access quality training and development for areas where the board needs to learn and develop.	
	New board members are given information and meet the chair and headteacher; board members generally identify where they need training and development.	✓
	New board members learn on the job; our board knows what it is doing and doesn't need training and development.	
6. Collaboration Those governing are committed to collaboration and the sharing of best practice.	Our board is well informed, attends network meetings and other relevant events so it is aware of new developments; we have learned from others and shared our practice.	✓
	Our board does its best to keep up with best practice and tries to get to meetings and events that would enable collaboration.	
	Our board is experienced and has decided to focus solely on our school.	

Board structure

7. Size The governing board is the right size with a proportionate committee structure.	We have the right number of people around the table for the board to undertake its strategic functions and to enable delegation to the committees we need.	✓
	We have not yet got the right number of people around the table: there are not enough people to delegate responsibilities effectively OR there are too many people and so some are not making a meaningful contribution.	
	We have not yet made time to review the size of our board and evaluate our committee structure.	
8. Delegation Committee terms of reference are up to date, are comprehensive and the work undertaken is not duplicated.	We review and revise our committee terms of reference annually to ensure that we are working as efficiently as we can.	✓
	There is some duplication of our work and we have yet to ensure our terms of reference are constructed in a way that means this does not happen.	
	We have not reviewed our terms of reference properly for some time and they do not reflect the work we undertake at committee level.	

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.	We have worked with the headteacher to review our values and regularly test that they drive ethical behaviour and a healthy culture.	✓
	Our values are long-established and we believe that they drive ethical behaviour and a healthy culture.	
	Our headteacher sets the values and we trust that they drive ethical behaviour and a healthy culture.	
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.	Our board has worked with the headteacher and has consulted with stakeholders in establishing our ambitious vision for the next three to five years.	
	Our headteacher has a clear vision and we agree with it.	✓
	Our board has yet to look forward three to five years and think about what we would like our school to look like then.	
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.	Our board has agreed a limited number of measurable strategic aims and progress with meeting these is reported to our board termly meetings.	✓
	Our aims are known but do not align with the school improvement plan and so it is not straightforward for the board to track progress being made.	

	Our board focuses on the school improvement plan; there is too much uncertainty to look further ahead than this.	
12. Employer responsibilities The governing board acknowledges its employer responsibilities and ensures the development and wellbeing of the headteacher.	Staff wellbeing and development is a priority for our board; we engage with staff and use surveys and other data to monitor the effectiveness of our policies.	✓
	We are introducing staff surveys and other mechanisms to monitor the effectiveness of our policies.	
	Our board relies on the headteacher to keep us informed about staff wellbeing and development; we trust them to inform us of any issues.	
13. Accountability – quality of education Those governing hold the headteacher to account for the quality of education, ensuring school leaders develop, implement and deliver a broad and balanced curriculum which is taught effectively.	We have had training on curriculum matters and have a good understanding of the principles that underpin our curriculum, its implementation and impact.	✓
	Our board is beginning to understand the principles that underpin our curriculum, its implementation and impact.	
	Our board has yet to build an understanding of the principles that underpin our curriculum, its implementation and impact.	
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's financial planning and management.	Our board has a good understanding of how schools are funded and how our school manages its budget; several of our board members have detailed knowledge of budget planning and monitoring.	✓
	Our board has just enough people with an understanding of school funding, budget planning and monitoring.	

	Our board focuses on pupil outcomes and believes that financial sustainability should be of secondary concern.	
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.	Our board knows the school well, actively engages with stakeholders and takes into account their views when making key decisions; we report on our work each year.	✓
	Some of our board members know the school and like going to events but systematic engagement with stakeholders is largely via the school’s leaders.	
	Our board finds it hard to find time to get to know the school well and relies on the headteacher to report what stakeholders think.	

Compliance

16.Statutory requirements Those governing are confident that the school meets all legal requirements and takes into account statutory guidance.	We are aware of our statutory responsibilities, take into account statutory guidance and are compliant with policies and procedures.	✓
	We think we meet most statutory requirements, aim to take into account statutory guidance and think we comply with policies and procedures.	
	There are so many requirements that it is hard to know if we are compliant or not.	

17. Managing risk Those governing are involved in the identification and assessment of key strategic risks.	We identify and review annually risks which may prevent us from achieving our strategic aims or of non-compliance.	✓
	We are in the process of understanding our role in managing risk.	
	Our school leaders manage operational risks; we have not made any assessment of strategic risks.	

Evaluation and impact

18. Evaluation of individual contributions 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.	The chair undertakes a 360° appraisal, and the vice chair speaks to all board members individually about how they have contributed to the work of the board each year.	
	The chair is going to undertake a 360° appraisal this year and it has been agreed that they will speak to all board members individually about how they have contributed to the work of the board.	✓
	Our chair and vice chair don't perceive a need to undertake appraisal or are too busy.	
19. Evaluation of board practice The governing board undertakes annual self-evaluation and commissions an external evaluation every three years.	We self-evaluate annually and commission an external review every three years.	✓
	We self-evaluate most years and have discussed commissioning an external review of governance.	
	This is the first time we have self-evaluated, and we have not yet commissioned an external review of governance.	

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.

Our pupils' outcomes continue to improve and meet the highest expectations and our school's budget is balanced with a reasonable contingency.



Our pupils' outcomes are generally improving, and our school's budget is tight with minimal contingency.

Our pupils' outcomes are not improving as much as we would like, and our school's current budget position needs to be more secure.