



<b>Governance Development Needs Audit (DNA)</b>				
	This is a <b>strong, secure and robust</b> aspect of our governance work and we don't need any additional support. <b>We meet the DfE's expectations</b> as described in the Governance Handbook and the Competency Framework for Governance.	This aspect of our governance work is <b>not as strong, secure and robust as it needs to be</b> and we would benefit from some support. <b>We do not fully meet the DfE's expectations</b> as described in the Governance Handbook and the Competency Framework for Governance.	This aspect of our governance responsibilities is <b>in need of significant strengthening</b> to ensure that we govern the school well. <b>We are not meeting the DfE's expectations</b> as described in the Governance Handbook and the Competency Framework for Governance.	<b>Our Governance DNA</b> High , Medium or Low priority for development.
<b>Core Area 1 – Strategic Direction</b>				
We have worked on, and make effective use of, a strategic framework incorporating a vision, mission and set of strategic priorities to drive the work of the school.				
We have an effective mechanism for monitoring progress in relation to the school's key development priorities.				
<b>Core Area 2 – Holding the Headteacher to account for educational performance</b>				
We have a clear and rigorous process for holding our headteacher to account for the <b>educational performance</b> of the school.				
We have mechanisms in place to assure <b>safeguarding</b> compliance, which are aligned to best practice and a strong safeguarding culture.				
We have mechanisms in place to assure compliance with the use of <b>Pupil Premium funding</b> , which are aligned to best practice.				
We have mechanisms in place to assure compliance around our work with pupils with <b>SEND</b> , which are aligned to best practice.				
We have a mechanism in place to ensure that the <b>school curriculum</b> meets the needs of our pupils and is underpinned with a clear statement of intent.				
<b>Core Area 3 – Holding the Headteacher to account for financial performance</b>				
We have a mechanism in place to ensure that we can <b>monitor the school's budget</b> effectively.				
We have a mechanism in place for <b>constructing the school's budget</b> so that it supports the development priorities of the school and meets value for money expectations.				