Local Academy Board

Annual Self Evaluation Meeting

The Meadows 5.30pm Monday 15th October 2018

Minutes

Analysis of Governor Individual self-evaluation forms 2018 (LAB 2018 Attachment)

Strengths

* Strategic leadership
* Accountability related SEND, behaviour and safety, safeguarding, finance
* People
* Compliance
* Evaluation

Areas for development

* Risk management
* curriculum
* Accountability related to procurement, HR and Estate management

Comparison with 2017 (Appendix 1)

Since the previous LAB evaluation there have been significant changes to the Academy Board. The Chair and Vice Chair both stepped down to become Directors for the Trust. Two other long serving governors decided to step down as the process of converting to academy status and embedding new systems had been completed. The LAB appointed a new chair and vice chair and three new board members joined. These new members have experience in charities, Social care, Further Education and Higher Education. Given this significant change, the LAB has worked hard to ensure it did not become significantly weaker in any area and also considered succession planning. Comparing the self-evaluation results from 2017 with 2018 the following trends are identified:

* Strategic leadership remains a strength despite significant changes
* Accountability shows greater strength in areas of SEND, behaviour and safety, safeguarding and finance
* People remains a strength
* Experience of governance functions and structures remains good
* Compliance remains a strength
* Evaluation remains strength

Key questions (LAB 2018 Attachment)

Do these responses match expectations?

*Yes, in fact the responses were beyond our expectations. Whilst some areas showed comparatively lower average scores, looking at the distribution every area showed at least two scores of five. The LAB believe that completing the questionnaires peer to peer would provide greater moderation and robustness in future.*

***ACTION: LAB skills audit to be completed as peer to peer or triad activity in 2019***

Are there any implications for our role description or code of conduct?

*No*

Do any of the responses have implications for our recruitment strategy?

*Property estate management and procurement are areas in which we would look for future board members to have experience. Recruitment strategy could become part of the agenda for the leadership, management and finance committee*

***ACTION: LAB Recruitment to be standing agenda item on Leadership and management committee***

Do any of the responses raise questions about our induction strategy?

Are the lower scoring competencies issues that could be dealt with by training?

Could we improve any of the lower scoring competencies by mentoring and coaching?

Do we need to review our committee membership based on these responses?

*These four questions do not appear relevant to our needs. Committee structures are under review currently by the Trust. A new committee structure is likely to be implemented in spring 2019. This will lead to a review of committee membership.*

***ACTION: Review committee membership in light of new committee structures in Spring 2019***

Are there any implications for succession planning?

*We are aware that a number of the board members may choose to stand down when the terms of office expire. We are confident that we have a good distribution of experience in all areas however we will adopt LAB recruitment as regular part of a committee agenda.*

Ofsted Readiness Evaluation form (Ofsted Ready Checklist Attachment)

In small groups governors to reviewed grades and evidence provided in the evaluation from 2017. Actions and outcomes were discussed and consideration was given to gaps/new actions for 2018-2019. See Ofsted Ready Checklist.

Appendix 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | 2017 | 2018 |
| STRATEGIC LEADERSHIP |  |  |  |  |
| Improving education and welfare |  |  | 5 | 5 |
| understanding of education policy |  |  | 4 | 4 |
| experience of charity law |  |  | 3 | 3 |
| previous experience of being a governor |  |  | 4 | 3 |
| experience of chairing a board |  |  | 4 | 4 |
| experience of strategic planning |  |  | 4 | 4 |
| commitment to vision and ethos |  |  | 5 | 5 |
| able to question and challenge |  |  | 5 | 5 |
| work professionally |  |  | 5 | 5 |
| identify when to ask for independent advice |  |  | 5 | 5 |
| experience of stakeholder management |  |  | 4 | 4 |
| promoting community cohesion |  |  | 4 | 4 |
| prioritising, assessing and mitigating risk |  |  | 4 | 4 |
| school sector risk management |  |  | 4 | 3 |
|  |  |  |  |  |
| ACCOUNTABILITY |  |  |  |  |
| using data |  |  | 4 | 5 |
| curriculum development |  |  | 3 | 3 |
| working with leaders to establish expectations |  |  | 4 | 4 |
| agreeing format of information with leaders |  |  | 3 | 4 |
| challenge to leaders around behaviour and safety |  |  | 4 | 4 |
| Safeguarding |  |  | 5 | 5 |
| SEND |  |  | 5 | 5 |
| financial management |  |  | 3 | 4 |
| Strategic finance |  |  | 3 | 4 |
| procurement/purchasing |  |  | 3 | 3 |
| property management |  |  | 2 | 3 |
| HR |  |  | 4 | 3 |
| HR schools |  |  | 3 | 3 |
| change management |  |  | 4 | 3 |
| external oversight |  |  | 3 | 4 |
| inspection in schools |  |  | 3 | 3 |
|  |  |  |  |  |
| PEOPLE |  |  |  |  |
| devote time, effort and enthusiasm |  |  | 5 | 5 |
| strong communicator |  |  | 4 | 4 |
| conflict resolution |  |  | 4 | 4 |
| ethical behaviour |  |  | 5 | 5 |
| equal opps |  |  | 5 | 5 |
| reflective |  |  | 5 | 5 |
|  |  |  |  |  |
| STRUCTURES |  |  |  |  |
| familiar with nature of board functions |  |  | 4 | 4 |
| reviewing governance structures |  |  | 3 | 3 |
|  |  |  |  |  |
| COMPLIANCE |  |  |  |  |
| legal, regulatory and financial frameworks |  |  | 3 | 4 |
| legal duties as a governor |  |  | 5 | 5 |
| range of legal responsibilities |  |  | 4 | 4 |
| organisation policies |  |  | 5 | 5 |
| speaking up about non-compliance |  |  | 5 | 5 |
|  |  |  |  |  |
| EVALUATION |  |  |  |  |
| awareness of strengths and weaknesses |  |  | 5 | 5 |
| evaluating board decisions and self review |  |  | 4 | 5 |