

Woodcroft Primary School
EFFECTIVE GOVERNANCE – Responsibilities and Audit (Autumn 2019)

Governor	Type Of Governor	Strategic Area / Responsibility	Curriculum Leader	Terms of office (effective to)
Richard Burrows Chair	Co-opted	Finance and Personnel Appraisal	Craig Tallon	8/7/2023
Kate Bodsworth Vice Chair	Co-opted	Curriculum and Standards English, History, Geog	Sue Lloyd (Eng) Davis Rees (Hist) Charlotte Jackson (Geog)	21/3/2021
Michelle Allen	Parent Governor	Premises and Safety Safeguarding, Children in Care	Kay Vanner (LAC) Craig Tallon (DSL)	8/11/2022
Sudhir Gautam	Parent Governor	Premises Committee Science	Katharine Gignac	11/7/2022
Bahzad Brifkani	Parent Governor	Premises & Safety DT / Data Protection IT & Computing	Charlotte Harris Dan Guest (IT) Vinod Pindoriya (DPO)	21/11/2022
Gurinder Hatchard	Co-opted	Curriculum & Standards EYFS, Music and The Arts	Mark Russell / Avis (EYFS) Caitlin Sherring (Music) Rhiannon Blyth (Art)	8/7/2023
Sonny Rehman	Local Authority	Acting Chair of Finance and Personnel Maths	Craig Tallon	08/11/21
Carol Price	Co-opted	Curriculum & Standards SEND/ EAL Assessment	Kay Vanner (SEND) Rhiannon Blyth (EAL) Katharine Gignac (Assess)	8/11/21
Robin Archibald	Associate (Appointed by board)	School Partnership Headteacher	Craig Tallon	8/7/2023
Kay Vanner	Staff	Curriculum & Standards		12/03/2022
Elaine Hurley	Co-opted	Curriculum & Standards		5/7/2023
Robert Kulawik	Parent	Premises & Safety Finance & Personnel		11/11/2023
Merene Taylor	Parent	Premises & Safety		11/11/2023
Craig Tallon	Headteacher	Headteacher		-
Vacancy x1	Co-Opted	SMSC / PSHE/British Values & RE	Jackie Valoti (RE /SMSC)	
Liz Court	Co-opted (appointed by board)			-
Mandy Morrison	Associate (appointed by board)	Premises and Safety	Craig Tallon	-

Criterion	Grading 1 (high) to 4 (low)	Comment / source of evidence (as appropriate)
1. The governing body carries out an annual audit of the skills of its members	2	Annual skills audit carried out. Analysis and action to address areas of need could be more thorough
2. Members of the governing body have the correct skills for the job	2	Good range of skill present.
3. Governors understand their roles and responsibilities	2	Clearly defined roles and duty portfolios. (published on website) Governor understanding of requirements to exercise duty to challenge could be more developed.
4. The chair provides effective leadership for the governing body	2	Chair vacancy - Acting chair
5. Governors attend training to fill gaps in their knowledge and skills	2	Training opportunities provide and made available. Governor attendance at school training sessions Chair attended all LA meetings
6. Succession planning prepares governors well for new roles	2	Chair reviews roles prior to new academic year and meets new Governors to discuss expectations
7. The chair and committee chairs are re-elected each year	1	Minuted Responsibilities Check
8. Governors keep up to date with and discuss national developments in respect of governance	2	Headteacher and Director reports cover national issues
9. The size, composition and committee structure of the governing body is conducive to effective working	1	Committee structures revised to address needs
10. Meetings are professionally clerked and run efficiently	2	Full Meeting clerked by Barnet Service. Committees nominate a secretary - minutes need to be sent out promptly
11. Governors receive relevant and timely information to enable effective discussions at meetings	2	Detailed information provided

		Information could be presented earlier to allow more reading time ahead of meetings Creation of Governor document and shared area
12. Minutes effectively capture the key points of meetings, particularly the quality of challenge from governors	2	Detailed minutes and reports provided and published. Governor questions need to be highlighted Governor challenge needs to be more prominent
13. Every member of the governing body makes a regular contribution	2	All Governors involved. Greater insight based on first hand involvement in the school would be a benefit ability to prove challenge and support
14. The governing body formally evaluates its performance	2	Detailed governance evaluation tool in place. More detail analysis using tool would make practice more effective
15. Findings from the evaluation inform a governance development plan	4	Need to draft a plan
16. The governing body is a driving force in the development of the school's vision and ethos and its long-term aims	2	Governors support and are involved in development plans. Improved first hand involvement would benefit
17. Systems are in place for governors to ensure that the school development plan reflects these aims	2	Committee structure evaluate planned aims Pupils outcomes related individual aims could be more closely monitored Termly milestones report presented to governors
18. The governing body's activities and agenda setting are driven by the strategic planning cycle	1	Strategy cycle in place as part of Governance Audit
19. Governors are able to identify ways in which they have contributed actively to school improvement	2	Strategic links to key staff
20. Governors understand the school's performance data well enough to	2	Vast amount of data provided. More opportunities to study and question would benefit

properly hold school leaders to account		
21. Governors track use of pupil premium and understand its impact on outcomes	2	Vast amount of data provided. Reports provided and published More opportunities to study and question would benefit
22. Governors understand what the school is doing to monitor progress in a world without levels, and are assured of the effectiveness of new systems	2	Reports provided at Curriculum Committee and Full Meetings Target Tracker data provided
23. Governors understand and are able to discuss the relative performance of different groups in the school	2	Full data provided More opportunity to discuss pupil outcomes would always be beneficial
24. Governors track use of sports funding and understand its impact on outcomes	2	Impact reports provided and published Greater first hand involvement would benefit
25. Governors ensure that the headteacher's performance management targets address key school priorities	1	Committee sets targets and monitors progress
26. Governors ensure there are robust and effective appraisal systems in place for all staff	2	Appraisal outcome reports presented Greater rigor for non-teaching staff would benefit following agreement of policy
27. Governors know how good the teaching in the school is and what is being done to improve it	1	Headteacher reports School SEFs Meetings with SLT
28. Governors ensure that there is a broad and balanced curriculum, which promotes fundamental British values	1	Curriculum committee overview
29. Governors ensure that financial management systems are robust and ensure best value for money	1	Robust systems of committee

30. There is an effective Pay Committee that meets annually before 31 October to make pay decisions for teaching staff	2	Pay committee established
31. Governors know how good pupil behaviour is and what is being done to improve it	1	Effective systems Committee responsibility
32. Governors fulfil their statutory duties in respect of safeguarding and health and safety	1	Annual audit and monitoring Delegated Governors and committee
33. A range of formal and informal systems are in place to obtain the views of pupils, parents and staff	2	Questionnaires Great use of face to face meeting may benefit Pupil Leadership Councils Friends of Woodcroft
34. Stakeholder views inform governing body decision making	2	Questionnaires Great use of face to face meeting may benefit
35. There is regular reporting to parents and the local community	1	Published on website
36. Relationships within the governing body and between governors and school staff are good and reflect mutual respect	2	Good relationships More consistent first hand involvement in day to day school would benefit
37. Governors are available to the school and participate regularly in activities beyond meetings	2	Good involvement in events Need to maintain Governor Log again