



Governance Overview & Effectiveness Training

5th & 6th June 2018
The Societas MAT

Presented by; Karl Lawton

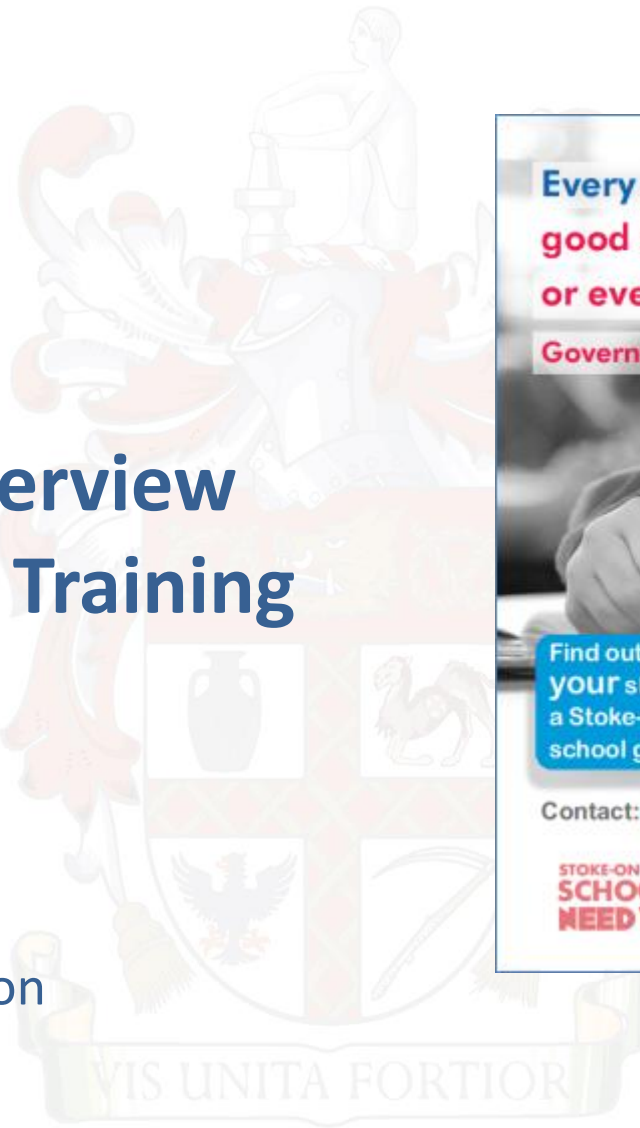


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Introductions

- Name.
- School / Academy.
- Type of governor: Headteacher / Trust appointed / Co-opted / Foundation / Parent / Staff / LA.



Part 1

After completing this module, participants should be better able to:

- explain the main purpose of governing boards
- differentiate the key roles of governors
- define the characteristics of effective governing boards
- explain the procedures for governors' meetings and identify ways to contribute with confidence
- Identify the key elements of the strategic role



Effective Governance

1.1 The purpose of governance

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

2. All boards, no matter what type of schools or how many schools they govern, have three core functions:

- **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; and**
- **Overseeing the financial performance of the organisation and making sure its money is well spent.**

The Governance Handbook – January 2017



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Effective governance is based on six key features:

1. **Strategic leadership** that sets and champions vision, ethos and strategy.
2. **Accountability** that drives up educational standards and financial performance.
3. **People** with the right skills, experience, qualities and capacity.
4. **Structures** that reinforce clearly defined roles and responsibilities.
5. **Compliance** with statutory and contractual requirements.
6. **Evaluation** to monitor and improve the quality and impact of governance.



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What does a Governing Board do?

The governing board works to improve the outcomes for children and families by:

- Agreeing a strategy for improvement
- Monitoring progress
- Evaluating outcomes
- Building working relationships
- Receiving and providing reports
- Securing best value
- Agreeing targets/objectives



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Corporate responsibility

- Authority rests with the whole governing board.
- Collective responsibility should be taken for the outcomes and decisions.
- How individual governors vote is confidential.
- The chair can act in an emergency? but must inform the whole governing board at the earliest opportunity.



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Meetings: organisation and procedures

- Frequency: at least 3 x Full ARC / Board meetings per year.
- Notice: Seven days clear unless Chairs Power to Act (CPA).
- Documentation/preparation: Prepared by the Clerk working with the Chair & the HT.
- Agenda – Agreed by the Clerk working with Chair & the HT.
- Quorum for meetings: **Half of the Board** or 1/3rd / 2/3rd rules.
- Election of chair and Vice-chair: Usually Annually: Autumn Term
- Committees: no Statutory but how else can Governors discharge their roles and responsibility?
- Working parties – Sub group for a specific topic – report back to Full ARC.
- Associate **Members: no right to vote at Full ARC / Board**
- Minutes: owned by Governors – why they must be ratified before becoming public document.
- Confidentiality: extremely important in all Governance matters.



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Accountability of the Chair

A first among equals.....

- Set a business-like pace to meetings
- Ensure agenda items are covered appropriately
- Encourage all to contribute and none to dominate
- Ensure clarity and sound decision-making
- Ensure fairness, courtesy, open discussion
- Keep to time
- Report any chair's action (*should be rare articles 105 to 106 apply*)
- Meet regularly with HT but remain objective



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Accountability Of Governors

The right people around the table

- Pre-meeting preparation – read the papers and prepare questions in advance
- Be present – preferably from the start to finish
- Contribute and be ready to ask questions
- Respect all contributions
- Always remember why you are there
- Accept decisions and corporate responsibility
- Influence the agenda where appropriate
- Observe confidentiality
- Remain objective and professional



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Accountability of the Clerk

- Accountable to governing board, not the Headteacher
- Meeting dates set annually, papers sent in advance (minimum of seven days)
- Helps to set a clear agenda, with HT and Chair
- Provides procedural and legal advice
- Clear, written minutes: *to record what happened, what actions were agreed, by whom and when.....*
- Provide efficient and timely communications



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Delegation

- The governing board can delegate any of its functions to a committee, a governor or to the Headteacher, subject to prescribed restrictions.
- The governing board must review the delegation of functions annually.
- Each governing board remains accountable for any decisions taken including those delegated to a committee or an individual.
- Legislation covering this area: The School Governance (Roles, Procedures and Allowances)(England) Regulations 2013.
- For Academies this is explained in the Articles of Association & Scheme of Delegation.



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NGA Presentation.

The Difference between the Strategic and Operational in Governance.

Governing boards have a significant degree of autonomy in our increasingly school-led system. **They are the vision setters and strategic decision makers for their schools.** They play a vital role in ensuring the best possible education that takes every child as far as their talents allow. Crucially, that means creating robust accountability for executive leaders by using and being familiar with objective data on the performance of pupils, teachers and finances to ask the right questions.....

I want everyone involved in governance to be confident in tackling underperformance, challenging mediocrity, and setting the highest of expectations; refusing to accept second best for any child.

Lord Nash. January 2017.

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1.1 The purpose of governance

1. The purpose of governance is to provide confident, **strategic leadership** and to create robust accountability, oversight and assurance for educational and financial performance.
2. All boards, no matter what type of schools or how many schools they govern, have three core functions:
 - **Ensuring clarity of vision, ethos and strategic direction;**
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 - **Overseeing the financial performance of the organisation and making sure its money is well spent.**

Being Strategic:

Determining where we are now where we want to be
.... and how we are going to get there.

The Vision

- A clear vision is extremely important – by projecting forward a few years, we can aim for better To make the experience of school the very best it can be for the children and young people.
- Clarity of vision – the first of three core functions: Governors / Trustees must ensure this is clearly defined (what will the school look like in 3- 5 years time?).
- How the vision will be achieved will be determined by the ethos and values of the school.
- In a MAT there may be Trust wide policies that provide a clear picture of the ethos of the trust as a whole.
- Each school should publish their vision and ethos on their website.
- An NGA Resource pack on how to create a vision is available:
www.nga.org.uk/growinggovernance

Being Strategic:

Agreeing the strategy for achieving the vision

- Having agreed the vision it is the role of the Governors / Trustees to agree the strategy for achieving this vision.
- **Agreeing the strategy:**
 - ✓ involves knowing through Self-evaluation the school or trusts strengths and weaknesses, having a clear vision of what the school will look like in 3-5 years time, and agreeing the key priorities to be addressed to achieve this.
 - ✓ Governors must monitor progress against these key priorities, set measurable milestones and hold the CEO / Headteacher to account.

The Operational:

The day to day management of the school

- The CEO / Headteacher remains responsible for the internal organisation, management and control of the school **and the implementation of the strategy.**
- **The distinction between governance and management needs to be clearly understood by all parties to ensure an effective working partnership:**
- **Day to day management includes:**
 - ✓ Operational Planning
 - ✓ Spending within budget
 - ✓ Recruitment and deployment of staff below Senior Leadership Team
 - ✓ Discipline in relation to individual staff or pupils
 - ✓ Supporting improvements in teaching and learning.
 - ✓ Performance management of staff and CPD.
 - ✓ Developing and implementing policies and procedures to deliver the vision.

Examples of the strategic / operational divide:

- Recruitment of the Headteacher is a Strategic decision.
Recruitment of NQT's is operational.
- Allocating school budget to improve reading is strategic.
Reading with pupils is operational.
- Using legal skills to help you understand governance and make decisions is strategic: giving advice pro-bono is operational.
- Setting the staff performance appraisal policy is strategic.
Performance appraising the staff other than the HT is operational

Ask ourselves the following key questions:

NGA 'Knowing your school'

1. Do we have a clear vision and strategy for the school?
2. What are the school's values?
3. What are we doing to raise standards for all children?
4. Are we making best use of the Pupil Premium?
5. Have we got the right approach to staffing?
6. How well does the curriculum provide for and stretch all pupils?
7. How does the school promote good behaviour to enhance learning?
8. Do we have a sound financial strategy, make the most efficient use of our resources, obtain good value for money and have robust procurement and financial systems?
9. Are the buildings and other assets in good condition and are they well used?
10. Do we keep children safe and healthy?
11. How well do we keep parents informed and take account of their views?
12. Does the school offer a wide range of extra-curricular activities which engage all pupils?
13. Are we actively promoting British values in our school?

Ask ourselves the following key questions:

NGA 'Knowing your School' – 13 Questions

1. Do we have a clear vision and strategy for the school? **SEF / SDP / SIP**
2. What are the school's values? **SEF / SDP / SIP**
3. What are we doing to raise standards for all children? **HT REPORT & SEF / SDP / SIP**
4. Are we making best use of the Pupil Premium? **HT REPORT & SEF / SDP / SIP**
5. Have we got the right approach to staffing? **HT REPORT & SEF / SDP / SIP & FINANCE REPORT**
6. How well does the curriculum provide for and stretch all pupils? **HT REPORT & SEF / SDP / SIP**
7. How does the school promote good behaviour to enhance learning? **HT REPORT & SEF / SDP / SIP**
8. Do we have a sound financial strategy, make the most efficient use of our resources, obtain good value for money and have robust procurement and financial systems? **HT REPORT & SEF / SDP / SIP & FINANCE REPORT**
9. Are the buildings and other assets in good condition and are they well used? **HT REPORT & SEF / SDP / SIP & FINANCE REPORT**
10. Do we keep children safe and healthy? **HT REPORT & SEF / SDP / SIP**
11. How well do we keep parents informed and take account of their views? **HT REPORT & PARENT QUESTIONNAIRES / PARENT VIEW**
12. Does the school offer a wide range of extra-curricular activities which engage all pupils? **HT REPORT & SEF / SDP / SIP**
13. Are we actively promoting British values in our school? **HT REPORT & SEF / SDP / SIP**

NB. SEF = Self Evaluation Form, SDP = School Development Plan and SIP = School Improvement Plan.

Strategic planning and making a difference.

- **Need to monitor progress.**
- Ensure the school is on course to meet its aims and goals.
- Focusing on the strategy should drive the Governing board.

- ✓ Governing Boards need to ensure they develop themselves effectively. Skills audits are important - focus on CPD.

<https://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Skills-Audit.aspx>

- ✓ GB's / Trustees evaluate their own effectiveness and the impact they are having: through Self Review and External Reviews of Governance.
- Self Review – NGA; 'Knowing your school'.
- Self Review - 20 / 21 Questions; Key Questions every Governing / Trustee board should ask itself.
- Self Review – DfE / NCTL Take a look at the [External review of governance: tool for facilitated self review](#) (PDF, 179KB, 16 pages).
- External Review of Governance (ERG).

School Development / Improvement Plan (SDP / SIP)

- Sets out priorities for school improvement
 - Includes Ofsted recommendations for action
 - Should be “SMART” (Specific, Measurable, Achievable, Realistic and within an agreed Timescale)
 - Drafted by HT / SLT / Staff with input from Governors.
 - Governors should also ‘own’ this document.
 - Governors will receive regular progress reports, and should challenge on the milestones.
 - Not a static document – changes and evolves.
 - Budget should reflect priorities.
-
- Is clear, is specific, is related to children’s development and care
 - Includes time scales, costing and people involved. Identifies successes.
 - Is well researched, communicated and “owned” by all



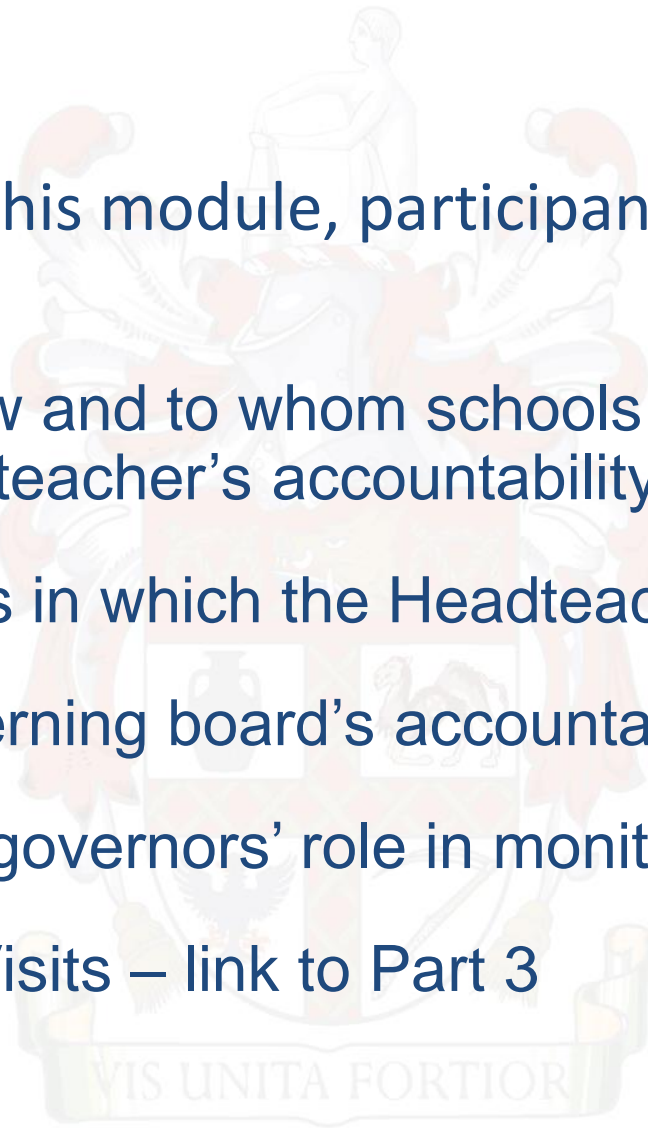
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Part 2

After completing this module, participants should be better able to:

- explain why, how and to whom schools are accountable
- define the Headteacher's accountability to the governing board
- identify the ways in which the Headteacher reports to the governing board
- identify the governing board's accountability to key stakeholders
- understand the governors' role in monitoring and evaluation
- Link Governor Visits – link to Part 3



The Governing Board:

- is required to conduct the school with a view to promoting high standards of educational achievement
- has the right to discuss, question and refine proposals
- should respect the professional roles and **Operational** management responsibilities of the Headteacher and other staff.
- must be prepared to account for the school's overall performance and to explain its decisions and actions to anyone who has a legitimate interest.

Who would have a legitimate interest?



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Accountability of the Governing Board

- On-line website information about school
- Governing Board papers and minutes
- Inspections
- Home / school agreement
- Consulting stakeholders
- Dealing with complaints at relevant stage
- Financial audit – SFVS
- Considering views of Local Authority – *less so if an academy*



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Statutory Responsibilities

- The governing board has to ensure that they are met – for a list see <https://www.gov.uk/government/publications/statutory-policies-for-schools>
- Ofsted needs evidence, not just to be told that everything is in place
- Headteachers and leadership teams can identify the key evidence that will demonstrate policies and plans are being implemented and having the desired effect
- Quality of evidence is more important than quantity and the way evidence is presented, it should be in summary form.

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

Updated October 2017 Pages 40 to 47: Page 43 Covers Governance.



Complaints

- governing boards of all maintained schools / academies are required to adopt a general complaints policy
- procedures should be communicated to all who need to know
- should be dealt with promptly and the outcomes communicated to all involved
- concerning the curriculum are covered by formal procedures
- should be dealt with by class teacher and, if necessary, the head
- should only involve governors if the head is unable to resolve the issue, or is the subject of the complaint

'School Complaints Procedure Toolkit' available on DfE website -
<http://www.education.gov.uk/a0060895/complaints-procedure-toolkit>



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What is the relationship between Academy / School / LGB self-evaluation and inspection?

‘Ofsted does not require self-evaluation to be provided in a specific format. Any assessment that is provided should be part of the school’s business processes and not generated solely for inspection purposes’.

Taken from the School Inspection Handbook

‘Inspection provides independent, external evaluation that includes a diagnosis of what should improve. It is based on gathering a range of evidence that is evaluated against an inspection framework and takes full account of our policies and relevant legislation in areas such as safeguarding, equality and diversity’.

Extract from the draft Inspection Framework to take effect from September 2015



Helping to protect children and learners

'Inspectors will always have regard for how well children and learners are helped and protected so that they are kept safe. Although inspectors will not provide a separate numerical grade for this key aspect of a provider's work, inspectors will always make a written judgement under leadership and management about whether or not the arrangements for safeguarding children and learners are effective'.

Extract from the draft Inspection Framework to take effect from September 2015

Keeping Children Safe in Education (KCSIE)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Good practice for all Governors to read Part two (as a minimum):

The management of safeguarding: pages 14 to 21.

The responsibility of governing bodies, proprietors and management committees.



How well do you know your School?

- New Governor School Induction.
- New Governor mentor
- National Governors Association; 'Knowing your school'
- 20 / 21 Questions; Key Questions every governing board should ask itself
- External Review of Governance (ERG).



The right people around the table

- NGA / CES Skills Audits
 - Recognise skills gaps.
 - Helps with recruitment
- The right people around the table



- Recruitment of the right people is in everyone's interest.



Headteacher's Accountability to the Governing Board

The Headteacher is accountable to the governing board for the performance of the school.

- She/he is a member of governing board (or still attends meetings even if not a governor)
- Provides reports (from a number of people)
- Answers questions from governors
- Works within strategic framework set by governing board
- Staff accountable to him/her
- Governors appraise him/her



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The Headteacher's written report

- is just one way in which the head fulfils his or her accountability to the governing board - provides a clear and permanent record of key aspects of the school's work – **Important Document**
- should be sent to members of the governing board together with reports from other staff, at the same time as notices of meetings.
- Links with School Improvement Plan / Ofsted Report and school priorities.
- Should be “accessible” to none Education Specialist governors – few acronyms.
- Should be written and circulated 7 days in advance of the meeting for Governors to read, digest and generate challenging questions.
- **Therefore use the meeting to ask questions and discuss issues (not to read report)** – these are then recorded by the Clerk



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Challenge and Support

- See Handout; School Performance monitoring questions for Governors.
- Also: Governance Handbook Page 19, 3.2 Creating accountability for educational performance.

The NGA has published 'Knowing your School – Questions for the Board to ask'. The **Wellcome Trust's 'Questions for Governors'**, is a framework to help boards identify areas to celebrate or challenge in their schools, enabling them to work with executive leaders to drive improvement. <http://www.questionsforgovernors.co.uk/>

The Governing board

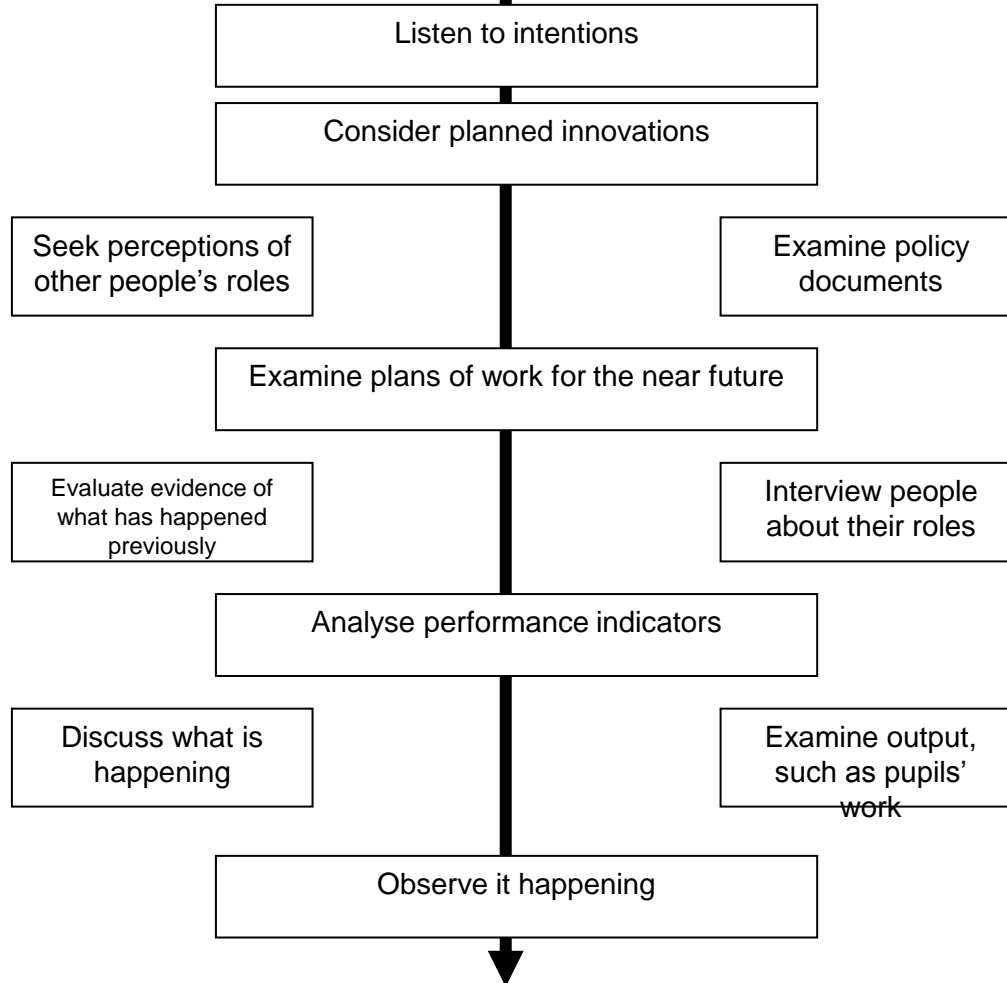
- recognises and celebrates the achievements of the school
- knows where the school is not achieving as well as it could
- provides support and encouragement when strategies to bring about improvement are being explored
- strikes an appropriate balance between support and challenge



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Least reliability and relevance



Greatest reliability and relevance

Source: Ofsted 2008



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Part 3; Link Governor

After completing this training, participants should be better able to:

- explain the role of Link Governors
- understand the Governors' role in providing support and challenge through monitoring and evaluation
- identify ways to ensure that Governors' visits to schools are productive
- understand how your role as Link Governor will help the children's learning and achievement.



What effect will this visit have on the education of the children?



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Effective Governance

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The Governance Handbook – January 2017



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What is a Link Governor?

- ‘Critical Friend’ versus ‘Support and Challenge in equal measure’.
versus: ****Watchdog.** ****Mediator.** ****Challenger.**
- ***Link Governors*** are individuals who have volunteered to be associated with a specific subject or Group of pupils; **SEND, PP, EAL or MAT.** This may involve meeting with SLT and / or other members of staff.
- There are now two Link Governors that GB’s **should** have; Safeguarding and SEND / PP
- There are no statutory Link Governors **but they are seen as good practice.**



The Governance Handbook – Jan. 2017

3.3.2 School visits

31. Boards need to know their school if accountability is going to be robust and their vision for the school is to be achieved. Many boards find that visiting, particularly during the day, is a helpful way to find out more about the school. Through pre-arranged visits that have a clear focus, the board can see for themselves whether the school is implementing their policies and improvement plans and how they are working in practice. Visits also provide an opportunity to talk with pupils, staff and parents to gather their views; though are unlikely to be sufficient for these purposes.



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The Governance Handbook – Jan 2017

32. **Boards are not inspectors and it is not their role to assess the quality or method of teaching or extent of learning.** They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of executive leaders. **If boards wish to spend time within a classroom, they need to be very clear why they are doing so.**



Why have Link Governors?

School inspections report on key judgements:

**** the judgement for the 'quality of leadership and management' of the school can be affected by us as Governors**



The quality of leadership in, and management of the school

153. Inspectors will seek evidence of the impact of those responsible for governance. This includes maintained school governors, proprietors or academy trustees. In a multi-academy trust this may include members of the local governing board at school level, as well as the trustees.

In a multi-academy trust, this could include meeting with a local governing board where relevant responsibilities are devolved in accordance with the scheme of delegation.

Effectiveness of leadership and management

In making this judgement in schools, inspectors will consider:

- the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils
- whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important.

Both taken from; The School Inspection Handbook Updated October 2017

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

Updated October 2017. Pages 40 to 47: Page 43 Covers Governance.



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The quality of leadership in, and management of the school

The contribution of governors to the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management. As with the meetings between inspectors and pupils, parents and staff, meetings with governors should take place without the Headteacher or senior staff.

Taken from; The School Inspection Handbook Updated August 2016



The quality of leadership in, and management of the school

- how effectively leaders monitor the progress of pupils to ensure that none falls behind and underachieves, and how effectively governors hold them to account for this
- how well leaders and governors engage with parents and other stakeholders and agencies to support all pupils
- how effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this
- the effectiveness of governors in discharging their core statutory functions and **how committed they are to their own development as governors in order to improve their performance.**

‘Governance handbook’, Department for Education and National College for Teaching and Leadership, April 2017; www.gov.uk/government/publications/governance-handbook.

Taken from; The School Inspection Handbook Updated October 2017

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>



What can Governors use to understand how good the quality of teaching and learning is in school?

- Ofsted reports
- SIP Summary Reports
- **Self Evaluation (SEF) / School Development Plan (SDP) / School Improvement Plan (SIP)**
 - Prospectus / Web-site
 - Raise Online / Data dashboard / FFT data
 - Key Stage results
 - Headteachers' reports
 - Feedback from SLT / Subject leaders
 - LA SIP Link visits / School Effectiveness Officers / MAT Education Director visits.



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What makes a Governing Board Outstanding?

Taken from Ofsted inspection reports of primary schools inspected under the new framework, published in October and November 2015.

Outstanding: The governing body is highly effective. It is exceptionally well informed, incisive in its approach to school improvement and analyses in depth all performance information. Leaders and teachers are held to account for the quality of teaching and learning in the school and their impact on pupils' progress. Performance management procedures are robust and rigorous. **Governors make a meaningful contribution to the way in which leaders check the effectiveness of the school's performance, participating in analysis of work in pupils' books and visiting lessons to see teaching.** They are adept at helping to set priorities for development. They manage finances effectively, checking on the impact of the pupil premium.



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The Link Governor

- recognises and celebrates the achievements of the school in that particular topic or interest area.
- knows when the school is not achieving as well as it could in that particular topic or interest area.
- provides support and encouragement when strategies to bring about improvement are being explored.
- strikes an appropriate balance between support and challenge.

..... getting to know the school / being known in school, is how Governors can develop a sound working relationship with the Headteacher and Staff



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Before the visit

- Check if a Link Governor Visits policy exists.
- Agree on the focus and purpose of the visit, what are you there to achieve? Arrange a mutually convenient time and date, never just drop in!
- Ensure that the staff involved are aware of the visit and its purpose. Agree how you are conducting the visit

Prepare for the visit

- Read the SIP and relevant subject leader reports, what improvements have been agreed?
- Did Ofsted comment on the subject / issue at the last visit?
- Is there any self evaluation available (SEF)

- Link Governor Report Sheet, in what format and how are you reporting back to the Governing Body? (See Handout).

Handout: NGA Knowing your school – School visits.



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During the visit

- Report to reception, follow the procedures for visitors
- Present yourself in a way that matches the professionalism of the role
- Only enter classrooms and the staffroom if invited to do so by a member of staff
- Keep to the role agreed – only speak to students if invited to do so
- Remember that things can change, be flexible
- You are there to learn! You need to understand the subject – how else can you report back to your Governor colleagues



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A common pitfall ... 'I'm here to observe the lesson'.

Ofsted's National Director of Education clarified in October 2015:
'I agree that it is unhelpful if our reports seem to be praising operational practice by governors such as lesson observations or book scrutiny. Our training for inspectors and new quality assurance procedures should put an end to that.'

Visits should involve the member of staff responsible for the objective or target Every visit should have a clear pre-arranged focus: 'The itinerary will follow from the focus: for most a meeting with the relevant member(s) of staff will be involved; 'for some, spending time in a classroom talking to children about their work or the resources they use may be an appropriate part of the visit'
NGA Knowing your School – School Visits.



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During any visit to the school it is important to remember that the role of those governing is strategic, not operational

Examples of what a visit could focus on include:

- **The use of resources: such as how premises are utilised or a new teaching resource in action, or new IT equipment / programme demonstration.**
- **Monitoring the implementation of a particular policy: i.e. Safeguarding, homework.**
- **Monitoring progress toward specific targets from the school academy development plan**
- **Gaining an understanding of a particular curriculum area or year group**
- **Gaining an understanding of the assessment process and tracking pupil cohorts**
- **Gaining an understanding of how a particular issue (i.e. boys writing) is dealt with on a day to day basis**



During - Link Governor visit to monitor a specific area (SEN / PP / EAL / MAT)

What you might look for;

- is the information provided relevant?
- is it provided in a format that is easy to understand and addresses the issues?
- does the information provided address the needs of the school / pupil groups?
- does the information provided show what is being done for specific groups; PP children, and closing the gap?



What value does a Link Governor visit bring to the school?

- Staff feel valued and listened to.
- A support framework in place for all.
- A shared ownership for improvement.
- A sounding board for ideas.



After - Reporting on visits to school

What should you do?

- Prepare the report in draft as soon after the visit as possible
- Have the report typed? *But in my opinion ...* hand written is as good.
- Discuss the draft with the Teacher / Subject leader and/or Headteacher.
Take their comments into account.
- Give a copy to the clerk to the governors to circulate with the papers for the next Full Board meeting – **include link visits in the agenda**
- Come to the meeting prepared to make a short verbal presentation
- Reflect: what can I do differently to make my next visit even more effective.
Book your next visit if appropriate.

All schools should have a **Governors file** in school to contain all meeting minutes and to reference monitoring activities:

- *Link Governor Reports.*
 - *Chair of Governors / HT or Principal meetings.*
 - *Minutes of ALL Meetings.*
- And also Training Records.*



After

- Discuss the format / protocol of your visits within your MAT / MAC / Governing Board and the Headteacher / Principal.
- Look for an opportunity to discuss the way forward (all schools / academies are different). ‘Strategic Governance Day’?
- Openly communicate / involve staff with the format and discuss the support that this can give.
- **Celebrate success!!**

ANY QUESTIONS?



Suggested Committees & Link Governors

There is **NO** statutory requirement to have Committees or Link Governors; **but they are seen as good practice.**

I would suggest three Committees to fulfil the Three Core Principles of School Governance;

1. Strategic Vision Committee (discussing SEF and plans in place to get to / sustain outstanding).

Ensuring clarity of vision, ethos and strategic direction;

2. Curriculum & Achievement Committee

Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and

3. Finance, Personnel & Health and Safety (commonly known as Resources Committee).

Overseeing the financial performance of the school and making sure its money is well spent. (The Chair or Vice-Chair will normally Chair this meeting / monitoring spend and signing off).

Link Governors; I would recommend (as a minimum) are;

Safeguarding Link (Normally the Chair). SEND / EAL Link.

Pupil Premium / Sports Funding Link.

Assessment Link; Maths Link; English Link; Science Link.



Stoke on Trent School Governor Services



- **SGS available when you need us; Mon. to Fri. 8.30am to 4.30pm.**
Email at any time: sgs@stoke.gov.uk

- **Twitter:**



[@sgs_stoke](https://twitter.com/sgs_stoke)

- **New SGS website goes live in late June 2018 ...**
www.sgsstoke.org.uk

The SGS Team; Karl Lawton – 01782 236889; Alison Cooke – 236884
17 NCTL / DfE Trained & Experienced Clerks to support your Governing Boards.

