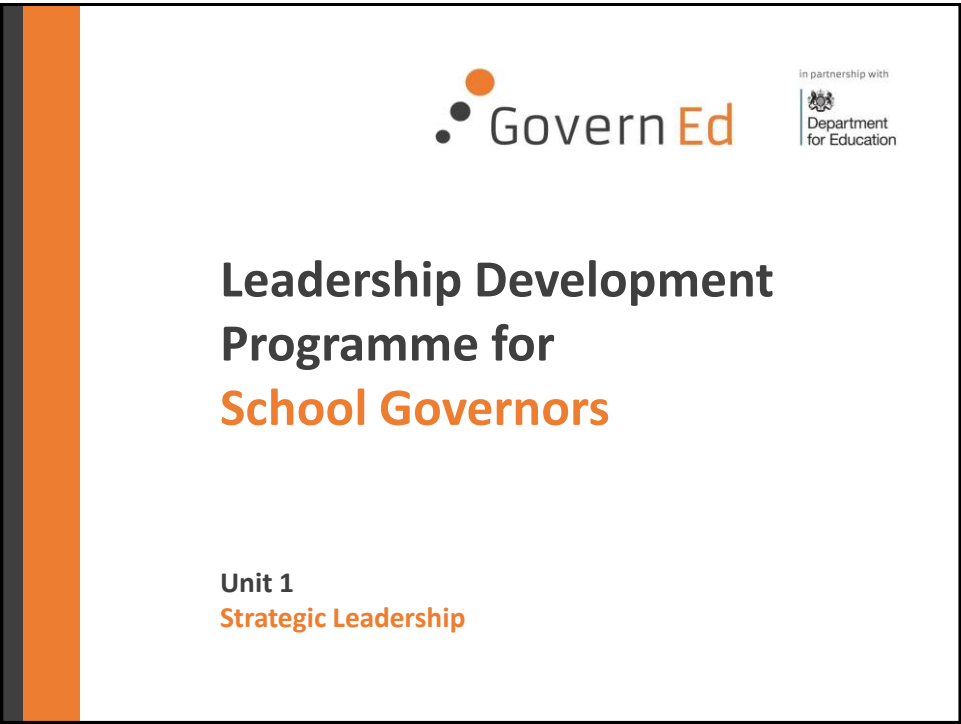




1



2

Welcome!



3

The Programme

Workshop 1
Strategic Leadership

- National educational priorities
- Ensuring impact for children
- Competency Framework for Governance
- The role of governance leaders
 - Culture, values and ethos
 - Setting strategic direction
- Working with your community

Workshop 2
Effective Governance &
Financial Oversight

- Financial management and oversight
- Risk management
- Building an effective team
- Roles and responsibilities
- Decision making
- Statutory compliance
- Assess your Board's impact

Workshop 3
Educational Improvement

- School improvement
 - Using school data
- Holding leaders to account and providing effective challenge
- Pupil Premium and tackling disadvantage
- An employer of choice?
- External accountability
- Safeguarding: Governors' role

Three workshops
Self review
Action Plan



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Activity

Introductions and development priorities

1. Where you are a governor, your role on the Board and why you became a governor
2. What you are most proud of doing as a governor, or what you hope to achieve in your new role
3. What you assessed your development priorities to be when you completed the self-review

Schools: national priorities

State of the nation

Significant progress being made...

Record numbers taught in Good & Outstanding schools – 1.9m more than in 2010

Curriculum and qualifications reform has raised the bar

Focus on phonics (including phonics check) has helped improve primary reading outcomes

Greater diversity in the school system

Persistent absence down by 40% since 2010/11

... but challenges remain

Outcomes for disadvantaged pupils lower than peers

Quality of education and social mobility often depends on geography

Over 1m children attending RI or Inadequate schools

Huge pressure for more good school places

Recruitment and retention

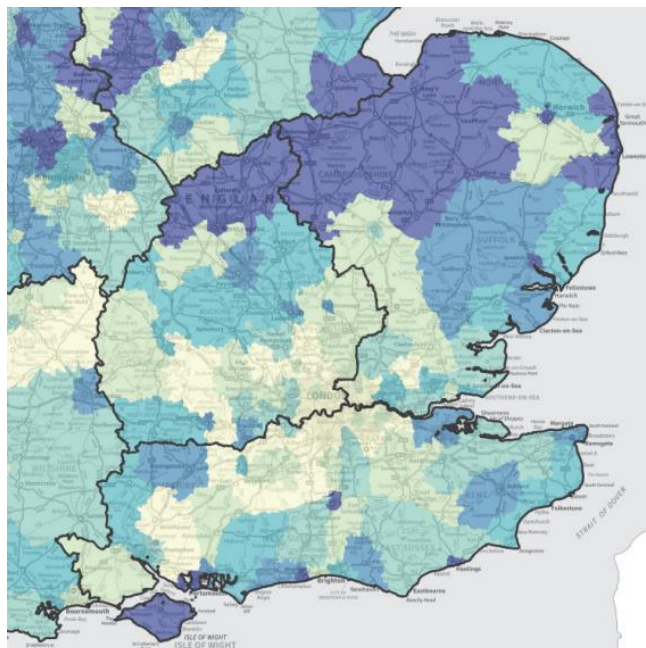
School budgets



What other challenges does your school face?

7

'Educational Excellence Everywhere', DfE, 2016



8

South East – 2018

Primary – Combined RWM at KS2

| | |
|-----------------|-----|
| Surrey | 69% |
| Hampshire | 68% |
| Brighton & Hove | 67% |
| Kent | 66% |
| East Sussex | 64% |
| England | 64% |
| Medway | 62% |
| West Sussex | 61% |

Secondary – Progress 8

| | |
|-----------------|-------|
| Surrey | 0.18 |
| West Sussex | 0.05 |
| Medway | 0.02 |
| Brighton & Hove | -0.01 |
| East Sussex | -0.02 |
| England | -0.02 |
| Hampshire | -0.09 |
| Kent | -0.09 |

How did schools do in 2018?

Primary

- 64% meeting expected RWM standard at KS2
- 10% meeting higher RWM standard at KS2
- Girls outperform boys (68% girls and 60% boys)
- Attainment has increased in reading, writing and maths
- Maintained schools and converter academies perform above national average with sponsored academies and free schools below national average

Secondary

- 43% achieving 9-5 grades in English & Maths
- Gap between girls and boys has widened (girls P8 is 0.22 and boys P8 is -0.25)
- Progress 8 scores are positive for converter academies and free schools and negative for maintained schools and sponsored academies

Key issues for Governors to consider in 2019

- Raising standards, especially in areas falling behind
- School budgets and use of resources
- Teacher recruitment and retention
- SEND provision
- Continued focus on safeguarding and growth of County Lines
- A new Ofsted inspection framework – with more emphasis on curriculum and overall quality of education
- More focus on the impact of governance



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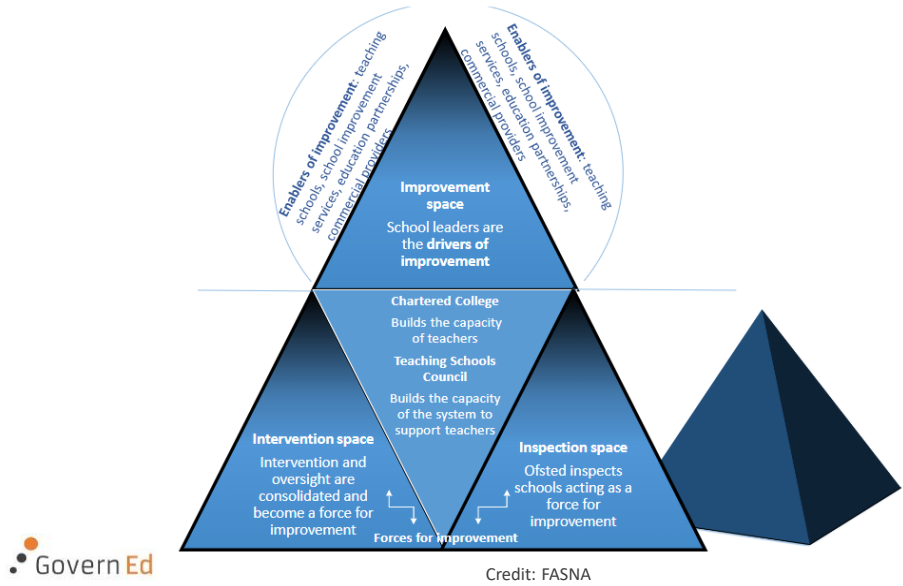
A more diverse school system

| 10 years ago... | Today |
|---|--|
| Local authorities Faith education boards | Local authorities Faith education boards Multi-Academy Trusts Regional Schools Commissioners DfE / ESFA System leadership: Teaching Schools Council Chartered College Teaching Schools System leaders: NLEs, NLGs, SLEs, LLEs Opportunity Areas |
| Maintained schools City academies | Maintained schools Converter academies Sponsored academies Free Schools |



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The self-improving system



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The Role of Governance

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The purpose of governance

“The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance”.

All Boards, no matter what type of school or how many schools they govern have three core functions:

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and for the performance management of staff
3. Overseeing the financial performance of the organisation and making sure its money is well spent

DfE Governance Handbook, 2017



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Importance of governance

**Governance determines who has the power,
who makes the decisions,
how other players make their voice heard and
how account is rendered.**

Institute of Governance, Canada



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What do these have in common?

News > Education > Education News

Government 'extremely concerned' over academy trust that paid CEO £82k for 15 weeks' work

A DfE-led investigation into Wakefield City Academies Trust found 16 breaches of official academy guidance by the trust

Dominic Chappell faces company director ban over BHS collapse

Carillion in crisis as outsourcing operation crumbles under debt



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Tech

Science

Health

Family &

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Alba

Wales

Cymru

Local News

Kids Company closure: What went wrong?

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Sixteen competencies



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Culture, values and ethos

The Board's role

“The Board should set and safeguard an ethos of high expectations of everyone in the school community. This includes high expectations for the behaviour, progress and attainment of all pupils and for the conduct and professionalism of both staff and the Board themselves.

“The Board should foster a common culture, values and ethos across the whole organisation, ensuring it is reflected consistently in both its policies and practices”.

DfE Governance Handbook, 2017

Ensuring clarity of culture and ethos

- Boards should ensure a culture of excellence in schools, but consider how that culture can be a force for good and not an unrealistic pressure
- Ensure everyone in the organisation is leading and modelling high standards in all they do – the Board included
- Consider what is valued – excellence should be more than just exam results
- Boards must govern in line with their charitable object and any designation of religious character.

“The standard you walk past, is the standard you accept”

Lt Gen David Morrison, former Chief of the Australian Army

What drives your strategy?

Culture, values and ethos should inform your strategy.

You might wish to ask yourself:

- Is everyone in your school clear about the school's values?
- How are values translated into policy and practice?
- Is the culture you are trying to foster led from the top?
- What do staff think about the culture of your school?
- How would a visitor see it in school?
- What does it mean for preparing children for life in modern Britain?
- What makes your school different from the one down the road?

Don't forget that you must ensure you are also actively promoting British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs.

Ethical dilemmas

- Which groups of pupils are prioritised?
- Teaching to the test and 'exam factories'
- Broad and balanced curriculum vs exam results
- Evidence vs what is fashionable
- Admissions and inclusion
- Behaviour management and H&S
- SEND provision
- Exclusion and pupils leaving the roll
- Teacher workload
- Executive pay

Activity

Ethical dilemmas

1. What was the last ethical issue your Board debated?
2. Have you ever challenged the way the Board or school does something because of an ethical concern?
3. Pick an example from the list of ethical dilemmas. Discuss what you would do if you had a concern about your school's practice.

Setting strategic direction

Strategic or operational?

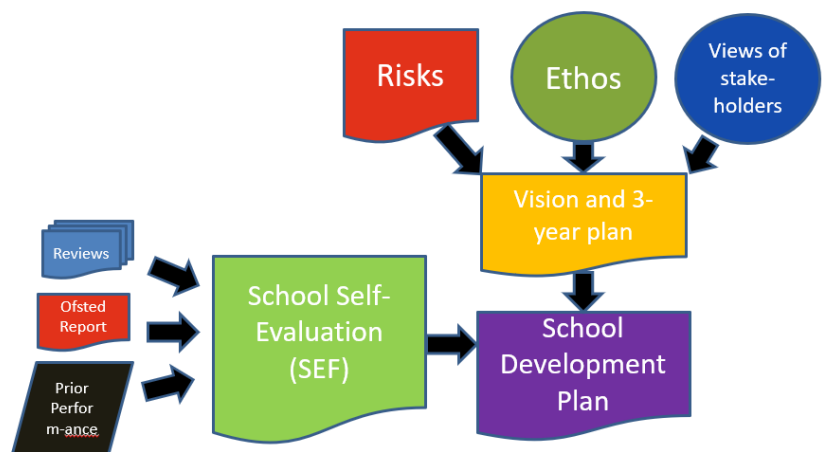
Quick quiz: which of these tasks are “strategic” and should be done by the Board and which are “operational” and should be delegated to executive leaders?

| | |
|---|--|
| Making judgements about the quality of teaching | Considering the results of a parental survey |
| Changing how homework is set | Writing the school prospectus |
| Monitoring the School Improvement Plan | Recruiting a new Headteacher |
| Obtaining quotes for work | Agreeing the school budget |
| Recruiting a new Teaching Assistant | Overseeing and agreeing school policies |
| Holding leaders to account for educational outcomes | Carrying out a health & safety audit |

What's the difference?

| | |
|---|--|
| <ul style="list-style-type: none">• Culture• Ethos• Values• Mission• Strap-line <p>All about who we are, what is important to us and what makes us 'us'.</p> <p>It provides a framework for making decisions.</p> | <ul style="list-style-type: none">• Vision <p>A picture of the future. A place we want to go to. Should be shared by all.</p> <ul style="list-style-type: none">• Strategy <p>A high level plan to achieve our vision.</p> |
|---|--|

Linking vision, ethos and strategic direction



Comfort break and networking

Why does strategy matter?

- **It's a core function of the Board and your main opportunity to lead the organisation**
- **An opportunity to take a step back** – have challenging conversations about the direction of travel
- **Focus on your vision and significant strategic challenges**
- **The priorities and needs of most organisations change over time** – including schools.
- **What do you, on behalf of your community, want the school to be like in 3-5 years time?**

How are you going to ensure your current/future students get a better deal than the last ones?

Vision, ethos & strategic direction

=

effective change

- Compelling reason for change
- A clear vision of the future which is shared
- A coherent plan for getting there



Without all three elements there can be confusion, resistance and anxiety

Quick question:

**Do you feel you have a clear,
shared vision for your school?**

Staying Strategic

- The SDP/SIP should be a strategic plan, focusing on KPIs
- It should contain SMART objectives with clear success criteria that governors can evidence
- Consider all aspects of school, maybe using the Ofsted framework

Quality of Education

Attainment
Progress
Pupil Premium
SEND
Quality of teaching
Accuracy of assessment
Breadth/depth of curriculum

Leadership and Management

Staffing ratios
Staff turnover
Staff development and workload
Parental and staff satisfaction
Parental engagement
Financial indicators
Safeguarding

Behaviours and Attitudes

Attendance and punctuality
Behaviour – exclusions, bullying
Pupil perceptions
Attitudes to learning

Personal Development

Physical and mental health
Extra curriculum activities
Destinations and readiness for next phase
Aspirations

What might your strategy be?

- A need to improve outcomes in a particular aspect of the school or for different groups.
- A need to increase pupil numbers – or provide more places.
- A need to set a financial strategy to address forecast deficits.
- Better support for the emotional wellbeing of pupils
- Improving staff morale and reducing staff turnover
- Improving the quality of teaching or accuracy of assessment
- A need to consider whether to federate or become an academy and join a MAT?
- Or things that are harder to measure, but not less important – mental health of pupils, teacher workload, provision for pupils at risk of exclusion.

It should be unique to your school!

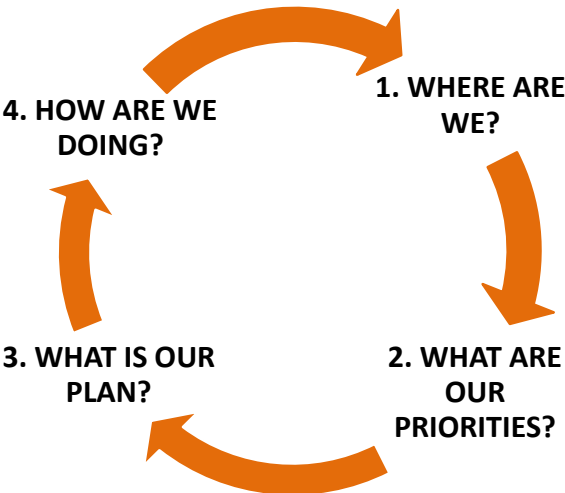
Governance of school improvement

- As the strategic leaders of a school/academy the Board should play a role in development of the vision, ethos and strategic direction (subject to Scheme of Delegation in a MAT)
- The board should be ensuring the school self- evaluation is accurate and that the strategic direction for the school reflects the identified areas for improvement
- Governors need to know their school strategically and forensically to be able to play a role in setting strategic direction
- Consider SWOT analysis and risks when determining your priorities



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Governing the School Improvement Cycle – asking the right questions



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Agree an annual school improvement calendar

| Summer term | | Autumn term | | Spring term | | Summer term | |
|---------------------|--|---|------------------------|--|------------------------|---|------------------------|
| 1 | 2 | 1 | 2 | 1 | 2 | 1 | 2 |
| Survey stakeholders | Review vision and strategy Agree priorities for new year First draft of priorities approved by board | Draft SDP shared with staff Board approve SDP and SEF Board monitoring plan developed | Monitoring | RAG rated SDP Standards meeting – assessment against term 1 milestone | Monitoring | RAG rated SDP Standards meeting – assessment against term 2 milestones | |
| Pre-exam assessment | End of year assessment | Start of year baseline | End of term assessment | | End of term assessment | | End of year assessment |

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Creating your strategy

Start with your vision, ethos and SWOT analysis



What are your improvement priorities?
What challenges do you face?
What do you want the school to be like in 3-5 years?



Formulate your strategy
Set SMART targets and monitoring arrangements



School Development Plan

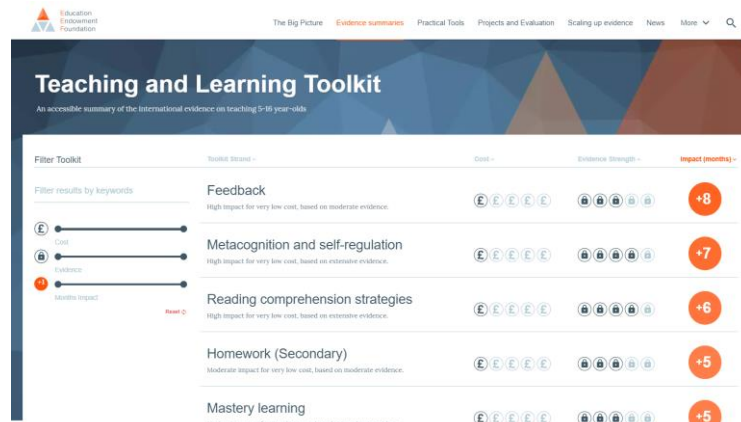


Action Plan/Implementation Plan/ Performance Management Plans



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Evidence-based improvement



Monitor, monitor, monitor

Boards need to monitor progress against the strategy – and hold executive leaders to account for delivery.

Things to think about:

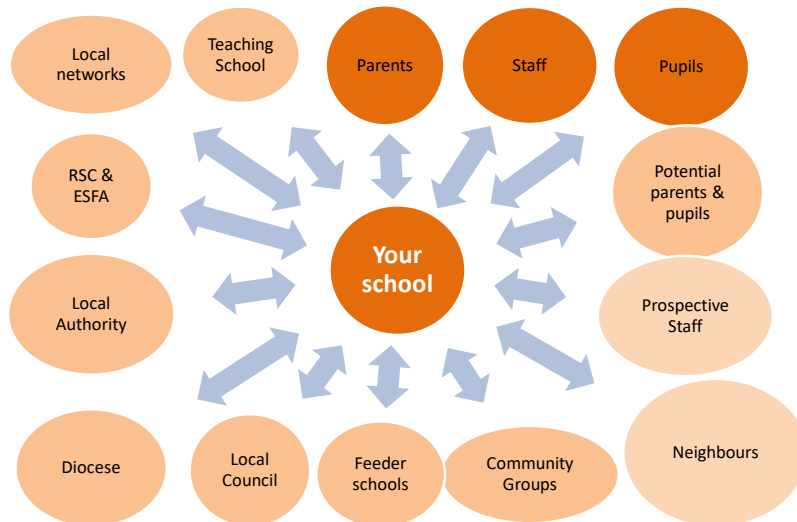
- Do you have the data and information you need?
- Does the Board have the skills required to interpret the information?
- Are you benchmarking your school against others?
- Is the Board's work linked to the strategy?
- Are you monitoring what's important or just what's easiest to measure?
- Do you have a clear plan for your monitoring and are you working smart?

We will discuss monitoring in more detail on workshop 3

Activity
**Strategic priorities,
opportunities and threats**

Working with your community

Knowing your stakeholders



Effective stakeholder liaison

Communicate – do you know your stakeholders? Do they know you? What is your communications style?

Consult – early and often, but do it meaningfully.

Planned – do you plan your engagement?

Relationships – which do you want to prioritise?

Influence – who do you want to change their view of you?

Risk – every relationship is a risk and opportunity

Responsibility – it's a two way street!

Success – what does it look like for each stakeholder?

Community leadership

It is vital that Boards are connected with, and answerable to, the communities they serve, particularly parents/carers. **Boards should never become detached, distant or unanswerable to parents/carers.**

Things to think about:

- The Board should check there are mechanisms in place to engage with parents/carers
- Are you speaking to the 'hard to reach'?
- What action do leaders and the Board take with the results of this?
- Do you use engagement to build trust and shared ownership?
- How does the local community perceive your school? Do you know?

The views of your stakeholders should influence your strategy

Getting to know your parents

85% of parents want to have a say on how their child is educated

79% wish to actively support their child's school.

(Source: ParentKind survey)

Potential strategies to engage parents

- Survey – ensure Governors have input to the questions
- Governor attendance at events
- Parent council or forum
- Focus groups
- Ofsted's 'parent view'

To conclude...

If you ask 6 questions...

1. Is the Board focused clearly enough on our **core functions** and, if not, what do we need to change to be more focused?
2. Do governance leaders exhibit the **principles and personal attributes** expected of us and how do we monitor this?
3. Does our school have a **clear vision and set of strategic priorities** and are they clearly articulated and understood?
4. Is our **development/improvement plan** sharply aligned to our vision and strategic priorities and how do we monitor this?
5. Does the Board have a clear understanding of the difference between **strategic and operational issues** and how responsibility is split between the Board and executive leaders?
6. How do we seek the **views of parents and our community** and can we should how those views have influenced decision making?

Action Plan

Following this unit, what will you do differently as a Governor? What actions would you propose for your Board as a whole?

You might wish to consider:

- The core functions of governance
- Ethical concerns
- Culture, vision and ethos
- Setting strategic direction
- Working with your community

Thank you for attending!

The next steps on the programme...

**Unit 2 – Effective Governance &
Financial Oversight**

Unit 3 – Educational Improvement