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Leadership Development Programme for
School Governors

Unit 3
Educational Improvement

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Welcome!

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Workshop 3

Educational Improvement

- School improvement
- Using school data
- Holding leaders to account and providing effective challenge

- Pupil Premium and tackling disadvantage
- External accountability
- Assessing the boards impact

4

Quick question:

What is your school's greatest strength?

5

School improvement

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Achieving school improvement

- **Secure and sustainable improvement takes time but leaders and governors need to prioritise and sequence the changes they need to make.**

- **Schools need to see themselves as capacity givers and capacity takers over time if the school-led system is to be sustainable**

- **Schools improve sequentially and in stages**

- **School improvement is the product of high quality leadership so understanding the stages of the school improvement journey is important**

- **School improvement can be judged through academic results and Ofsted inspections – but not exclusively**

STRATEGY + CAPACITY + PACE = IMPROVEMENT

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Achieving school improvement

Priorities Headteachers associate with rapid school improvement:
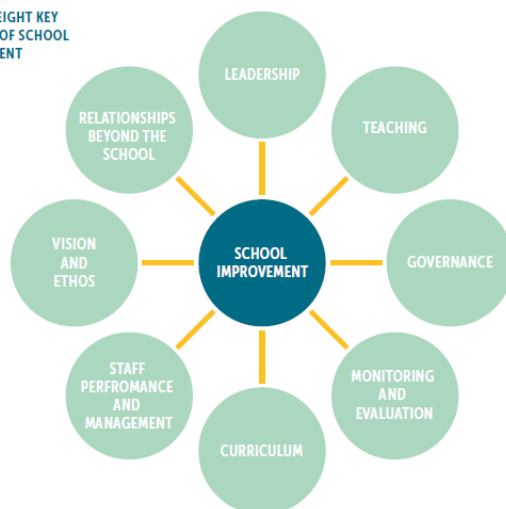
Improving teachers' effectiveness and impact – a preoccupation with the quality of teaching	Improving the overall effectiveness of the SLT
Improving data monitoring and pupil progress tracking	Improving the rigour of school self-evaluation
Improving CPD opportunities for teachers	Strengthening distributed leadership and subject/middle leadership
Improving pupils' behaviour and attitude to learning	Creating a new school vision and development plan

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Elements of school improvement

FIGURE 2: EIGHT KEY ELEMENTS OF SCHOOL IMPROVEMENT

LEADERSHIP

TEACHING

RELATIONSHIPS BEYOND THE SCHOOL

GOVERNANCE

VISION AND ETHOS

SCHOOL IMPROVEMENT

MONITORING AND EVALUATION

STAFF PERFROMANCE AND MANAGEMENT

CURRICULUM

From: Rapid School Improvement – Education Development Trust

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Improving governance to achieve school improvement
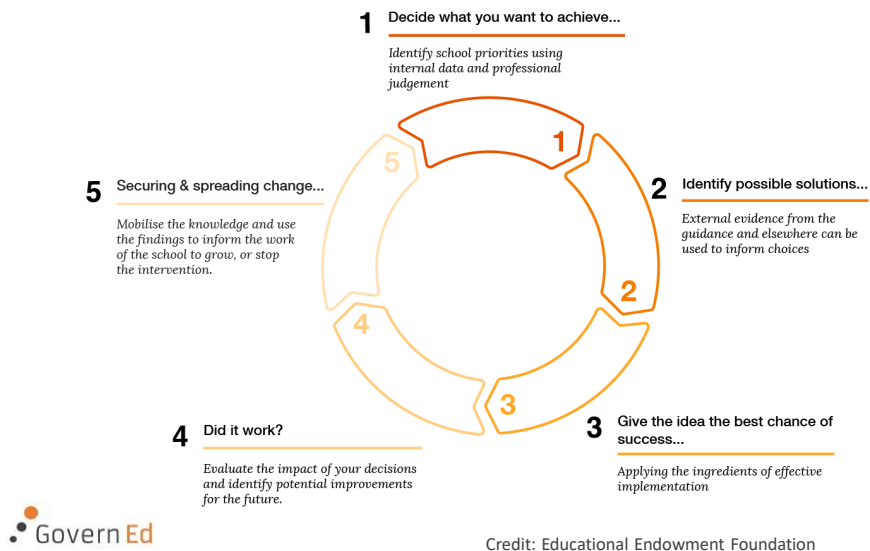
TABLE 4: IMPROVEMENTS TO GOVERNING BODY

Steps taken to improve the governing body	No. respondents agreeing (n=90)
Appointing new personnel to the governing body	60
Engaging governors in specific tasks, such as monitoring and evaluation	59
Improving governors' skills and confidence in the use of performance and financial data so they can hold school to account and identify priorities	57
Increasing governors' presence in the school, including their involvement in classrooms and their level of contact with parents	51
Achieving greater clarity about the role of governors and the senior leadership team	47
Improving governors' links with key school leaders, including subject leaders	47
Improving communication between the chair and headteacher	42
Delegating specific tasks to governors, such as finance	21

Greater governor involvement in detailed monitoring and evaluation of data was considered important by all surveyed

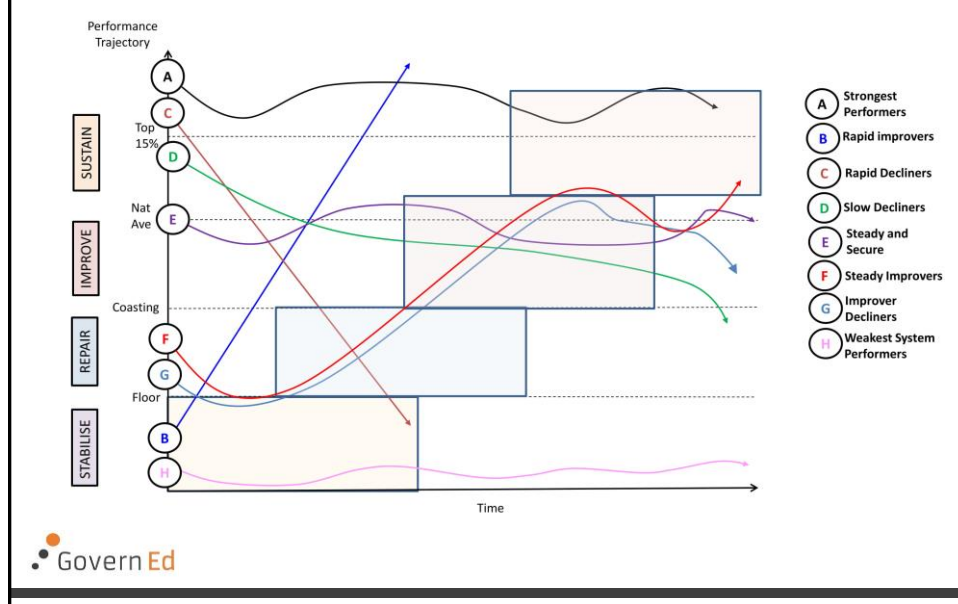From: Rapid School Improvement – Education Development Trust

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School improvement cycle

1 Decide what you want to achieve...

Identify school priorities using internal data and professional judgement

5 Securing & spreading change...

Mobilise the knowledge and use the findings to inform the work of the school to grow, or stop the intervention.

2 Identify possible solutions...

External evidence from the guidance and elsewhere can be used to inform choices

4 Did it work?

Evaluate the impact of your decisions and identify potential improvements for the future.

3 Give the idea the best chance of success...

Applying the ingredients of effective implementation

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Credit: Educational Endowment Foundation

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Stages of school improvement

Performance Trajectory

SUSTAIN
IMPROVE
REPAIR
STABILISE

Top 15%
Nat Ave
Coasting
Floor

A
C
D
E
F
G
B
H

Time

A Strongest Performers
B Rapid improvers
C Rapid Decliners
D Slow Decliners
E Steady and Secure
F Steady Improvers
G Improver Decliners
H Weakest System Performers

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The Stabilise Phase

Features

- Unstable leadership and ineffective governance has recently failed to hold anyone to account
- Limited evidence of impactful external support
- High staff turnover and high staff absence with recruitment of better staff challenging
- Pupil attendance below national average
- Significant financial risk or mismanagement
- Poor student outcomes at KS2 / KS4
- Teaching & Learning is poor, with little or no CPD
- Student behaviour has been chaotic or unsafe

Governance questions

- How close are we to understanding the precise nature of what needs to be done?
- Are we effective at prioritising the strategies we need to implement?
- Who should we commission to provide the external support and challenge we need?
- Do we have the right skills and experience on our board to critique the effectiveness of the strategies
- What data is going to help us to provide the challenge that our leaders need?
- How do we understand the short term progress the school is making without having to wait for the next meeting?
- How are monitoring the cost of improving the school?
- What should we ask the leaders to do less of to create capacity in other areas?
- Where are the pockets of stronger practice that we can develop and share?

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The Repair Phase

Features

- Stable leadership across the school and MAT is securing standards
- External support is starting to improve the school
- Governance is improving and holding the school leadership to account
- Improvements in outcomes is clear in internal assessments, even though outcomes from national tests are taking longer to improve
- Pockets of improved performance
- CPD quality is mixed and not bespoke to the school
- Student behaviour is improving but low level disruption remains common and a barrier to progress

Governance Questions

The questions posed in the Stabilise Phase still apply but in addition these link to the Repair phase

- Is the external support that we have commissioned delivering what we need it to?
- Have we got the balance right between supporting and challenging our leaders and staff?
- Are the leaders in the school coping?
- How reliable is the data that the school is sharing with us to demonstrate progress? How do we moderate it?
- Now that the school is improving, how are we working with parents and students to learn from their experience?
- Should we commission some external reviews to reassure us that progress is as secure as we are being told it is?

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The Improve Phase

Features

- Stable leadership across the school is securing sustainable improvement
- External support and the work of leaders is shifting from operational delivery to quality assurance
- Governance is strong and holds leaders to account
- Student outcomes are above floor standards and there is evidence this can be sustained by future cohorts
- Teaching & Learning is strong with just a few pockets of weak practice that are being addressed
- CPD is more bespoke in addressing individual needs
- Behaviour in the school is more positive with limited low level disruption

Governance Questions

The questions posed in the Stabilise and Repair Phases will apply up to a point but some will no longer be needed. These are the focus questions for the Improve phase

- Have we articulated the lessons learned so far and are we sharing them more widely?
- Are we getting the balance right between quality assurance and operational improvement
- How do we make sure we are not institutionally blind to the challenges we still face?
- What are the areas that still need repair?
- As a board of governors do we need to refresh our professional expertise and capacity?
- What is our strategic plan to train and develop our team of governors as we move towards becoming a very good school?

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The Sustain Phase

Features

- Effective strategic leadership looking longer term and beginning to provide the wider school system with capacity to support other schools
- Leadership team is developing new areas of expertise that it contributes to supporting the wider system
- Governance is strong and sustainable for the future
- Outcomes for all students are good and no groups of students significantly underperform
- Embedded and effective CPD is bespoke to need and encourages effective succession planning
- Behaviour of students is consistently positive and low level disruption is rare

Governance Questions

The questions that governors should be asking in the Sustain phase are about sustainability and wider system participation

- What are the risks to us reaching a performance plateau and how do we avoid that?
- What capacity do we have to support another school?
- Can we be confident that the areas of expertise we believe we have really are that good
- Are the strategies we have implemented scalable and replicable?
- Have we allocated key areas for sustainable performance to members of the board. (Dis-Advantaged students, able students, collaborative practice)
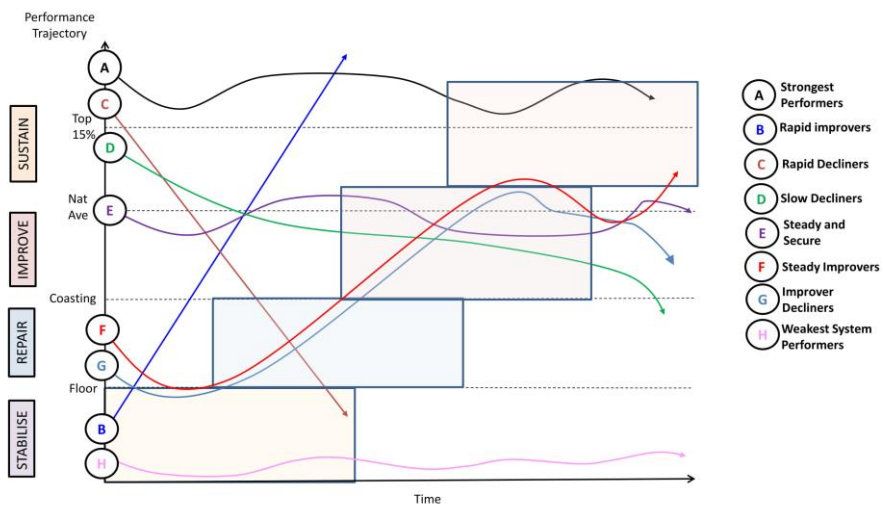
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Activity
School improvement trajectories

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Stages of school improvement

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Using school data

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Using school data

Boards must have access to the right data for their school and understand how to use and interpret it.
Work with your school to agree the data set you want. Consider creating a data dashboard or School on a Page (SOAP) that provides all your KPIs in one document.

Quality of Education	Leadership and Management
Attainment	Staffing ratios
Progress	Staff turnover
Pupil Premium	Staff development and workload
SEND	Parental and staff satisfaction
Quality of teaching	Parental engagement
Accuracy of assessment	Financial indicators
Breadth/depth of curriculum	Safeguarding
Behaviours and Attitudes	**Personal Development**
Attendance and punctuality	Physical and mental health
Behaviour – exclusions, bullying	Extra curriculum activities
Pupil perceptions	Destinations and readiness for next phase
Attitudes to learning	Aspirations

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Key measures - primary

Progress scores in reading, writing and maths
These scores for individual subjects show how much progress pupils make between the end of KS1 and KS2, compared to pupils across England who got similar results at KS1

Percentage of pupils meeting the expected standard in reading, writing and maths (RWM)
Pupils are meeting the expected standard if they achieve a scaled score of 100 or more in reading and maths tests and they are working at expected standard for writing (teacher assessed)

Percentage of pupils achieving a higher standard in RWM
Pupils achieve a higher standard if their scaled score is 110 or higher

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Example - primary

Progress score in reading, writing and maths ❓

Reading	Writing	Maths
Above average 3.3	Below average -2.6	Average 1.5
More score details ❓	More score details ❓	More score details ❓

Pupils meeting expected standard in reading, writing and maths ❓

School	77%
Local authority average	61%
England average	61%
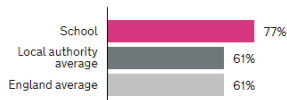
Pupils achieving at a higher standard in reading, writing and maths ❓

School	0%
Local authority average	10%
England average	9%

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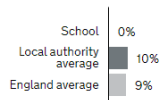
Key measures - secondary

Progress 8
Measures the progress pupils at your school make between the end of KS2 and KS4, compared to pupils across England who got similar results at KS2. Based on 8 qualifications – English, Maths, 3 Ebacc (science, humanities, languages) and 3 other qualifications.

Progress 8 scores are centred around 0, with most schools in the range of -1 to +1

Attainment 8
A points score measuring attainment in the Progress 8 qualifications

Grade 4/5 or above in English & Maths
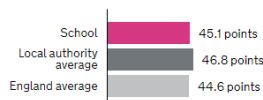Measures the percentage of pupils achieving a standard or strong pass in both English and Maths

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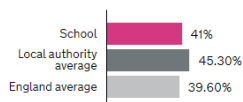
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Example - secondary

Progress 8 score ❓

Average	-0.06

More score details ❓

Attainment 8 score ❓

School	45.1 points
Local authority average	46.8 points
England average	44.6 points

Grade 5 or above in English & maths GCSEs ❓

School	41%
Local authority average	45.30%
England average	39.60%

Achieving EBacc at grade 5/C or above ❓

School	8%
Local authority average	21.30%
England average	19.70%
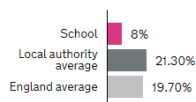
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Analyse School Performance

- **Replaces RAISE Online as the interactive online tool to understand school performance**

- **Governors are entitled to have a login to ASP – ask your Headteacher**

- **You can access a DfE video on ASP here:**
 https://www.youtube.com/watch?v=hZxymO3Rsj8

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Inspection Data Summary Report

- **Replaces the Ofsted data dashboard and provides an 'at a glance' data report, showing trends and areas to investigate**

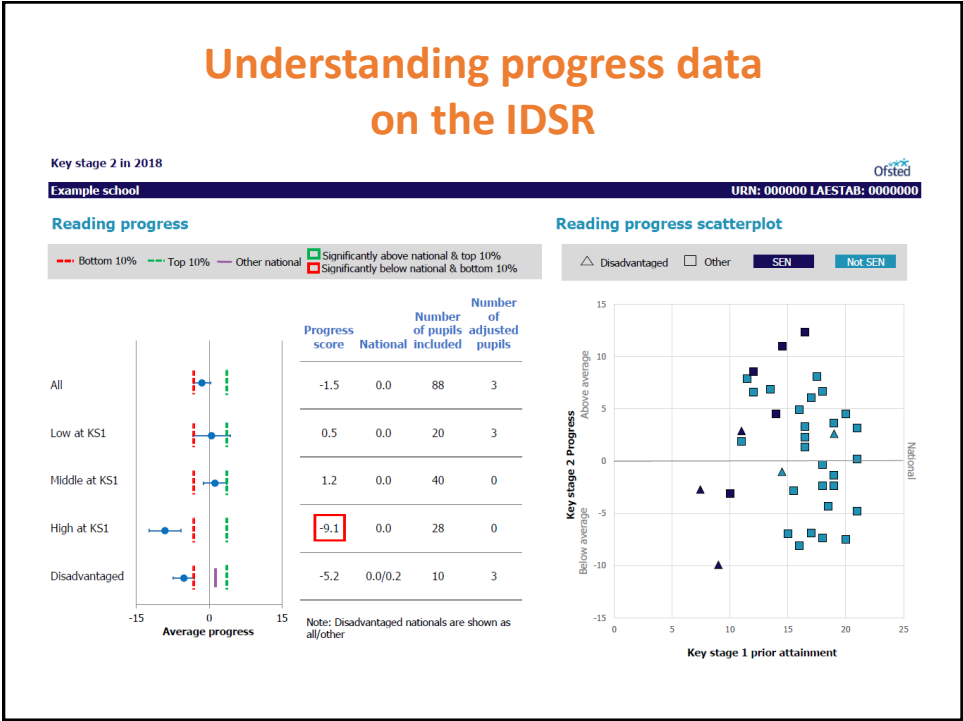- **Ofsted Inspectors will start with this document when preparing for inspection, so Governors should be familiar with it**

The next activity will look at how Governors can use the trend data to understand and challenge underlying performance

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Understanding progress data on the IDSR
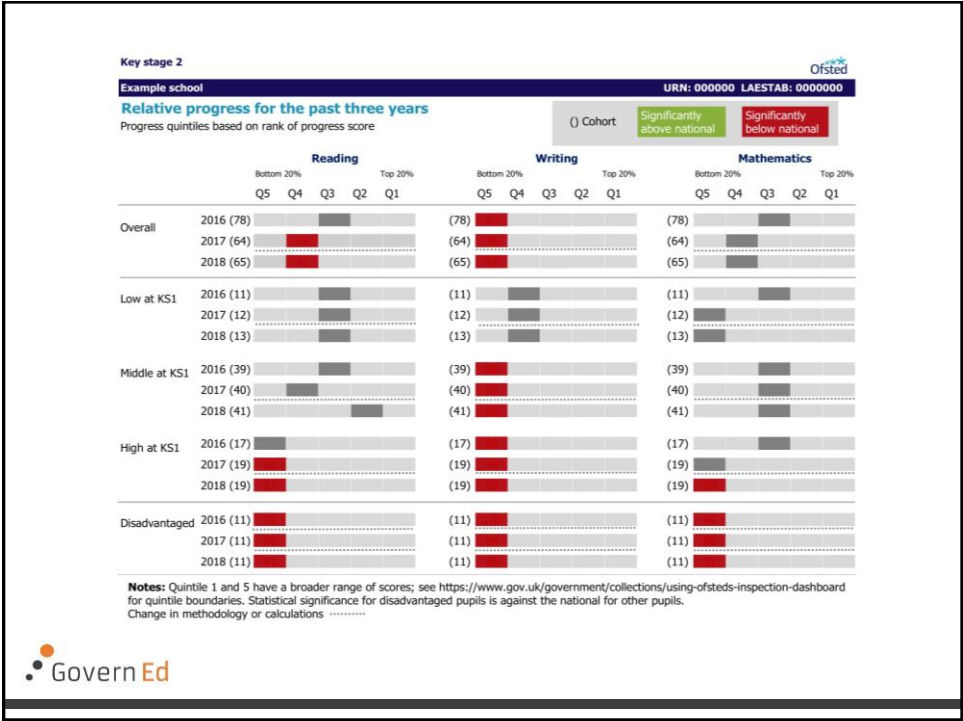
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Example attainment data on IDSR

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Activity
Using school data

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Refreshments and networking

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Holding leaders to account and providing effective challenge

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Knowing your school

Governors can only have impact on improvement if they know their school and are able to hold leaders to account based on a secure knowledge of its strengths and areas for development.

Governors should use multiple sources of evidence:

- School data
- Objective national data – should use at least annually
- Monitoring visits by Governors
- Headteacher reports
- Board discussion and reports
- The views of parents, students and staff
- Ofsted report (if recent)
- LA / MAT external adviser report
- Progress in implementing the School Improvement Plan

Headteachers should not be the Board's only source of information

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Monitoring

Governing boards should monitor to:
- **Get to know the views of their stakeholders**
- **Review progress towards school improvement targets**
- **Ensure statutory compliance**
- **Get to know their school**

All of the above activities gather evidence that enable the board to have a triangulated, holistic and impartial view of the schools strengths and areas for improvement.

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Monitoring visits

To be effective follow these rules:

Protocols: To avoid problems or upset ensure that there are clear protocols in place for governor visits

Plan: Ensure the visit is planned and ideally is part of the boards action/monitoring plan for the year

Purpose: Communicate the purpose of the visit, who you want to talk to, what you want to see, what questions you want to be able to answer (Work with the school to clarify what would be suitable evidence for particular objectives)

Prepare: Have any appropriate data, reports, national average information or policies to hand and be clear on the evidence you want to gather

Share: Write-up your visit, what you did, what evidence you gathered and what conclusions you are able to draw from the visit. This must be shared with the school for factual accuracy and with the board for discussion of the findings, i.e. did the evidence gathered raise any concerns?

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Holding leaders to account

Holding to account is about ensuring your school is where you want it to be or is making progress to achieve this

• **Effective Boards hold leaders to account for improving pupil and staff performance by asking the right questions and seeking action based on the answers.**

• **Holding to account is done as a Board.**

• **By monitoring governors can gather evidence of the current state of the school and can then ask questions and propose actions to address areas for improvement.**

• **Under-performance or concerning data must be discussed. Equally improvements and achievements should be celebrated.**

• **Ensure you have the right data and knowledge of your school to hold to account effectively**

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Holding leaders to account

Boards must think critically about and, if necessary, challenge the explanations they might hear for different types of performance in the school.

For example:

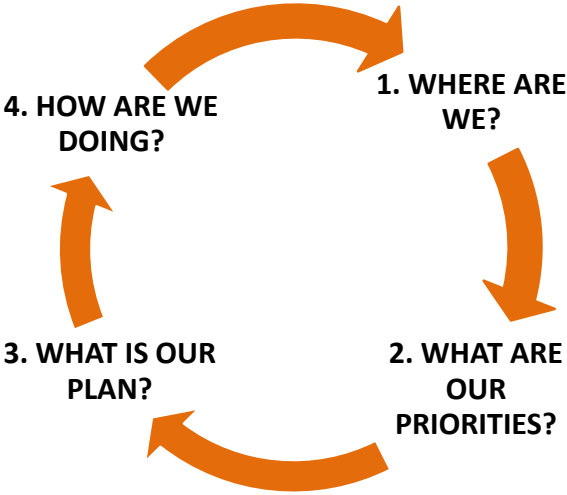- **If your school's outcomes are being compared to national average, is this a fair comparison given the prior ability levels of children in your school?**

- **If comment is made about the challenges of the cohort in your school:**
  1. **Remember that progress is calculated by comparison to children nationally at a similar starting point**
  2. **A KS2 or KS4 cohort has been in your school for several years, so consider what steps the school has made to address their needs**

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Effective questioning

Governors should think about the kinds of questions you might ask to provide challenge:

- **Information questions** request information or data which can be explored further

- **Intention questions** explore how things relate to the school's priorities, aims and values

- **Causes questions** explore how a sitation has arisen, the conditions, events, behaviours and triggers

- **Meanings questions** explore the meanings, possible interpretations, consequences and significance

- **Implications questions** explore what happens next, decisions, actions and potentially revised goals

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Governing the School Improvement Cycle – asking the right questions

1. WHERE ARE WE?

2. WHAT ARE OUR PRIORITIES?

3. WHAT IS OUR PLAN?

4. HOW ARE WE DOING?

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Discussion
How do you monitor the school development plan?

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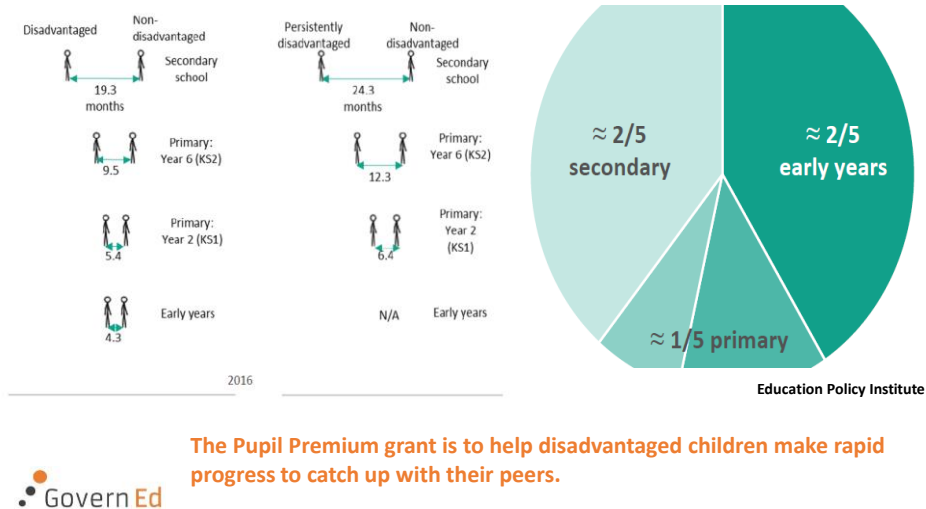# Pupil Premium and tackling disadvantage

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Pupil Premium

Pupil Premium is designed to help schools support disadvantaged pupils perform better and close the gap between their outcomes and their peers.

Schools receive funding for each pupil registered as eligible for free school meals at any point in the last 6 years:

- **£1,320 for pupils in reception to Year 6**
- **£935 for pupils in Year 7 to Year 11**

A higher rate of £2,300 applies to any pupil who is in or who has left local authority care.

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Use the Pupil Premium Grant to address gaps

The Pupil Premium grant is to help disadvantaged children make rapid progress to catch up with their peers.

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What does a good PP Plan look like?

- Identifies this years cohort – number and characteristics
- Identifies their barriers to learning – internal and external
- Uses the funding to address each of the barriers with clear success criteria for each initiative
- Clear data and assessment mechanism to monitor impact
- Good resource: https://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-review/

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Common barriers for disadvantaged pupils

External
- Home life
- Parental engagement
- Readiness to learn – Diet, hunger, sleep, brain development
- Deprivation
- High mobility
- Aspiration

Internal
- Attendance and punctuality
- Language (speech and language development or English as an second language)
- SEN
- Self Esteem
- Behaviour
- Effective support/interventions

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Accountability for PP

Governors should be aware of the three ways in which schools are held to account for Pupil Premium spending and outcomes:

- **Ofsted inspection** – Inspectors will consider the attainment and progress of disadvantaged pupils

- **Online reporting** – schools must publish information about the money received, the barriers your pupils face, how you will spend the money to help pupils overcome those barriers, and how you will measure impact

- **Performance tables –** DfE data shows the performance of disadvantaged pupils compared with their peers

Governors should therefore monitor and hold leaders to account for the use of Pupil Premium and outcomes.

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Pupil Premium: what works?

High impact activity:

- Improving the effectiveness of teacher feedback to Pupil Premium pupils
- Metacognition and self-regulation strategies
- Reading comprehension strategies
- Planned and focused homework (secondary)
- Mastery learning
- Early years interventions
- One to one tuition

Low impact activity:

- Repeating a year – has a negative impact
- Setting or streaming – has a negative impact
- Paying for school uniform
- 'Aspirational' interventions which don't translate into skills and knowledge

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Remember

- **Each Pupil Premium child is unique**
- **Some will be very able and some may have a SEND**
- **The Pupil Premium plan should be available to governors in the autumn term and monitored throughout the year to ensure it is having an impact**

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External accountability

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Ofsted framework changes

Current Framework

- Outcomes
- Teaching, Learning and Assessment
- Personal Development, Behaviour and Welfare
- Leadership and Management

New Framework (Sept 2019)

- Quality of education

- Behaviour and attitudes
- Personal development
- Leadership and Management

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New Ofsted Inspection Framework

Quality of Education	Intent • Curriculum design, coverage and appropriateness Implementation • Curriculum delivery • Teaching (pedagogy) • Assessment (formative and summative) Impact • Attainment and progress (inc national tests and assessments) • Reading • Destinations	Behaviours and attitudes	• Attitudes to learning • Behaviour • Exclusions • Attendance • Bullying
		Personal Develop-ment	• SMSC • Fundamental British Values • Careers guidance • Healthy living • Citizenship • Equality and diversity • Preparation for next stage
		Leadership and Manage-ment	• Vision and ethos • Staff development • Staff workload and wellbeing • Off-rolling • Governance • Safeguarding

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Curriculum Intent

- The school's curriculum is rooted in the solid consensus of the school's leaders about the **knowledge and skills** that pupils need to take advantage of the opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage.

- the provider's curriculum is **coherently planned and sequenced** towards cumulatively sufficient knowledge and skills for future learning and employment. It reflects the **school's local context** by addressing typical gaps in pupils' knowledge and skills.

- the provider has the same **academic, technical or vocational ambitions** for almost all learners. Where this is not practical – for example, for some learners with high levels of special educational needs and/or disabilities – their curriculum is designed to be ambitious and to meet their needs

- **learners study the full curriculum**. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.
- There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a **reduced curriculum**.

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Curriculum Implementation

- **teachers have expert knowledge** of the subjects that they teach and, where they do not, they are supported to address these gaps so that pupils are not disadvantaged by ineffective teaching
- teachers enable **pupils to understand key concepts**, presenting information clearly and promoting appropriate discussion
- **teachers check pupils' understanding** effectively, identifying and correcting misunderstandings
- teachers ensure that pupils embed key concepts in their **long-term memory** and apply them fluently
- the subject curriculum that classes follow is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory; it is **sequenced** so that new knowledge and skills build on what has been taught before and towards **defined end points**
- teachers use **assessment** to check pupils' understanding in order to inform teaching
- teachers use assessment to **help pupils embed and use knowledge fluently**, develop their understanding, and not simply memorise disconnected facts

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Curriculum Impact

- a well-constructed, well-taught curriculum will lead to **good results** because those results will be a reflection of what pupils have learned. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests
- what the school has in place to ensure that the most **disadvantaged pupils** and pupils with **SEND** are given the knowledge and cultural capital they need to succeed in life
- national assessments and **examinations** are useful indicators of the outcomes pupils achieve, but they only represent a sample of what pupils have learned. Inspectors will balance these with their assessment of the **standard of pupils' work** from the first-hand evidence they gather on inspection
- learning must build towards a goal. Inspectors will consider whether pupils are **ready for the next stage** by the point they leave the school or provision that they attend
- whether pupils at ages 16 and 18 are ready for the next stage and are going to appropriate, high-quality **destinations**
- if pupils are not able to **read to an age-appropriate level** and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers.

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Behaviour and Attitudes

- the provider has **high expectations for learners' behaviour and conduct** and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct
- **learners' attitudes to their education or training are positive**. They are committed to their learning, know how to study effectively, are resilient to setbacks and take pride in their achievements
- learners have **high attendance** and are punctual
- relationships among learners and staff reflect **a positive and respectful culture.** Learners **feel safe** and do not experience bullying or discrimination

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Personal Development

- **developing responsible, respectful, active citizens** who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils' **understanding of the fundamental British values** of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting **equality of opportunity** so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an **inclusive environment** that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- **developing pupils' character**, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

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Personal Development

- developing pupils' **confidence, resilience** and knowledge so that they can keep themselves **mentally healthy**
- developing pupils' understanding of **how to keep physically healthy** and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- developing an **age-appropriate understanding of healthy relationships** through appropriate relationship and sex education
- providing an effective **careers programme** that offers advice, experience and contact with employers to encourage pupils to aspire, make good choices and understand what they need to do to reach and succeed in the career to which they aspire
- supporting **readiness for the next phase** of education, training or employment so that pupils are equipped to make the transition to the next stage successfully.

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Leadership and management

- leaders' **high expectations of all pupils** in the school, and the extent to which these are embodied in leaders' and staff's day-to-day interactions with pupils
- the extent to which leaders **focus their attention on the education** provided by the school. There are many demands on leaders, but a greater focus on this area is associated with better outcomes for pupils
- the alignment of **continuing professional development** for teachers and staff with the curriculum, and the extent to which it develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils
- the extent to which leaders create **coherence and consistency** across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are in the school

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Leadership and management

- whether leaders seek to **<u>engage parents and their community</u>** thoughtfully and positively in a way that supports pupils' education, and whether leaders are thoughtful in drawing boundaries and resisting inappropriate attempts to influence what is taught and the day-to-day life of the school
- the extent to which leaders take into account the **<u>workload and well-being of their staff</u>** in order to deliver a high-quality education, while also developing and strengthening the quality of the workforce
- the extent to which leaders' and managers' **<u>high ambitions are for all pupils</u>**, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence

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Governance

- whether leaders and those responsible for **governance all understand their respective roles** and perform these in a way that enhances the effectiveness of the school.
- Meeting our three core functions of governance:
  - ensuring clarity of **vision, ethos and strategic direction**
  - **holding executive leaders to account** for the educational performance of the organisation and its pupils, and the performance management of staff
  - **overseeing the financial performance** of the organisation and making sure that its money is well spent, including the pupil premium
- In addition, those with governance/oversight are responsible for ensuring that the school fulfils its **statutory duties**, for example under the Equalities Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Inspectors will explore how governors carry out this responsibility.

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Other areas of focus when judging L&M

- **Use of Pupil Premium** – impact, including the most able
- **Evaluating the impact of external support** – focus on the actions the school has taken
- **Off-site provision** – oversight of suitability, quality & safeguarding
- **Gaming –** inappropriate subject and exam entries
- **Inclusion and off-rolling**
- **Segregation** – segregation of pupils on protected characteristics
- **Safeguarding –** no grade, but must be effective

Leadership and Management continues to be a golden thread and the most important factor in school improvement

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When are schools inspected?

- **Most schools will have a full (Section 5) inspection every five years**

- **'Outstanding' schools are exempt from this requirement, but can still be inspected if Ofsted's risk assessment raises concerns**

- **Ofsted carries out a risk assessment of all schools:**
  - Pupils' academic achievement over time
  - Pupils' attendance
  - The views of parents
  - Qualifying complaints about the school

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Ofsted: inspection policy

- All 'Good' schools to receive a <u>two </u>day 'short inspection' approximately every 4 years, except schools with fewer that 150 pupils, who will receive a one day short inspection.

- If the Lead Inspector has evidence that school remains 'Good', they will provide a letter with those findings

- If the Lead Inspector has serious concerns about safeguarding, behaviour or education quality, the inspection will convert to a full inspection within 48 hours.

- If there are less serious concerns about the quality of education, leadership or management, Ofsted will publish a letter showing strengths and areas for development and undertake a full inspection within 1-2 years

- RI and Inadequate schools will receiving monitoring visits until their next inspection

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The role of Governors

- Ofsted will phone the school to announce an inspection the working day before

- The Lead Inspector will wish to meet with the Chair and as many Governors as possible. Inspectors increasingly want to also meet with the Trustees if you are within a MAT

- Inspectors will make judgements about the overall impact of governance on the school and its provision

- Documents about the work of Governors will be requested, especially the minutes of meetings

- All Governors are entitled to attend the feedback meeting at the end of the inspection and know the outcome as soon as possible. Outcomes must be kept confidential until the final inspection report is published

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Assessing the boards impact

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Assessing the Board's impact

- **Governors should undertake regular skills audits to identify gaps**

- **Skills audits should be used to inform recruitment needs and Governor training**

- **The Board should discuss its own impact and effectiveness each year** – do you have a strong evidence base? Ideally have a non-minuted meeting to discuss the previous year and any changes you want to consider in the way you work.

- **Review of individuals' contribution to the Board and performance of the Chair**

- **Use the 20 questions or 21 questions every board should ask themselves as a self-review tool**

- **Commission External Reviews of Governance at key points to gain an independent view of strengths and areas for development**

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To conclude…

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If you ask 6 questions…

1. What is the school's **improvement trajectory?**

2. Are Governors familiar with the **key sets of pupil progress and attainment data** and how this data is used to form judgements about performance?

3. Do Governors provide **rigorous, insightful, data driven challenge** to hold executive leaders to account?

4. Does the Board effectively monitor the use of Pupil Premium and **evaluate the progress being made be eligible pupils?**

5. Is the Board prepared for an Ofsted inspection and do Governors understand **what would be expected of them during an inspection?**

6. Does the Board review and develop its own **impact and effectiveness?**

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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:

- School improvement
- Using school data
- Holding leaders to account and providing effective challenge
- Pupil Premium and tackling disadvantage
- External accountability
- Assessing the boards impact

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Thank you
for attending

HAPPY GOVERNING!

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