



Charlton Park Academy

Skills Audit and Self-Evaluation for Governors based on the DfE Competency Framework 2024-25

Governors were asked to rate their confidence against a series of statements in the following six key competencies:

- Strategic leadership
- Accountability for educational standards and financial performance
- People
- Structures
- Compliance
- Evaluation

Key

Yes	Y
No	N
Unsure	U

1. Strategic Leadership

SETTING DIRECTION										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
National and local education policy and news	Y	Y	Y	U	Y	Y	Y	Y	Y	Y
What the key features of good governance should be	Y	Y	Y	U	Y	Y	U	Y	Y	Y
The difference between strategic and operational decisions	Y	Y	N	U	Y	Y	U	Y	Y	Y
How to carry out strategic planning, and what tools you need to do this	Y	Y	N	U	Y	Y	Y	Y	Y	Y
CAN YOU...?										
Think strategically about your school's development	Y	Y	Y	U	Y	Y	Y	Y	Y	Y
Explain your school's strategic priorities and goals, and how these will be monitored	Y	Y	N	U	Y	Y	Y	Y	Y	Y
Champion the reasons for changes, and explain how these benefit the school's community	Y	Y	U	U	Y	Y	Y	Y	Y	Y

CULTURE, VALUES AND ETHOS										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
Your school's values and ethos	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Your school's strategic improvement plan	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Your governing body's code of conduct, and how it reflects the school's vision and ethos	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
CAN YOU...?										
Act in a way that reflects your school's culture and values, and ensure that policies are in line with these	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Agree the school's distinctive characteristics and culture	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

DECISION MAKING										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
Identify the decisions that are likely to achieve your school's goals	Y	Y	U	Y	Y	Y	Y	Y	Y	Y
Put aside your own interests to make decisions in the best interests of the school	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Act with honesty, objectivity, and integrity	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Ensure that your decisions are well-informed and impartial	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Recognise when your governing body will require external advice	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Stand by the decisions of the governing body, and respect collective decision making	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Accept challenge, and encourage open discussions	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

	COLLABORATIVE WORKING WITH STAKEHOLDERS AND PARTNERS									
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
Who your main stakeholders are	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
How to work with stakeholders, and members of the school community	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
CAN YOU...?										
Proactively consult with a range of views, and welcome feedback and challenge	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Work with other organisations where necessary	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Be clear, honest and open when communicating with parents, pupils and staff	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Consider how the decisions governors make affect the school community	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Act as an ambassador for your school	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Support community cohesion, and challenge your school's leadership team to do the same	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

RISK MANAGEMENT										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
What risk management is, and how it applies to your school	Y	Y	U	Y	Y	Y	Y	Y	U	Y
How risks are managed in your school, and how concerns are escalated	Y	Y	U	Y	Y	Y	Y	Y	U	Y
How conflicts of interest, and breaches in confidentiality, lead to risks for the school	Y	Y	U	Y	Y	Y	Y	Y	U	Y
CAN YOU...?										
Identify the main risks facing your school, and the contingency measures that are in place	Y	Y	U	Y	Y	Y	U	Y	Y	Y
Ensure that your school's risk management systems are robust, and regularly reviewed	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Advise on how to achieve the right balance of risk, and how to mitigate the impact of risks	Y	Y	Y	U	Y	Y	U	Y	Y	Y
Actively avoid and manage conflicts of interest	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

2. Accountability for educational standards and financial performance

EDUCATIONAL IMPROVEMENT										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
How teaching and learning is evaluated in your school	Y	Y	U	Y	Y	Y	Y	Y	U	Y
The importance of a broad and balanced curriculum	Y	Y	Y	Y	Y	Y	Y	Y	U	Y
How the curriculum in your school promotes the school's ethos and values	Y	Y	Y	Y	Y	Y	Y	Y	U	Y
Relevant national standards and assessment systems for your school	Y	Y	Y	U	Y	Y	Y	Y	U	Y
The rationale behind your school's assessment procedures	Y	Y	Y	U	Y	Y	U	Y	U	Y
How behaviour and safety are monitored in your school	Y	Y	Y	Y	Y	Y	Y	Y	U	Y
CAN YOU...?										
Set expectations for school improvement with your school leadership team (SLT)	Y	Y	U	U	Y	Y	Y	Y	Y	Y
Let your SLT know what data you need to fulfil your role	Y	Y	N	N	Y	Y	Y	Y	Y	Y
Request evidence of the effectiveness of proposed improvement initiatives	Y	Y	U	U	Y	Y	Y	Y	Y	Y

RIGOROUS ANALYSIS OF DATA										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
The DfE's performance tables and school comparison tool	Y	Y	U	N	Y	U	Y	Y	U	U
Analyse School Performance (ASP) for school and pupil data	Y	Y	U	N	Y	Y	Y	Y	U	U
Your school's context on a local and national basis	Y	Y	U	N	Y	Y	Y	Y	U	U
Where the data you receive comes from and is quality assured	Y	Y	U	N	Y	Y	Y	Y	U	U
Information about attendance and exclusion in your school	Y	Y	Y	U	Y	Y	Y	Y	U	U
How you should use a range of sources of information, such as guidance parents or staff members	Y	Y	Y	U	Y	Y	Y	Y	U	U

RIGOROUS ANALYSIS OF DATA										
CAN YOU...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
Analyse and interpret data to evaluate how pupils in your school are performing	Y	Y	U	N	Y	Y	Y	Y	Y	Y
Use data to inform decisions about school improvement	Y	Y	U	N	Y	Y	Y	Y	Y	Y

RIGOROUS ANALYSIS OF DATA										
Challenge the SLT to ensure that the data you receive is valuable and efficiently collected	Y	Y	U	N	Y	Y	Y	Y	Y	Y

FINANCIAL FRAMEWORKS AND ACCOUNTABILITY										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
Your school's financial policies, funding arrangements and methods of assuring financial accountability	Y	Y	Y	U	Y	Y	Y	Y	U	Y
Your school's internal control processes, and how value for money is secured	Y	Y	Y	U	Y	Y	Y	Y	U	Y
Your school's financial health and efficiency, and how it compares with other schools	Y	Y	Y	U	Y	Y	Y	Y	U	Y
CAN YOU...?										
Be confident in the financial information you receive	Y	Y	U	U	Y	Y	Y	Y	Y	Y
Interpret budget monitoring information, and communicate this to others	Y	Y	U	N	Y	Y	Y	Y	Y	Y
Take part in financial self-evaluation activities	Y	Y	N	Y	Y	Y	Y	Y	Y	Y

FINANCIAL FRAMEWORKS AND ACCOUNTABILITY										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
Rigorously question how the school is approaching financial efficiency	Y	Y	N	N	Y	Y	Y	Y	Y	U

FINANCIAL MANAGEMENT AND MONITORING										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
How your school receives funding, and how this funding is spent	Y	Y	Y	U	Y	Y	Y	Y	U	U
The importance of a robust financial strategy and plans to ensure sustainability	Y	Y	Y	Y	Y	Y	Y	Y	U	U
How your school allocates resources, and how these translate into outcomes for pupils	Y	Y	U	U	Y	Y	Y	Y	U	U
How the budget is set and monitored	Y	Y	Y	U	Y	Y	Y	Y	U	U
CAN YOU...?										
Make decisions about funding, based on your school's priorities	Y	Y	Y	Y	Y	Y	Y	Y	Y	U
Interpret data relating to finances	Y	Y	N	U	Y	Y	Y	Y	Y	U
Ask informed questions about income and spending	Y	Y	N	U	Y	Y	Y	Y	Y	U

STAFFING AND PERFORMANCE MANAGEMENT										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
What your school spends on staffing, and how to benchmark this against other schools	Y	Y	Y	U	Y	U	Y	Y	U	Y
How staff are recruited	Y	Y	Y	U	Y	Y	Y	Y	U	Y
How staff performance management and pay progression works in your school	Y	Y	N	U	Y	Y	Y	Y	U	Y
CAN YOU...?										
Ensure that staffing structures are fit for purpose	Y	Y	N	U	Y	Y	Y	Y	Y	Y
Take responsibility for maintaining a robust pay policy	Y	Y	N	U	Y	Y	Y	Y	Y	Y
Be confident in how you apply procedures to the performance management of senior staff members	Y	Y	N	U	Y	Y	Y	Y	Y	Y
Identify how pay decisions will affect the budget	Y	Y	U	U	Y	Y	Y	Y	Y	Y
Have due regard to the work-life balance of staff members	Y	Y	U	U	Y	Y	Y	Y	Y	Y

EXTERNAL ACCOUNTABILITY										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
The purpose of formal scrutiny and accountability (for example, by Ofsted)	Y	Y	U	Y	Y	Y	Y	Y	Y	Y
How national performance measures are monitored and reported, and the minimum standards at which intervention is triggered	Y	Y	U	Y	Y	Y	Y	Y	Y	Y
CAN YOU...?										
Ensure appropriate structures are in place to support external scrutiny	Y	Y	N	U	Y	Y	Y	Y	Y	Y
Ensure that the board is open and accessible to members of the school community	Y	Y	U	U	Y	Y	Y	Y	Y	Y
Use your understanding of data to inform responses to external scrutiny	Y	Y	N	U	Y	Y	Y	Y	Y	Y

3. People

BUILDING AN EFFECTIVE TEAM										
CAN YOU...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
Show your commitment to your role through active participation	Y	Y	U	Y	Y	Y	Y	Y	Y	Y
Find the information you need to support you in your role	Y	Y	Y	U	Y	Y	Y	Y	Y	Y
Accept constructive challenge and feedback	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Raise doubts and differences of opinions in an appropriate way, and encourage others to do the same	Y	Y	Y	U	Y	Y	Y	Y	Y	Y
Acknowledge your mistakes, and the lessons learnt from these	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Influence others, and build consensus through persuasion	Y	Y	Y	U	Y	Y	Y	Y	Y	Y
Demonstrate professional ethics and values, and sound judgement	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Recognise the importance of the clerk's position and advice	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

4. Structures

ROLES AND RESPONSIBILITIES										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
The role of the board, and its three core functions	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
How the strategic role of governance is different to operational leadership	Y	Y	Y	Y	Y	Y	U	Y	Y	Y
For academies , the role of members and how this is different to the role of trustees	Y	Y	Y	Y	Y	Y	U	Y	Y	Y
The governance structure of your school, and how decisions are delegated	Y	Y	Y	U	Y	Y	Y	Y	Y	Y
How the governing body and its committees are constituted	Y	Y	Y	U	Y	Y	Y	Y	Y	Y
CAN YOU...?										
Help your governing body design a committee structure that is appropriate to your school, and make changes where appropriate	Y	Y	N	Y	Y	Y	Y	Y	Y	Y

5. Compliance

STATUTORY AND CONTRACTUAL REQUIREMENTS										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
The governing body's legal, regulatory and financial duties	Y	Y	N	Y	Y	Y	Y	Y	Y	U
The importance of having regard to statutory guidance, such as the Governance Handbook	Y	Y	U	Y	Y	Y	Y	Y	Y	Y
The governing body's obligations under: • Education and employment legislation • For academies, the Academies Financial Handbook and their own funding agreements • Equalities and health and safety legislation • Data protection and freedom of information legislation	Y	Y	U	Y	Y	Y	Y	Y	U	Y
The governing body's duties with relation to safeguarding and the Prevent Duty	Y	Y	Y	Y	Y	Y	Y	Y	U	Y
The governing body's duties with regard to pupils with special educational needs and disabilities (SEND)	Y	Y	Y	Y	Y	Y	Y	Y	U	Y
Your instrument of government, or in academies, your articles of association	Y	Y	N	Y	Y	U	Y	Y	U	Y

STATUTORY AND CONTRACTUAL REQUIREMENTS										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
Your school's whistleblowing policy, and how these relate to the governing body's responsibilities	Y	Y	Y	Y	Y	Y	Y	Y	U	Y
The importance of observing the school's policies, for example with regard to parental complaints	Y	Y	Y	Y	Y	Y	Y	Y	U	Y
CAN YOU...?										
Speak out when you are concerned about non-compliance	Y	Y	Y	U	Y	Y	Y	Y	Y	Y
Explain the governing body's legal responsibilities	Y	Y	U	Y	Y	Y	Y	Y	U	Y
Recognise when the governing body may need specialist advice	Y	Y	Y	Y	Y	Y	Y	Y	U	Y

6. Evaluation

MANAGING REVIEW AND SELF-DEVELOPMENT										
DO YOU UNDERSTAND...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
Your own strengths and areas for development	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
CAN YOU...?										
Be 'outward facing', and learn from others	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Maintain your own personal development plan	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Be ready to accept opportunities for training and development	Y	Y	N	Y	Y	Y	Y	Y	Y	Y
Accept a wide range of feedback, and use this to inform your development	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Carry out self-reviews, and reflect on your own performance	Y	Y	N	Y	Y	Y	Y	Y	Y	Y

MANAGING AND DEVELOPING THE BOARD'S EFFECTIVENESS										
CAN YOU...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
Evaluate how the governing body's decisions affect pupil outcomes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Use feedback from inspections to inform decisions about the governing body's development	Y	Y	U	Y	Y	Y	Y	Y	Y	Y

MANAGING AND DEVELOPING THE BOARD'S EFFECTIVENESS										
CAN YOU...?	Gov1	Gov2	Gov3	Gov4	Gov5	Gov6	Gov7	Gov8	Gov9	Gov10
Contribute to the board's self-evaluation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y