



*"We learn together, we play together, we pray together,
we grow together in the love of God"*

EFFECTIVE GOVERNANCE CHECKLIST

Please advise current list of governors	Governor names	Type of governor e.g. Co-opted	Terms of office
In situ	Gerry Costello	Foundation	
	Margaret Cronin	Foundation	June 2016 - 2020
	Fr. John Dermody	Foundation	2018 – 31/08/22
	Marie Forkan	Foundation	September 2018 - 2022
	Sheena Varnava	Foundation	28/09/16 – 31/08/2020
	Ony Ogondazi	Parent	Term Ends 07/04/19
	Linda O'Melia	Staff (Headteacher)	
	James Troy	Staff	
Vacancies	MS. CF – Pending Diocese Confirmation	Foundation	
	Mr. D? – Pending Diocese Confirmation	Foundation	
	Mr. NO'D - Pending FGB Approval Jan 2019	Parent	
		Local Authority	



Features of effective governance	2017/18 Grading 1 (high) to 4 (low)	2017/18 Comment / source of evidence (as appropriate)	2018/19 Grading 1 (high) to 4 (low)	2018/2019 Comment / source of evidence (as appropriate)
1.Strategic leadership				
1a. Setting direction, culture, values and ethos				
1. Governors understand the key features of effective governance, the role and responsibilities of the board, and its three core functions			1	1.Strategic Direction 2. Accountability 3. Financial Probity (Governors' Code of Conduct, read by FGB and Signed by Chair).
2. Governors understand the values and strategic priorities for their organisation			1	Governors' Handbook and Governors' Code of Conduct, alongside the SIP and SEF.
3. Governors understand the difference between strategic and operational decisions			1	Guidance in the Governors' Handbook has been read and understood.
4. The board routinely monitors progress towards strategic goals			1	The SIP and SEF are used to identify strategic goals. Each committee (Resources and Wellbeing), identifies targets set by the school, and requires data with commentary to be presented and



				questioned at committee meetings.
5. The Chair provides effective leadership for the governing board	Was Q4		2	The Chair is in regular contact with HT and Vice Chair to discuss significant events/results/matters arising. Governors are kept up to date with these issues, and the agendas for committee and full board meetings reflect this.
6. Governors keep informed about key themes of national education policy and the local education context in respect of governance	Was Q8		1	The Wellbeing Committee initially received this information from the HT, and through online resources such as The School Bus. Key themes and policy are discussed at committee meetings and, as always, information is shared with the FGB.
7. The board's activities and agenda setting are driven by the strategic planning cycle, and develop the school's vision and ethos	Was Q16 & 18		1	Wellbeing and Resources Committee Agendas reflect this.
8. Governors are able to identify ways in which they have contributed actively to school improvement	Was Q19		1	Governors sign-in when visiting the school. For Link



				Governor Visits and Learning Walks, Governors complete a visit report to demonstrate the purpose of their visit, and the outcomes/expectations for future visits.
1b. Decision-making				
9. Governors receive relevant and timely information including seeking the advice of an independent clerk/Governance Advice Officer (GAO)/governance professional for guidance on statutory and legal responsibilities and ethical aspects of the board's decision-making	From Q11		1	The Local Authority Governance Advice Officer/s have been very helpful in answering questions and assisting with clerking, process, and statutory requirements, and are in regular communications (mainly via email), by the Chair, on behalf of the FGB.
10. Governors abide by the principle of collective decision-making and stand by the decisions of the board, even where their own view differs			1	Minutes of committee and FGB meetings will document the collective decisions made by the board. Points that have been challenged, have been recorded and resolved at FGB level.



1c. Collaborative working with stakeholders and partners				
11. The board is proactive in consulting, and responding to, the views of a wide group of stakeholders when planning and making decisions so that stakeholder views inform governing body decision-making	Was Q33 & 34		2	New information or stakeholder directives are passed on to all governors, and discussions are held/meetings arranged to confirm decisions and approaches, in the best interests of the school and its stakeholders.
12. There is regular reporting to parents and the local community	Was Q35		2	Letters to parents are circulated via email, and the Chair's Welcome letter is available through the school website.
1d. Risk management				
13. There is a robust process for risk management in the organisation, and especially how and when risks are escalated through the organisation for action			1	The Resources Committee work closely with the school to lead risk management. Significant risk is escalated to the HT, and external organisations, such as the Local Authority/Diocese are



				contacted to assist where necessary. e.g. During Summer Term 2018, structural faults were identified, and the HT immediately sought FGB approval to commission remedial work to fix this.
2. Accountability				
2a. Educational improvement and rigorous analysis of data				
14. Governors know how good the teaching in the school is, how it impacts on and improves pupil outcomes, and what is being done to improve it	Was Q27		1	At Wellbeing Committee level, Data Drops are presented termly, and any result that has fallen short of SIP expectations is identified, with an action plan in place to improve progress by the next cycle. Minutes are provided to the FGB. At FGB level, the HT report summaries key points and actions to be taken.
15. Governors understand the school's performance data well enough to properly hold school leaders to account	Was Q20		2	Training to help all governors understand the data



				-LA training sessions for these. Governors to attend.
16. Governors understand and are able to discuss the relative performance of different groups in the school	Was Q23		2	Governors are expected to attend LA training sessions to familiarise themselves with performance data. The Wellbeing Committee challenge the Staff Governors who present the data, if there is anything that is not understood or explained well enough.
17. Governors understand the relevant indicators for monitoring behaviour and safety, including information about attendance, admissions, exclusions, behaviour incidents, bullying and complaints			1	The school newsletter is emailed each week to governors. This includes the weekly attendance record. The Admissions Committee feeds-back to the FGB about admissions and exclusions (if any). Bullying and complaints are handled through due process, and the HT, Chair and Vice Chair work closely together to resolve any matters arising, and bring this



				to the FGB (anonymised) at FGB meetings.
2b. Financial frameworks, accountability and management				
18. Governors understand the financial policies and procedures of the organisation, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability, ensuring best value for money			2/3	LA Governor training covers these key areas, and governors are expected to attend if they do not have an understanding of the financial policies/procedures.
19. Governors understand how the organisation receives funding through the pupil premium and other grants, e.g. primary sport funding, how these are spent and how spending has an impact on pupil outcomes			1	HT report, SIF and SEF, Pupil Premium and Sports Premium reports on how much funding is received, who for, and how this is used.
2c. Staffing and performance management				
20. Governors understand how staff performance management is used throughout the organisation in line with strategic goals and priorities, and how this links to the criteria for staff pay progression, objective setting and development planning	From Q26		1	Governors are involved in the performance management of the Headteacher who reports to the Resources Committee on the performance management of the rest of the staff.



21. Governors ensure that the headteacher's performance management targets address key school priorities	Was Q24		1	Targets based on the school's SEF and SIP are set for the Headteacher each year by the governors, guided by an external adviser.
22. There is an effective Pay Committee that meets annually before 31 October to make pay decisions for teaching staff	Was Q30		1	The Resources Committee discuss with the Headteacher proposals for staff pay based on performance management.
2d. External accountability				
23. Governors understand the national performance measures used to monitor and report performance – including the minimum standards that trigger eligibility for intervention			2	LA Governor training covers these areas, and governors are expected to attend if they do not have an understanding of the data. The Wellbeing Committee challenge the school if performance is not as expected.
3. People				
3a. Building an effective team				
24. Governors are committed to their role and to active participation in governance, and every Governor makes a regular contribution	Was Q13		1	Minute of Committee and Full Board meetings, record governor attendance. School visits are



				logged in a Governor Visit Folder. There is active participation in meetings, and all governors are given the opportunity to contribute.
25. There are high expectations for conduct and behaviour for all those in governance including being an exemplary role model in demonstrating these			1	The governors have all shown exemplary behaviour in their conduct both in school, and when representing the governing body at school and various meetings. They uphold the school's ethos and values.
26. The board strategically views the skills that the board needs, identifying gaps and takes action to ensure these are filled	Was Q1		1	The Committees have been streamlined and governors have been placed in positions which require their skill-set. If there are specific issues, the governing body are able to identify the skill-set needed, and will co-opt another governor if needed.
27. Succession planning prepares governors well for new roles	Was Q6		1	The constitution of the governing body is clear, and recruitment



				of Foundation, Parent, LA, and Staff governors is ongoing as part of succession planning. The Chair has recently had meetings with prospective Parent Governors to meet this need.
28. Governors are available to the school and participate regularly in activities beyond meetings (3a)	Was Q37		1	The school records will confirm attendance to school assemblies, Masses, Link Visits, and Learning Walks.
29. Relationships within the governing board and between governors and school staff are good and reflect mutual respect	Was Q36		1	The mutual goal to see the school and its pupils succeed and excel, draws mutual respect between staff and governors, and this is demonstrated by open lines of communication, and working together.
4. Structures				
4a. Roles and responsibilities				
30. Governors understand the governance structure of the organisation and particularly how governance functions are organised and delegated, including where decisions are made			2	Particularly for new members of the governing body, structure and process are being learnt, partly



				through the HT, as well as longer-standing members, and also training sessions. The LA have been very helpful in answering any questions if there is uncertainty.
31. The size, composition and committee structure of the governing body is fit for purpose and appropriate to the size and complexity of the organisation, and is conducive to effective working	Was Q9		1	St Theresa's is a One-Form entry school, and the size and composition of the current governing body is fit for purpose for effective working.
32. The board and any committees are correctly constituted and chair and committee chairs are re-elected each year	Was Q7		1	Terms of References for each committee are up to date and confirm the process of annual re-election of Chairs.
33. Minutes effectively capture the key points of meetings, particularly the quality of challenge from governors	Was Q12		1	Evidenced by minutes of all Committee and Full Board meetings.
5. Compliance				
5a. Statutory and contractual requirements				
34. Governors understand the legal, regulatory and financial requirements on the board			2	The Resources Committee lead on this, alongside the HT and Business Manager. Details are fed-back to the full governing body, and



				LA training is available to assist governors in their understanding.
35. Governors understand the need to have regard to any statutory guidance and government advice, including the Governance Handbook			1	Governors are fully aware of this requirement.
36. Governors understand the duties placed upon them under education and employment legislation, and, for academy trusts, the Academies Financial Handbook and their funding agreements			2	Yes
37. Governors understand the Ofsted inspection/regulatory framework			1	Yes. Recent Ofsted task group has revisited this framework.
38. Governors understand, where applicable, the denominational inspection carried in accordance with section 48 of the Education Act 2005			2	Yes
39. Governors understand the duties relating to safeguarding, health and safety, and the Prevent Duty			1	Yes. There is a safeguarding lead governor who also reports back to the governing body via the Wellbeing committee. Governors who have undertaken the Prevent Duty training have certificated evidence of this, and all governors are strongly encourage to



				keep up to date with safeguarding issues.
40. Governors understand the duties related to Special Educational Needs and Disability			1	Yes. There is a SEND Link governor who ensures that the school are accountable and that the needs of this group of pupils are being met.
41. Governors understand the requirements relating to the education of children looked after			1	Yes
42. Governors understand the duties related to information, including in General Data Protection Regulation 2018 and the Freedom of Information Act 2000			1	Yes. Recent events have required a more detailed knowledge of GDPR and Freedom of information.
43. Governors understand the school's Whistleblowing Policy and procedures and any responsibilities of the board within it			1	Yes. The governors are able to be objective and raise concerns appropriately, if necessary.
6. Evaluation				
6a. Managing self-review and development				
44. Governors take up opportunities, when appropriate, to attend training and any other opportunities to development knowledge, skills and behaviours			1	Yes. There is a record of training attended and any certification, for which governors partake. This may be in school, training organised by the LA,



				or within governors' own work-places.
6b. Managing and developing the board's effectiveness				
45. The governing body formally evaluates its performance	Was Q14		2	Through this self-audit, feedback from the HT, and critical analysis during meetings.
46. Findings from the evaluation inform a governance development plan	Was Q15		2	There is a need to promote on-going training, particularly for new/newish governors. The current skill-set complements the requirements of the school, but this will be re-evaluated throughout the year. Succession-planning is key to ensuring stability for the school with regards to governance.
Local Authority Feedback	2017/18	2018/19 well-evidenced audit indicates that governance is secure, with action planning in place. There is a governor course on working with stakeholders on 13 February 2019.		