**Clerk to governors’ self-audit checklist**

Governing board minutes are the window into the work of the governing board and should include key evidence of the board’s support and challenge. It is important that each set of minutes is well-formatted, easy to read and captures all necessary information to evidence that the board are carrying out their core functions.

A set of minutes should:

* Create an official record of the governing board’s meeting, including question and challenge.
* A record of who has attended the meeting, including any observers.
* A record of apologies received, including any reasons for absence provided.
* Details of any newly declared or existing conflict of interest pertaining to the meeting agenda.
* Record options considered by the governing board.
* Record decisions agreed by the governing board.
* Identify and record any action points agreed, including by whom, and associated timescales.

This checklist will enable clerks to governors to self-audit their minutes before releasing them to governors for approval. The clerk to governors should review the completed set of minutes against the criteria set out in the ‘Key considerations’ section and select ‘Yes’ or ‘No’ to indicate if the minutes include this information. In the ‘Comments’ section clerks to governors should record any reason for information being missing or make notes to improve their own practice.

The governing board may also choose to use this audit as an interview task when recruiting for a clerk to governors.

**Clerk to governors’ self-audit checklist**

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| **Key considerations** | **Yes** | **No** | **Comments** |
| **Meeting information** | | | |
| Name of the school is recorded. |  |  |  |
| Date, time and venue of the meeting is recorded. |  |  |  |
| Type of meeting, e.g. committee/full governing board/panel is clear. |  |  |  |
| A list of supporting papers considered for the meeting is recorded. |  |  |  |
| **Attendance and apologies** | | | |
| List of names of all governors attending the meeting, plus their initials is recorded. |  |  |  |
| List of names of all non-governors attending the meeting and in what capacity, e.g. SBM in attendance to report to governors, is recorded. |  |  |  |
| Names of all those sending apologies or absent from the meeting is noted, including the reason for absence provided. |  |  |  |
| Acceptance of apologies is recorded in the main body of the minutes. |  |  |  |
| People arriving late, and their time of arrival, is recorded. |  |  |  |
| People leaving for a period of time during the meeting is noted, including the time left and the time they rejoined the meeting. |  |  |  |
| People leaving the meeting early, and their time of departure, is noted. |  |  |  |
| **Declarations of interest** | | | |
| The opportunity for all attendees to declare any conflicts of interests – in the agenda items or more generally – is recorded. |  |  |  |
| There is a record of new governors attending the meeting being given declaration of interest forms to complete. |  |  |  |
| There is a record of the governing board register of interests being reviewed. |  |  |  |
| **Approval of minutes** | | | |
| The opportunity for previous minutes to be discussed and approved is recorded. |  |  |  |
| Agreed actions are recorded clearly, e.g. who actions are assigned to and agreed timescales for the action. |  |  |  |
| Assigned actions are associated with the initials of the person they are assigned to. |  |  |  |
| An area for the chair to initial is in place on every page. |  |  |  |
| An area for the chair to sign and date the minutes as an approved record of the meeting is in place. |  |  |  |
| **Governing board performance, decision making and challenge** | | | |
| Governor questions are recorded and highlighted. |  |  |  |
| Evidence of governors offering challenge and support is recorded. |  |  |  |
| Records of governor questions do not identify who asked the questions. |  |  |  |
| There is a record of who responded to questions asked. |  |  |  |
| Decisions made by the board are recorded and highlighted. |  |  |  |
| Decisions made by vote are clearly recorded, including the number of votes for and against. |  |  |  |
| Voting is not recorded using individual governors’ names. |  |  |  |
| Evidence of the governing board’s compliance with statutory duties is recorded. |  |  |  |
| Evidence of governors requesting further information/clarification is recorded. |  |  |  |
| Feedback from governor monitoring visits is recorded. |  |  |  |
| Thanks and congratulations are recorded. |  |  |  |
| **Confidential minutes** | | | |
| The opportunity for decisions to be made on confidential information is recorded. |  |  |  |
| There is a record of where there are confidential minutes to be considered within the meeting. |  |  |  |
| Names of parents, staff and children are not recorded. |  |  |  |
| Minutes are written so not to identify any pupil, staff member or parent. |  |  |  |
| Confidential minutes record who was present at the meeting. |  |  |  |
| Declarations of interest are recorded in respect of the confidential discussion. |  |  |  |
| When printed, confidential minutes include a ‘confidential’ watermark. |  |  |  |
| When printed, confidential minutes are printed on coloured paper. |  |  |  |
| Confidential minutes state ‘confidential’ in the document header. |  |  |  |
| An area for the chair to initial is in place on every page. |  |  |  |
| An area for the chair to sign and date the minutes as an approved record of the meeting is in place. |  |  |  |
| **Format and layout** | | | |
| Minutes are written so not to determine or identify any person’s point of view. |  |  |  |
| Items are numbered in accordance with the relevant agenda item. |  |  |  |
| Items are recorded in the order in which they were discussed. |  |  |  |
| Pages are numbered. |  |  |  |
| Names are written in full in the attendance list, then initials are used in the main body of the minutes. |  |  |  |
| Acronyms are written in full for the first occurrence. |  |  |  |
| A list of acronyms used within the body of the meeting is provided at the start of the minutes. |  |  |  |
| Minutes could be understood by someone not attending the meeting. |  |  |  |
| Format is clear and easy to read. |  |  |  |