

Appendix 2: Self-review questions for governing bodies

- 2.1 These self-review questions are intended to help governing bodies build a picture and analyse the context of the school dispassionately, and then to consider their options on the basis of that analysis. It is recommended for use by governing bodies to help them continue to reflect on their strategic plans and their need to work in partnership with other schools.
- 2.2 DBEs encourage self-determination and respect the autonomy of individual governing bodies, at the same time seeking to work with you at an early stage, to ensure that the wider good of the whole family of Church of England schools can be promoted. The DBE therefore has an expectation that the governing bodies of all rural schools will conduct this review of their school's strategic position each year.
- 2.3 The checklist is not intended to provide a formulaic approach that determines how and in what ways schools should collaborate, but it does identify some key issues for consideration. It is vital to understand the context for any school and for the DBE and local schools to work in partnership to provide a secure future for education.
- 2.4 As indicated in the body of this report, all schools are encouraged to complete the review. Schools with less than one form of entry must use the self-review every year and completed forms should be returned to DBE to assist it with its responsibility for strategic planning. This is not intended to be a further burden for schools but a helpful tool to enable the DBE to have a dialogue with governing bodies. It is intended to be proactive and should lead to a discussion about next steps and a suitable action plan. The DBE will be happy to facilitate this discussion with governing bodies.
- 2.5 With each question grade yourself red, amber or green and add comments to explain your judgement.

I. Quality of Education	Rating	Comments
a. Does the school provide a high quality sustainable standard of education that is appropriate for the 21st century?		
b. What is the whole educational experience of children attending this school?		
c. What progress do pupils make?		
d. What was the outcome of your most recent Ofsted and SIAMS inspections?		
e. What is your prediction for future Ofsted and SIAMS inspections based on your SEF and three-year projected attainment?		
f. What is the condition and suitability of the school's buildings?		
g. How secure are the school's finances? – are you having to set a deficit budget within the next three years?		
2. Leadership and Staffing		
a. How easy is it to recruit and retain high quality teaching staff?		
b. What is your leadership structure, how does it assist your strategy for succession planning?		
c. How long is it likely to be before your current head leaves? What do you expect to happen then?		
3. Governance		
a. How many governor vacancies have you got?		
b. How easy is it to find capable governors who have time and skill to give to the school?		
c. Do governors receive regular training and are they suitably equipped to fulfil all of their responsibilities?		

4. Demographics	Rating	Comments
a. Where do your pupils live?		
b. How many of your pupils live within the village or catchment area of the school?		
c. How many school age children live in the village or catchment area of the school but choose to attend other schools instead?		
d. What are your projected pupil numbers for the next few years, based on an assessment of local demographics (e.g. new housing that is likely to produce new primary aged children, how many?)		
5. Links with Community		
a. What is the school's place within the community - how integrated is the school in the life of the community?		
b. How are the school's facilities used for/by the community?		
c. How good are the links with the Church?		
d. Is the school used for worship/Sunday school/after school clubs/holiday clubs etc?		
6. Partnership and Collaboration		
a. What collaborative arrangements are already or should be in place?		
b. Has the governing body discussed the challenges and opportunities of such arrangements with HT and staff?		
c. Where are the next nearest / surrounding schools and what is their position re numbers/demographics?		
d. What are the next steps you need to take to develop effective structural partnerships with other schools?		