

Local Governing Committee Self Review

Governor Review of Impact and Progress (GRIP)

The purpose of this self-review document is to provide an evidence based record for Local Governing Bodies within Activate Learning Education Trust to review how effective they are in supporting the successful outcomes of all students within their academy. It is recommended that this review should be undertaken annually so that governors can monitor progress against the action plan.



Ofsted Categories: 1. Outstanding 2. Good 3.Requires improvement 4. Inadequate

	Criteria/Characteristics	Evidence to support evaluation	Action required to strengthen and improve governance (include dates)	Grade
1.	<p>As an LGB are we as effective as we could be?</p> <p>(a) When did we last complete a skills audit of the LGB and what were the key findings including succession planning?</p> <p>(b) Do we understand our roles and responsibilities as local governors and how these differ from trustees as laid out in the ALET scheme of delegation?</p> <p>(c) Do we undertake regular training to ensure the LGB is up to date and sufficiently informed?</p> <p>(d) Are we able to communicate issues or concerns to the Trust Board and do we feel our voice is listened to?</p> <p>(e) Do we have a professional clerk who can guide us on the law and keep comprehensive records of our business?</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>(e)</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>(e)</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>(e)</p>



	Criteria/Characteristics	Evidence to support evaluation	Action required to strengthen and improve governance (include dates)	Grade
2.	Do we have a clear focus on meeting the UTC improvement priorities?			
	(a) How do we contribute to the UTC's self-evaluation and the setting of priorities?	(a)	(a)	(a)
	(b) How do we monitor the impact of the UTC's improvement plan?	(b)	(b)	(b)
	(c) Do we receive sufficient information and data in a form which enables us to hold senior leaders to account?	(c)	(c)	(c)
	(d) How do we triangulate the UTC's self-evaluation across the key Ofsted judgement areas?	(d)	(d)	(d)



	Criteria/Characteristics	Evidence to support evaluation	Action required to strengthen and improve governance (include dates)	Grade
3.	<p>How well do local governors work with trustees in holding senior leaders to account for the performance of the UTC through effective support and challenge?</p> <p>(a) Do we understand the data sufficiently to ensure that we are monitoring the progress of all students including those who are not on track to achieve expected progress?</p> <p>(b) How rigorous are we in monitoring how well vulnerable groups achieve compared to their peers in school and nationally, including those who attract pupil premium funding and SEND students?</p> <p>(c) Are we monitoring how well our students are doing in all curriculum areas in addition to the core subjects?</p> <p>(d) How do we know that all pupils are benefiting from a broad and balanced curriculum which is preparing them for life in modern Britain?</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>



	Criteria/Characteristics	Evidence to support evaluation	Action required to strengthen and improve governance (include dates)	Grade
4.	<p>Do local governors understand and promote the ALET vision and ethos?</p> <p>(a) How do we engage with key stakeholders to communicate the UTC's vision, priorities and performance?</p> <p>(b) As local governors how do we know that the principles of British values are embedded within the culture of day-to-day college life?</p> <p>(c) How do local governors encourage a culture of high expectation where all students are expected to succeed?</p> <p>(d) Is the website current and compliant and is it a shop window which we can be proud of?</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>



	Criteria/Characteristics	Evidence to support evaluation	Action required to strengthen and improve governance (include dates)	Grade
5.	<p>How vigilant are local governors in ensuring the highest standards of Safeguarding and Health and Safety?</p> <p>(a) Who is responsible for reviewing the Single Central Record and when was this last checked?</p> <p>(b) How else do local governors monitor safeguarding both within and outside of college in terms of compliance, policies and protocols?</p> <p>(c) What steps does the college take to protect and educate pupils from being radicalised or drawn towards extremism?</p> <p>(d) How is health and safety monitored within school and how do governors ensure high standards are maintained?</p> <p>(e) How do we monitor staff well-being and teacher workload?</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>(e)</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>(e)</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>(f)</p>



	Criteria/Characteristics	Evidence to support evaluation	Action required to strengthen and improve governance (include dates)	Grade
6.	<p>What is the overall effectiveness of our LGB?</p> <p>(a) As an LGB, how prepared are we for Ofsted and have we planned which local governors/trustees should meet with the Inspector(s).</p> <p>(b) Do we understand the implications of the changes introduced in the Education Inspection Framework?</p> <p>(c) Are we confident that we can demonstrate the impact that we have as governors across the key judgement areas?</p> <p>(d) Based on this self review how do we judge the overall effectiveness of governance?</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p>	<p>(a)</p> <p>(b)</p> <p>(c)</p> <p>(d)</p> <p>Overall effectiveness of LGB:</p>



Self Review of Local Governance: LGB Action Plan

School		Date	
Priority for Improvement (Ofsted Inspection Criteria)	Action Required	Responsible	Success Criteria & Date
1.			
2.			
3.			