Governor Support Service

Intro to Governance

Part 1 - Roles and Responsibilities
Summer 2020

DfE
A Competency Framework for Governance

A Competency Framework for Governance

The knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts

January 2017

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Foreword

The importance and significance of outstanding governance and leadership across our education system, in every school in England, has never been greater. The role of governing boards in defining and implementing strategy whilst holding the leaders of schools and trusts to account has to be the foundation upon which a world class education system is built. Governors or trustees who work as a team, who are able to bring their skills and experience to the role and who blend challenge and support to hold their workforce to account, will improve standards.

Our shared ambition is to ensure that there are enough good school places for every child in England. What we have attempted to do in this *Competency Framework for Governance* is to define more clearly the knowledge, skills and behaviours needed for governance to play its full part in this vision.

The development of this framework was informed by great practice, evidence of what governance at its best can deliver and a deep understanding of the role that clarity of vision, purpose and action contributes to school improvement.

Sir David Carter
National Schools Commissioner for England

Introduction

Effective governance provides strategic direction and control to schools, academies and Multi-Academy Trusts (MATs). It creates robust accountability, oversight and assurance for their educational and financial performance and is ambitious for all children and young people to achieve the very best outcomes.

About this framework

The framework sets out the competencies needed for effective governance. It is non-statutory guidance and should be read alongside the [Governance Handbook](), particularly the section explaining the key features of effective governance. Academy trusts should also refer to the [Academies Financial Handbook]().

The framework is applicable to all boards in proportion to the scale and complexity of the organisation they are governing. Boards will need to consider which knowledge and skill areas outlined in the framework are most important for their context. They will also need to determine the extent to which it applies to any committees they have appointed, including within multi-academy trusts to any local governing bodies, depending on the range of functions delegated to them.

The framework does not aim to apply specifically to the Members of academy trusts. Members are not directly involved in governance, which is the responsibility of the board of trustees. However, as they appoint trustees and oversee the success of the board of trustees they have appointed, members will want to understand the skills, behaviours and knowledge trustees need to be effective.

The framework does not apply directly to pupil referral units, sixth-form colleges and general further education (FE) colleges though they may find its general principles helpful.

Structure

The framework begins with the principles and personal attributes which, alongside the commitment of time and energy to the role, underpin effective governance. Following on from this, the knowledge and skills required for effective governance are organised into those which are essential for everyone on the board; those which are required of the chair and those which at least someone on the board should have. In this way, the knowledge and skills required for chairs build on and complement the skills for everyone.

Terminology

Throughout the document references to:

- *the board* should be taken to mean the accountable body for the school or group of schools. In local authority maintained schools, this will be the governing body; and in a single academy trust (SAT) or MAT, it will be the board of trustees

- *organisation* should be taken to mean the school; federation; SAT or MAT being governed as appropriate

- *executive leaders* should be taken to mean those held to account by the board for the performance of the organisation. This may be the CEO, executive headteacher, headteacher or principal, as well as other senior employees/staff, depending on the structure of the organisation

- *trustees means those that sit on the board of an academy trust (who in some trusts are known as directors) and*

- *Local governing body* (LGB) means a committee of a multi-academy trust board that is established as such under the trust's articles of association.

Who is this publication for?

This competency framework is for:

- the boards of local authority (LA) maintained schools and academy trusts in England
- training providers designing and delivering governance training and development
- others with an interest in the governance of schools[1].

Some of the ways in which boards[2] may want to use the framework include:

- informing how they carry out a skills audit
- in individual performance review discussions, identifying training needs and/or developing a training and development programme
- putting together a role specification and determining interview questions for recruiting to the board and/or in selecting or recruiting a chair
- planning induction for people new to the board
- supporting a review of the board's effectiveness and identifying strengths and areas for development
- demonstrating the key characteristics and expectations of their role to others
- ensuring the expected behaviours are included in the board's code of conduct.

Review date

The competency framework will be kept under regular review and updated as necessary, including to reflect changes to policy.

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[1] For example: the LA of a maintained school; parents of registered pupils; and the appropriate diocesan authority or appropriate religious body if the school is designated as having a religious character under s.69(3) of the Schools Standard and Framework Act 1998

[2] Boards of maintained schools may liaise, where appropriate, with the relevant LA since it must secure, free of charge, certain information and training for governors under s.22 of the Education Act 2002..

A competency framework for governance

The framework is made up of 16 competencies underpinned by a foundation of important principles and personal attributes. The competencies are grouped under the headings of the six features of effective governance, which are set out in the Governance Handbook: strategic leadership; accountability; people; structures; compliance and evaluation.

1. Strategic leadership
- 1a. Setting direction
- 1b. Culture, values and ethos
- 1c. Decision-making
- 1d. Collaborative working with stakeholders and partners
- 1e. Risk management

2. Accountability
- 2a. Educational improvement
- 2b. Rigorous analysis of data
- 2c. Financial frameworks and accountability
- 2d. Financial management and monitoring
- 2e. Staffing and performance management
- 2f. External accountability

3. People
- 3a. Building an effective team

4. Structures
- 4a. Roles and responsibilities

5. Compliance
- 5a. Statutory and contractual requirements

6. Evaluation
- 6a. Managing self-review and personal skills
- 6b. Managing and developing the board's effectiveness

Principles and personal attributes

Principles and personal attributes

The principles and personal attributes that individuals bring to the board are as important as their skills and knowledge. These qualities enable board members to use their skills and knowledge to function well as part of a team and make an active contribution to effective governance.

All those elected or appointed to boards should fulfil their duties in line with the seven principles of public life (the Nolan principles). They should also be mindful of their responsibilities under equality legislation, recognising and encouraging diversity and inclusion. They should understand the impact of effective governance on the quality of education and on outcomes for all children and young people. In addition, all those involved in governance should be:

Committed   Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.

Confident   Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board.

Curious   Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.

Challenging   Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.

Collaborative   Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.

Critical   Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursing learning and development opportunities to improve their own and whole board effectiveness.

Creative   Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.

Knowledge and skills

1. Strategic leadership

Why it's important: Effective boards provide confident, strategic leadership to their organisations; they lead by example and 'set the tone from the top'. These competencies relate to the core function of boards to set vision, ethos and strategic direction.

1a. Setting direction

The knowledge and skills required for effectiveness in setting the strategic direction of the organisation, planning and prioritising, monitoring progress and managing change.

Everyone on the board
Knowledge
• key themes of national education policy and the local education context
• key features of effective governance
• the strategic priorities (and where appropriate, charitable objects) for their organisation
• tools and techniques for strategic planning
• principles of effective change management
• the difference between strategic and operational decisions
Skills and effective behaviours
• thinks strategically and contributes to the development of the organisation's strategy
• can articulate the organisation's strategic priorities (and where appropriate, charitable objects) and explain how these inform goals
• can put in place plans for monitoring progress towards strategic goals
• supports strategic change having challenged as appropriate so that change is in the best interests of children, young people and the organisation (and aligned with charitable objects, where appropriate)
• is able to champion the reasons for, and benefits of, change to all stakeholders

The chair
Knowledge
• national and regional educational priorities and the implications of these for the board and the organisation
• leadership and management processes and tools that support organisational change

Skills and effective behaviours
• thinks strategically about the future direction of the organisation and identifies the steps needed to achieve goals.
• leads the board and executive leaders in ensuring operational decisions contribute to strategic priorities
• adopts and strategically leads a systematic approach to change management, that is clear, manageable and timely
• provide effective leadership of organisational change even when this is difficult

1b. Culture, values and ethos

The knowledge and skills required to set the culture, values and ethos of the organisation successfully; demonstrate these in the conduct and operation of the board; embed them through the whole organisation; and monitor the impact on outcomes for children and young people and on the reputation of the organisation in the wider community.

Everyone on the board
Knowledge
• the values of the organisation and how these are reflected in strategy and improvement plans
• the ethos of the organisation and, where appropriate, that of the foundation trust including in relation to any religious character
• the code of conduct for the board and how this embodies the culture, values and ethos of the organisation
Skills and effective behaviours
• Can set and agree the distinctive characteristics and culture of the organisation or, in schools with a religious designation, preserve and develop the distinctive character set out in the organisation's trust deed
• acts in a way that exemplifies and reinforces the organisation's culture, values and ethos
• ensures that policy and practice align with the organisation's culture, values and ethos

The chair
Skills and effective behaviours
• is able to recognise when the board or an individual member is not behaving as expected and take appropriate action to address this
• leads board meetings in a way which embodies the culture, values and ethos of the organisation

1c. Decision-making

Boards which operate effectively as strategic decision-makers are able to provide the foundation for creativity, innovation and improvement in the organisation. Effective decision-making is about moving from free and frank discussion to specific, measurable actions.

Everyone on the board
Skills and effective behaviours
• identifies viable options and those most likely to achieve the organisation's goals and objectives
• puts aside vested or personal interests to make decisions that are in the best interests of all pupils/students
• acts with honesty, frankness and objectivity taking decisions impartially, fairly and on merit using the best evidence and without discrimination or bias
• brings integrity, and considers a range of perspectives and diverse ways of thinking to challenge the status quo, reject assumptions and take nothing for granted
• identifies when to seek the advice of an independent clerk/governance professional for guidance on statutory and legal responsibilities and ethical aspects of the board's decision-making
• abides by the principle of collective-decision making and stands by the decisions of the board, even where their own view differs
• encourages transparency in decision making and is willingly answerable to, and open to challenge from, those with an interest in decisions made

The chair
Skills and effective behaviours
• ensures the board understands the scope of issues in question and is clear about decisions they need to make
• summarises the position in order to support the board to reach consensus where there are diverging views
• ensures that different perspectives, viewpoints and dissenting voices are properly taken into account and recorded
• facilitates decision-making even if difficult and manages the expectations of executive leaders when doing so
• recognises the limits of any discretionary chair's powers and uses them under due guidance and consideration and with a view to limiting such use
• ensures the board seeks guidance from executive leaders or others in the senior leadership team and from the clerk/governance professional before the board commits to significant or controversial courses of action

1d. Collaborative working with stakeholders and partners

Effective boards are well-informed about, and respond to, the views and needs of key stakeholders, particularly parents and carers. They enable productive relationships, creating a sense of trust and shared ownership of the organisation's strategy, vision and operational performance.

Everyone on the board
Knowledge
• key stakeholders and their relationship with the organisation
• principles of effective stakeholder management
• tools and techniques for stakeholder engagement, particularly with regard to engaging parents and carers
Skills and effective behaviours
• is proactive in consulting, and responding to, the views of a wide group of stakeholders when planning and making decisions
• anticipates, prepare for and welcome stakeholder questions and ensures that these are answered in a relevant, appropriate and timely manner
• works in partnership with outside bodies where this will contribute to achieving the goals of the organisation
• uses clear language and messaging to communicate to parents and carers, pupils/students, staff and the local community
• is credible, open, honest and appropriate when communicating with stakeholders and partners including clear and timely feedback on how their views have been taken into account
• considers the impact of the board's decisions and the effect they will have on the key stakeholder groups and especially parents and carers and the local community
• acts as an ambassador for the organisation
• supports and challenges leaders to raise aspiration and community cohesion both within the wider community and with local employers

The chair
Knowledge
• the links that the organisation needs to make with the wider community
• the impact and influence that a leader in the community has particularly on educational issues
Skills and effective behaviours
• communicates clearly with colleagues, parents and carers, partners and other agencies and checks that their message has been heard and understood

The chair
• consider how to tailor their communications style in order to build rapport and confidence with stakeholders
• is proactive in seeking and maximising opportunities for partnership working where these are conducive to achieving the agreed strategic goals
• is proactive in sharing good practice and lessons learned where these can benefit others and the organisation
• demonstrates how stakeholder concerns and questions have shaped board discussions if not necessarily the final decision
• when appropriate, seeks external professional advice, knowing where this advice is available from and how to go about requesting it

1e. Risk management

Effective boards play a key role in setting and managing risk appetite and tolerance. They are able to ensure that risks are aligned with strategic priorities and improvement plans and intervention strategies provide a robust framework for risk management. These competencies enable those on the board to identify, evaluating and prioritise organisational risks and ensure appropriate action is taken to mitigate against them.

Everyone on the board
Knowledge
• the principles of risk management and how these apply to education and the organisation
• the process for risk management in the organisation and especially how and when risks are escalated through the organisation for action
• the risks or issues that can arise from conflicts of interest or a breach of confidentiality
Skills and effective behaviours
• is able to identify and prioritise the organisational and key risks, their impact and appropriate countermeasures, contingencies and risk owners
• ensures risk management and internal control systems are robust enough to enable the organisation to deliver its strategy in the short- and long-term
• advises on how risks should be managed or mitigated to reduce the likelihood or impact of the risk and on how to achieve the right balance of risk
• ensures the risk management and internal control systems are monitored and reviewed and appropriate actions are taken
• actively avoids conflicts of interest or otherwise declares and manages them

The chair
Skills and effective behaviours
• leads the board and challenges leaders appropriately in setting risk appetite and tolerance
• ensures that the board has sight of, and understands, organisational risks and undertakes scrutiny of risk management plans
• leads by example to avoid, declare and manage conflicts of interest
• knows when the board needs external expert advice on risk management

Skills and effective behaviours

2. Accountability for educational standards and financial performance

Why it's important: These are the competencies that the board needs in order to deliver its core functions of holding executive leaders to account for the educational and financial performance of the organisation.

2a. Educational improvement

These competencies enable the board to know that the information that they are receiving about the educational performance of children and young people is accurate, to challenge appropriately where necessary and to hold leaders to account for improving outcomes for all young people. Holding leaders to account is about establishing clear expectations, ensuring clear lines of responsibility, putting in place systems for monitoring appropriately, ensuring evaluation and taking action in response to that evaluation.

Everyone on the board
Knowledge
• the importance and impact of high-quality teaching to improving outcomes and the systems, techniques and strategies used to measure teaching quality, pupil progress and attainment
• the importance of a broad and balanced curriculum
• the rationale for the chosen curriculum and how this both promotes the ethos of the organisation and meets the needs of the pupils/students
• the relevant national standards for the phase and type of education and how these are used for accountability and benchmarking
• the relevant statutory testing and assessment regime
• the purposes and principles of assessment outlined in the final report of the Commission on Assessment Without Levels.
• the rationale behind the assessment system being used to monitor and measure pupil progress in the organisation
• the key principles, drivers and cycle of school improvement
• the relevant indicators for monitoring behaviour and safety including information about admissions, exclusions, behaviour incidents, bullying and complaints
• the role of behaviour in maintaining a safe environment and promoting learning
Skills and effective behaviours
• establishes clear expectations for executive leaders in relation to the process of educational improvement and intended outcomes
• defines the range and format of information and data they need in order to hold executive leaders to account
• seeks evidence from executive leaders to demonstrate the appropriateness and potential impact of proposed improvement initiatives

Everyone on the board
• questions leaders on how the in-school assessment system in use effectively supports the attainment and progress of all pupils, including those with a Special Educational Need or Disability (SEND)

Someone on the board
Knowledge
• the requirements relating to the education of children with Special Educational Needs and Disabilities (SEND)
• the requirements relating to the safeguarding of children in education including the Prevent duty
• the duties and responsibilities in relation to health and safety in education
Skills and effective behaviours
• Is confident in their challenge to executive leaders on strategies for monitoring and improving the behaviour and safety of pupils/students

2b. Rigorous analysis of data

Board members are required to develop specific knowledge to allow the monitoring of school performance and improvement. It will also assist them in holding leaders to account.

Everyone on the board
Knowledge
• the DfE performance tables and school comparison tool
• RAISEOnline for school and pupil data
• the evidence base that data is derived from e.g. pupil attainment and progress data and how it is collected, quality assured and monitored across the organisation
• the context of the school and in relation to other schools
• information about attendance and exclusions in the school, local area and nationally
• the importance of triangulating information about pupil progress and attainment with other evidence including information from, executive leaders (e.g. lesson observations, work scrutiny and learning walks), stakeholders including parents, pupils, staff) and external information (benchmarks, peer reviews, external experts)
Skills and effective behaviours
• analyses and interprets data in order to evaluate performance of groups of pupils/students
• analyses and interprets progression and destination data to understand where young people are moving on to after leaving the organisation

Everyone on the board
• uses published data to understand better which areas of school performance need improvement and is able to identify any further data that is required
• questions leaders on whether they are collecting the right data to inform their assessment and challenges appropriately when data collection is not adding value.
• challenges senior leaders to ensure that the collection of assessment data is purposeful, efficient and valid.

Someone on the board
Skills and effective behaviours
• reviews and analyses a broad range of information and data in order to spot trends and patterns

The chair
Skills and effective behaviours
• works with the clerk, to ensure the right data is provided by executive leaders, which is accessible to board and open to scrutiny
• promotes the importance of data interrogation to hold executive leaders to account

2c. Financial frameworks and accountability

These are the skills, knowledge and behaviours which enable the board to ensure that the organisation is in a strong and sustainable financial position to achieve its strategic goals. It is about ensuring the sustained financial health and efficiency of the whole organisation.

Everyone on the board
Knowledge
• the financial policies and procedures of the organisation, including its funding arrangements, funding streams and its mechanisms for ensuring financial accountability
• the organisation's internal control processes and how these are used to monitor spend and ensure propriety to secure value for public money
• the financial health and efficiency of the organisation and how this compares with similar organisations locally and nationally
Skills and effective behaviours
• has a basic understanding of financial management in order to ensure the integrity of financial information received by the board and to establish robust financial controls

Everyone on the board
• has confidence in the arrangements for the provision of accurate and timely financial information, and the financial systems used to generate such information
• interprets budget monitoring information and communicate this clearly to others
• participates in the organisation's self-evaluation of activities relating to financial performance, efficiency and control
• is rigorous in their questioning to understand whether enough being done to drive financial efficiency and align budgets to priorities

Someone on the board
Knowledge
• the organisations' current financial health and efficiency and how this compares with similar organisations both locally and nationally
Skills and effective behaviours
• uses their detailed financial knowledge and experience, which is appropriate for the scale of the organisation, to provide advice and guidance to the board

The chair
Skills and effective behaviours
• ensures the board holds executive leaders to account for financial and business management, as much as educational outcomes
• leads the board to identify when specialist skills and experience in audit, fraud or human resources is required either to undertake a specific task or more regularly to lead committees of the board

2d. Financial management and monitoring

The competencies required will ensure that the board is able to make sufficiently informed and effective decisions on the use of resources and allocation of funds to improve outcomes for children and young people. It will also ensure that public money is utilised efficiently and in the best interest of the organisation.

Everyone on the board
Knowledge
• the organisation's process for resource allocation and the importance of focussing allocations on impact and outcomes
• the importance of setting and agreeing a viable financial strategy and plan which ensure sustainability and solvency
• how the organisation receives funding through the pupil premium and other grants e.g. primary sport funding, how these are spent and how spending has an impact on pupil outcomes

Everyone on the board
• the budget setting, audit requirements and timescales for the organisation and checks that they are followed
• the principles of budget management and how these are used in the organisation
Skills and effective behaviours
• assimilates the financial implications of organisational priorities and use this knowledge to make decisions about allocating current and future funding
• interprets financial data and asks informed questions about income, expenditure and resource allocation and alignment with the strategic plan priorities

2e. Staffing and performance management

The knowledge and behaviours required by the board to oversee executive leaders in their responsibility to ensure that the organisation has the right staff who are managed and incentivised to perform to the best of their abilities.

Everyone on the board
Knowledge
• the organisation's annual expenditure on staff and resource and any data against which this can be benchmarked against
• how staff are recruited to the organisation and how this compares to good recruitment and retention practice
• how staff performance management is used throughout the organisation in line with strategic goals and priorities and how this links to the criteria for staff pay progression, objective setting and development planning
• the remuneration system for staff across the organisation
Skills and effective behaviours
• ensures that the staffing and leadership structures are fit for purpose
• takes full responsibility for maintaining, updating and implementing a robust and considered pay policy
• feels confident in approving and applying the system for performance management of executive leaders
• identifies and considers the budgetary implication of pay decisions and considers these in the context of the spending plan
• pays due regard to ensuring that leaders and teachers are able to have a satisfactory work life balance

Someone on the board
Knowledge
• human resource (HR) education policy and the organisation's processes in relation to teachers' pay and conditions and the role of governance in staffing reviews, restructuring and due diligence
Skills and effective behaviours
• monitors the outcome of pay decisions, including the extent to which different groups of teachers may progress at different rates and checks processes operate fairly

The chair
Knowledge
• the process and documentation needed to make decisions related to leadership appraisal
Skills and effective behaviours
• is confident and prepared in undertaking leadership appraisal
• is able to explain to the board their proposals on leadership pay awards for approval

2f. External accountability

This section is about managing the organisation's relationship with those who have a formal or informal role in holding it to account. It enables the board to use their skills and knowledge confidently and effectively to be accountable for the delivery of the organisation's strategic plan, their own decision-making and their oversight of executive leaders.

Everyone on the board
Knowledge
• the purpose, nature and processes of formal accountability and scrutiny (e.g. DfE, Ofsted, EFA etc.) and what is required by way of evidence
• the national performance measures used to monitor and report performance – including the minimum standards that trigger eligibility for intervention
Skills and effective behaviours
• ensures appropriate structures, processes and professional development are in place to support the demands of internal and external scrutiny
• values the ownership that parents and carers and other stakeholders feel about 'their school' and ensures that the board makes itself accessible and answerable to them
• uses an understanding of relevant data and information to present verbal and written responses to external scrutiny (e.g. inspectors/RSCs/EFA)

The chair
Skills and effective behaviours
• is confident in providing strategic leadership to the board during periods of scrutiny
• ensures the board is aware of, and prepared for, formal external scrutiny

3. People

Why it's important: People that govern need to form positive working relationships with their colleagues to function well as part of a team. They need to be able to relate to staff, pupils/students, parents and carers and the local community and connect to the wider education system in order to enable effective delivery of the organisations strategic priorities.

3a. Building an effective team

These are the skills and behaviours necessary to ensure effective relationships and dynamics around the table. They help to foster a learning culture where constructive challenge is welcomed; thinking is diverse; a variety of experiences and perspectives are welcomed; and continuous improvement is the norm.

Everyone on the board
Skills and effective behaviours
• demonstrates commitment to their role and to active participation in governance
• ability to acquire the basic knowledge that they need to be effective in their role
• uses active listening effectively to build rapport and strong collaborative relationships
• welcomes constructive challenge and is respectful when challenging others
• provides timely feedback and is positive about receiving feedback in return
• seeks to resolve misunderstanding at the earliest stage in order to prevent conflict
• raises doubts and encourages the expression of differences of opinion
• is honest, reflective and self-critical about mistakes made and lessons learned
• influences others and builds consensus using persuasion and clear presentation of their views
• demonstrates professional ethics, values and sound judgement
• recognises the importance of, and values the advice provided by, the clerk/governance professional role in supporting the board.

The chair

Knowledge

- the importance of succession planning to the ongoing effectiveness of both the board and the organisation

Skills and effective behaviours

- ensure that everyone understands why they have been recruited and what role they play in the governance structure
- ensures new people are helped to understand their non-executive leadership role, the role of the board and the vision and strategy of the organisation enabling them to make a full contribution
- sets high expectations for conduct and behaviour for all those in governance and is an exemplary role model in demonstrating these
- creates an atmosphere of open, honest discussion where it is safe to constructively challenge conventional wisdom
- creates a sense of inclusiveness where each member understands their individual contribution to the collective work of the board
- promotes and fosters a supportive working relationship between the: board, clerk/governance professional, executive leaders, staff of the organisation and external stakeholders
- identifies and cultivates leadership within the board
- recognises individual and group achievements, not just in relation to the board but in the wider organisation
- takes a strategic view of the skills that the board needs, identifies gaps and takes action to ensure these are filled
- develop the competence of the vice-chair to act as chair should the need arise.
- builds a close, open and supportive working relationship with the vice-chair which respects the differences in their roles
- values the importance of the clerk/governance professional and their assistance in the coordination of leadership and governance requirements of the organisation
- listens to the clerk/governance professional and takes direction from them on issues of compliance and other matters

4. Structures

Why it's important? Understanding and designing the structures through which governance takes place is vital to avoid unclear and overlapping responsibilities that can lead to dysfunctional or ineffective governance arrangements.

4a. Roles and responsibilities

Everyone on the board
Knowledge
• the role, responsibilities and accountabilities of the board, and its three core functions
• the strategic nature of the board's role and how this differs from the role of executive leaders and what is expected of each other
• In academy trusts, the role and powers of Members and how these relate to those of the board
• the governance structure of the organisation and particularly how governance functions are organised and delegated, including where decisions are made
• how the board and any committees (including local governing bodies in a MAT) are constituted
Skills and effective behaviours
• able to contribute to the design of governance and committee structures that are fit for purpose and appropriate to the scale and complexity of the organisation
• able to adapt existing committee structures as necessary in light of learning/ experience including evaluation of impact

The chair
Knowledge
• the importance of their non-executive leadership role, not just in their current position but in terms of their contribution to local and, where appropriate, national educational improvement priorities
Skills and effective behaviours
• lead discussions and decisions about what functions to delegate

5. Compliance

Why it's important: to ensure all those involved in governance understand the legal frameworks and context in which the organisation operates and all of the requirements with which it must comply.

5a. Statutory and contractual requirements

Everyone on the board
Knowledge
• the legal, regulatory and financial requirements on the board • the need to have regard to any statutory guidance and government advice including the Governance Handbook • the duties placed upon them under education and employment legislation, and, for academy trusts, the Academies Financial Handbook and their funding agreement(s) • the articles of association or instrument of government and where applicable, the Trust Deeds • the Ofsted inspection/regulatory framework • where applicable[3], denominational inspection carried in accordance with s.48 of the Education Act 2005 • the board's responsibilities in regard to Equalities and Health and Safety legislation • duties relating to safeguarding, including the Prevent Duty; duties related to special education needs and disabilities (SEND); and duties related to information, including in the Data Protection Act 1998 and the Freedom of Information Act 2000 • the school's whistleblowing policy and procedures and any responsibilities of the board within it • the importance of adhering to organisation policies e.g. on parental complaints or staff discipline issues
Skills and effective behaviours
• is able to speak up when concerned about non-compliance where it has not been picked-up by the board or where they feel it is not being taken seriously • explain the board's legal responsibilities and accountabilities • is able to identify when specialist advice may be required

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[3] This is relevant to any voluntary or foundation school and any academy in England designated under s.69(3) of School Standards and Framework Act 1998

The chair
Skills and effective behaviours
• sets sufficiently high expectations of the clerk/governance professional, as applicable, ensuring the board is compliant with the regulatory framework for governance and, where appropriate, Charity and Company Law
• ensures the board receives appropriate training or development where required on issues of compliance

6. Evaluation

Why it's important: Monitoring the boards effectiveness is a key element of good governance. The board needs to assess its effectiveness and efficiency and ensure ongoing compliance with its statutory and legal duties under review. Individuals should also reflect on their own contribution helping to create a stronger and more motivated board.

6a. Managing self-review and development

The skills and behaviours that help individuals on the board to reflect on how they personally are demonstrating the agreed values and culture of the organisation and what impact their individual contribution to making to effective governance.

Everyone on the board
Knowledge
• recognises their own strengths and areas for development and seeks support and training to improve knowledge and skills where necessary
Skills and effective behaviours
• is outward facing and focused on learning from others to improve practice
• maintains a personal development plan to improve his/her effectiveness and links this to the strategic aims of the organisation
• is open to taking-up opportunities, when appropriate, to attend training and any other opportunities to develop knowledge, skills and behaviours
• obtains feedback from a diverse range of colleagues and stakeholders to inform their own development
• undertakes self-review, reflecting on their personal contributions to the board, demonstrating and developing their commitment to improvement, identifying areas for development and building on existing knowledge and skills

The chair
Skills and effective behaviours
• actively invites feedback on their own performance as chair
• puts the needs of the board and organisation ahead of their own personal ambition and is willing to step down or move on at the appropriate time

6b. Managing and developing the board's effectiveness

It is essential for the board to reflect on its own effectiveness including the effectiveness of its processes and structures. This will assist in building relationships and improving accountability, and will enable the board to ensure that there is a clear distinction between strategic and operational leadership. It will also assist in setting the tone and culture of the board.

Everyone on the board

Skills and effective behaviours

- evaluates the impact of the board's decisions on pupil/student outcomes
- utilises inspection feedback fully to inform decisions about board development
- contributes to self-evaluation processes to identify strengths and areas for board development

The chair

Knowledge

- different leadership styles and applies these appropriately to enhance their personal effectiveness

Skills and effective behaviours

- sets challenging development goals and works effectively with the board to meet them
- leads performance review of the board and its committees
- undertakes open and honest conversations with board members about their performance and development needs, and if appropriate, commitment or tenure
- recognises and develops talent in board members and ensures they are provided with opportunities to realise their potential
- creates a culture in which board members are encouraged to take ownership of their own development
- promotes and facilitates coaching, development, mentoring and support for all members of the board
- is open to providing peer support to other chairs and takes opportunities to share good practice and learning

NGA Model Code of Conduct

2019 version

National Governance Association

KNOWLEDGE CENTRE

The independent organisation
for school governors, trustees
and clerks

Model Procedures:

Code of Conduct

Legislation, policies and procedures
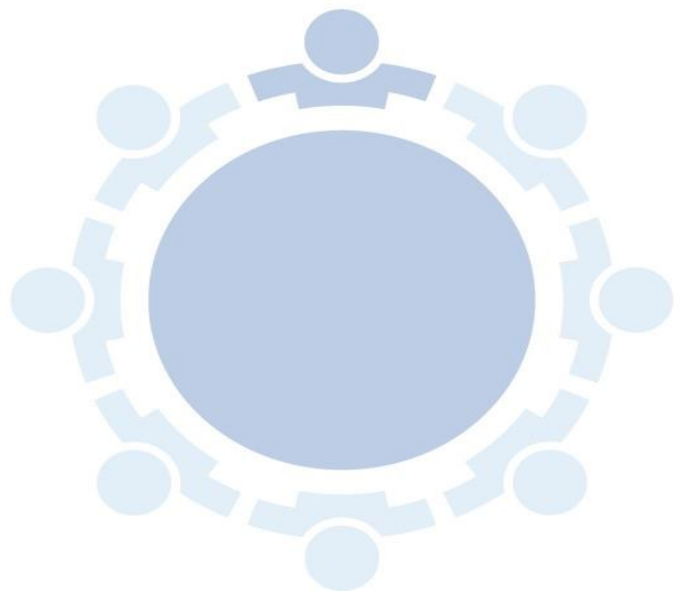
Author: Steve Edmonds, Director of Advice and Guidance

September 2019

National Governance Association

The National Governance Association (NGA) is the leading membership organisation for governors, trustees and clerks in state-funded schools, academies and free schools in England.

We are an independent charity that aims to improve the educational standards and wellbeing of young people by increasing the effectiveness of governing boards and promoting high standards. We do this by providing information; guidance and advice; undertaking research; delivering face-to-face training,
e-learning and consultancy; and holding national conferences and regional events. We ensure the views of governors are represented at the national level and work closely with, and lobby, UK government and educational bodies.

Code of Conduct for School Governing Boards

2019 Version

This code sets out the expectations on and commitment required from school governors, trustees and academy committee members in order for the governing board to properly carry out its work within the school/s and the community. It can be amended to include specific reference to the ethos of the particular school. Unless otherwise stated, 'school' includes academies, and it applies to all levels of school governance.

This code can also be tailored to reflect your specific governing board and school structure, whether that is as a maintained school or academy, either as a single school or group of schools. Where multiple options are given, i.e. senior executive leader/headteacher and governor/trustee/academy committee member, please amend to leave the option relevant to your governing board.

Once approved by the governing board, the Code will apply to all governors /trustees / academy committee members.

This Code should be read in conjunction with the relevant law and for academies, their articles of association and agreed scheme of delegation. It should be adapted as appropriate depending on the governance setting and level of delegation. However, its guiding principles should be retained regardless of the governance setting and level of delegation afforded to it.

The governing board has the following 3 strategic functions:

Establishing the strategic direction, by:
- Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:
- Appointing the lead executive/headteacher (where delegated)
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the lead executive/headteacher (where delegated)
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:
- Setting the budget
- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

NGA recognises the following as the fourth core function of governance:

Ensure that other key players with a stake in the organisation get their voices heard by:
- Gathering the views of pupils, parents and staff and reporting on the results.
- Reaching out to the school's wider community and inviting them to play their part.
- Using the views of stakeholders to shape the school's culture and the underpinning strategy, policies and procedures.

As individuals on the board we agree to the following:

Role & Responsibilities

- We understand the purpose of the board and its strategic role.
- We understand how the role of the board differs from and works with others including the headteacher and where appropriate, executive leaders, trust boards and academy committees.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.
- We will actively support and challenge the executive leaders.
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation.

- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements.

- We agree to adhere to the school's rules and polices and the procedures of the governing board as set out by the relevant governing documents and law.

- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views

- When communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation.

- We will avoid, as far as possible, becoming involved in any communication which may lead to a conflict of interest with the role of the governing board.

Commitment

- We acknowledge that accepting office as a governor/trustee/academy committee member involves the commitment of significant amounts of time and energy.

- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.

- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.

- We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.

- We will visit the school/s, with all visits arranged in advance with the senior executive leader/headteacher and undertaken within the framework established by the governing board.

- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor/trustee/academy committee member.

- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.

- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.

- In the interests of transparency we accept that information relating to governors/trustees/academy committee members will be collected and logged on the DfE's national database of governors (Get information about schools).

Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.

- We will express views openly, courteously and respectfully in all our communications with other governors/trustees/academy committee members, the clerk to the governing board and school staff both in and outside of meetings.

- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.

- We will confront malpractice by speaking up against and bringing to the attention of the relevant authorities' any decisions and actions that conflict with the Seven Principles of Public Life (see annex) or which may place pupils at risk.

- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.

- We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

Confidentiality

- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.

- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a governing board meeting.

- We will not reveal the details of any governing board vote.

- We will ensure all confidential papers are held and disposed of appropriately.

Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.

- We accept that the Register of Business Interests will be published on the school/trust's website.

- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.

- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

Ceasing to be a governor/trustee/academy committee member

- We understand that the requirements relating to confidentiality will continue to apply after a governor/trustee/academy committee member leaves office

Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.

- Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

Adopted by the governing board of [name of school] on [date].

Annex

The seven principles of public life

Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations)

Selflessness - Holders of public office should act solely in terms of the public interest.

Integrity - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

Objectivity - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

Accountability - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

Openness - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

Honesty – Holders of public office should be truthful

Leadership – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

The Framework for Ethical Leadership in Education

The Ethical Leadership Commission has developed the following Framework for Ethical Leadership to help school leaders take difficult decisions. As important as the language is, these aren't just fine words, they are meant to support a culture in which ethical decision making can flourish.

1. **Selflessness** School and college leaders should act solely in the interest of children and young people.
2. **Integrity** School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
3. **Objectivity** School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
4. **Accountability** School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
5. **Openness** School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
6. **Honesty** School and college leaders should be truthful.
7. **Leadership** School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. Leaders should show leadership through the following personal characteristics or virtues:

a. **Trust**: *leaders are trustworthy and reliable*
   We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
b. **Wisdom**: *leaders use experience, knowledge and insight*
   We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
c. **Kindness:** *leaders demonstrate respect, generosity of spirit, understanding and good temper*
   We give difficult messages humanely where conflict is unavoidable.
d. **Justice:** *leaders are fair and work for the good of all children*
   We seek to enable all young people to lead useful, happy and fulfilling lives.

e. **Service:** *leaders are conscientious and dutiful*
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.

f. **Courage**: *leaders work courageously in the best interests of children and young people*
We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.

g. **Optimism**: *leaders are positive and encouraging*
Despite difficulties and pressures, we are developing excellent education to change the world for the better.

NGA

What does a governor do?

Model role description
for governors

Model governor role description

Role of a school governor

To contribute to the work of the governing board in ensuring high standards of achievement for all children and young people in the school by:

- setting the school's vision, ethos and strategic direction
- holding the headteacher to account for the educational performance of the school and its pupils
- overseeing the financial performance of the school and making sure its money is well spent

Chair_____

Vice chair _____

Clerk_____

Buddy/mentor _____

Activities. As part of the governing board team, a governor is expected to:

1. Contribute to the strategic discussions at governing board meetings which determine:

- the vision and ethos of the school
- clear and ambitious strategic priorities and targets for the school
- that all children, including those with special educational needs, have access to a broad and balanced curriculum
- the school's budget, including the expenditure of the pupil premium allocation
- the school's staffing structure and key staffing policies
- the principles to be used by school leaders to set other school policies

2. Hold the senior leaders to account by monitoring the school's performance; this includes

- agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan
- considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance
- asking challenging questions of school leaders
- ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits
- ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies
- acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing board on the progress on the relevant school priority
- listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers

3. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (continuing professional development), and suitable premises, and that the way in which those resources are used has impact.

4. When required, serve on panels of governors to:

■ appoint the headteacher and other senior leaders

■ appraise the headteacher

■ set the headteacher's pay and agree the pay recommendations for other staff

■ hear the second stage of staff grievances and disciplinary matters

■ hear appeals about pupil exclusions

The role of a governor is largely a thinking and questioning role, not a doing role.

A governor does NOT:

■ write school policies

■ undertake audits of any sort – whether financial or health and safety – even if the governor has the relevant professional experience

■ spend much time with the pupils of the school – if you want to work directly with children, there are many other valuable voluntary roles within the school

■ fundraise – this is the role of the PTA, the governing board should consider income streams and the potential for income generation, but not carry out fundraising tasks

■ undertake classroom observations to make judgments on the quality of teaching – the governing board monitors the quality of teaching in the school by requiring data from the senior staff and from external sources

■ do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing board needs to consider and rectify this

As you become more experienced as a governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g as a chair of a committee). This role description does not cover the additional roles taken on by the chair, vice chair and chairs of committees.

In order to perform this role well, a governor is expected to:

■ get to know the school, including visiting the school occasionally during school hours and gaining a good understanding of the school's strengths and weaknesses

■ attend induction training and regular relevant training and development events

■ attend meetings (full governing board meetings and committee meetings) and read all the papers before the meeting

■ act in the best interests of all the pupils of the school

■ behave in a professional manner, as set down in the governing board's code of conduct, including acting in strict confidence

Expenses: Governors may receive out of pocket expenses incurred as a result of fulfilling their role as governor and NGA recommends that a governing board should have such an expenses policy. Payments can cover incidental expenses, such as travel and childcare, but not loss of earnings.

A   Academies

This description can also be adapted to cover the role of trustees. In multi academy trusts (MATs), it will need to be reviewed for members of local governing bodies, who may not have all these responsibilities.

This document can be adapted for use in recruiting new governors: see www.nga.org.uk/guidance for a version which makes reference to the expectations about the time commitment.

Different categories of governors

Types of Governor Roles

Essentially all governors have the same role. Their different titles usually indicate how they came to be on the governing board, or what kind of organisation they are in.

Academy Trustee – (sometimes called a non-executive director or director) An individual who is a director under company law and a trustee under charity law of either a stand-alone academy trust (SAT), a multi-academy trust (MAT) or a Catholic academy company (CAC). They are appointed by the members of the trust.

The trustees are responsible for the same three core governance functions performed by the governing board in a maintained school: setting the direction, holding the senior leadership to account and ensuring financial probity. As charity trustees, they must also ensure that they are complying with charity law requirements.

Academy Members – The members of a trust are akin to the shareholders of a company. They have ultimate control over the academy trust, with the ability to appoint some of the trustees and the right to amend the trust's articles of association.

Chair of Governors – An individual elected by the governing board of to lead the governing board. They should be elected every year. Staff governors and head teachers cannot be a chair, vice chair or chair of a committee. Any other type of governor can be elected as a chair. In a multi-academy trust the chair is usually appointed by the trustees.

Co-opted Governor – This is an individual from the community who has the skills and experience which the governing board require. They will be appointed by the existing board, following an interview.

Foundation Governor – These are individuals whose appointment to the governing board is approved by the Diocese (Church) which is responsible for the school.

Local Authority (LA) Governor – On a maintained school governing board there should be one LA governor. They do not have to work for the LA but their appointment is always approved by the local authority. There are no LA governors in academies.

Parent Governor – An individual who has a child of legal school age (5 – 16) and is elected by the parent body to serve as a governor. They are usually parents who have a child on role at the school, but it is not a legal requirement. It is possible to be a parent governor because you have a child of legal school age, but not attending the school at which you govern.

Staff Governor – Just what it sounds. An individual who is a member of staff, usually elected by the staff, to ensure that staff views are represented on the governing body.

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What we expect:
GB and Leaders

What governing boards and school leaders should expect from each other

This joint paper aims to improve the effectiveness of school governance. Underpinning it is an expectation that governing boards and school leaders will jointly develop effective working practices which are mutually supportive and respectful of each other's roles and responsibilities.

The use of the term 'governing board' in this document refers to governing bodies in maintained schools and trust boards in academies. In multi academy trusts (MATs), boards may choose to delegate some of their responsibilities to a regional or academy level committee, often termed a local governing body.

The use of the term 'school leader' includes those responsible for the performance of a school, or group of schools. This will include headteachers, executive headteachers and chief executives (CEOs), where they are the lead executive with formal legal and contractual accountability to the governing board and/or where they significantly support these aspects.

It is the view of our organisations that all governing boards and school leaders should meet the expectations set out in this document; evidenced through the adoption of a code of conduct.

School governance carries significant responsibilities. There is more diversity in school structures now and more decisions to be made by governing boards. As such it's important that members of the governing board understand the roles, remit and responsibilities for their specific context.

Effective governance is essential for the health and success of any organisation. In any sector, when an organisation fails, there has often been a failure of governance. If we wish to prevent any school or academy trust failing its pupils, we need to ensure that governance is strong.

Effective governing boards should therefore be prepared and equipped to take their responsibilities seriously.

Governing boards must have:

- the right people around the table
- an understanding of their role and responsibilities, including those which may relate to them as an employer, such as health and safety responsibilities
- a good chair
- professional clerking
- good relationships based on trust
- relevant knowledge of the school and/or Trust– the curriculum, financial activities, data, the staff, the pupils, the parents, and the community
- a commitment to asking challenging questions to hold school leaders to account
- the confidence to have courageous conversations in the interests of the children and young people

School leaders in return must have:

- an understanding of governance (which could come from direct experience of governing), including acknowledging the role of the school's accountable body.

- a willingness to provide information in the most appropriate way in order that the governing board can carry out its role
- a willingness to be challenged
- reasonable time to devote to ensuring professional relationships are established with governors and trustees
- the skills and understanding to develop effective working relationships with the governing board

1. The respective roles of governance and management

Governance is strategic and management is operational. This distinction between governance and management needs to be clearly understood by all, so that governors and trustees are not asked to, and do not try to, involve themselves in day to day management. Governors and trustees are there to govern, not to carry out other work within a school on a pro-bono basis. School leaders must not be micro-managed. The governing board should concentrate on matters related to strategy and school improvement, delegating to school leaders those tasks which are operational (for example, drafting policies, making judgements about teaching quality, and recruiting and deploying staff below senior leadership level).

The governing board, in partnership with the organisation's leadership, should determine and articulate a clear vision as to where they want the school and/ or Trust to be in 3–5 years' time. This should lead to the identification of the

key strategic priorities that will drive the agenda of governing board meetings. The senior leader(s) will be responsible for ensuring the strategy is delivered.

The governing board is responsible for setting the culture and ethos of its school(s) and it should ensure that this is inclusive and provide equality of opportunity for all its pupils and staff.

The governing board also has responsibilities as the employer, although these do not apply exactly the same way in all types of schools. For example in a multi academy trust the employer is the academy trust and the board of trustees will decide what to delegate to academy committees. While for some maintained schools the local authority is the employer, the responsibility for discharging employer functions are delegated to the governing board as set out in legislation.

2. Developing and supporting the governing board

Principles:

Governors, trustees and school leaders must fulfil their duties in accordance with the seven principles of public life (the Nolan principles): to act selflessly and with integrity; to be objective and accountable; to be open, honest and to demonstrate leadership skills. They should also understand their responsibilities under equality legislation, recognising and encouraging diversity and inclusion.

The Framework for Ethical Leadership in Education has been developed by the Ethical Leadership Commission to help school leaders take difficult decisions and support a culture in which ethical decision making can flourish.

Skills audit:

We recommend that all governing boards carry out a skills audit of governors and trustees to identify skills gaps and development needs, and how these can be filled through recruitment and training. NGA has a skills audit and matrix tool for those governing in schools as well

as one specifically aimed at MAT trustee boards. These are both structured around the DfE's competency framework for governance which can be used to help governing boards identify what they should be looking for from individual governors or trustees.

Recruitment:

When seeking to fill vacancies on the governing board, the role, level of commitment and level of responsibility should be outlined, along with any particular skills that the governing board is seeking. Individuals from black and minority ethnic (BAME) backgrounds and those under 40 are significantly under-represented amongst those governing and boards should take steps to encourage BAME and younger candidates to apply.

Board vacancies should be advertised as widely as possible locally and a transparent process for recruitment and selection, including interviewing prospective candidates, should be adopted. Inspiring Governance is a national service which connects skilled volunteers interested in serving as governors and trustees with schools.

Induction:

There should be a clear expectation for all new governors and trustees (including staff governors and trustees) to undertake both school based and professional induction training, paid for by the school or trust. The exact content of the induction may vary depending on the skills and knowledge of the new recruit. This expectation should be set out in writing in advance of a governor or trustee appointment, and agreed to as part of the code of conduct signed by each governor or trustee.

Continuous professional development (CPD):

Governors and trustees must be willing to participate in ongoing relevant training, both internal and external, and there must be an appropriate budget commitment set aside for this. Governors and trustees need to continuously seek to update their knowledge, including through identifying

good practice in other schools or trusts, and meeting governors and trustees from other schools or trusts. This can also encourage collaboration between schools or groups of schools to improve outcomes for pupils.

Expenses:

Governors and trustees' out of pocket expenses should be reimbursed as per an agreed policy but they should not receive payment for their governance duties.

Governing board self-evaluation:

A governing board should regularly evaluate its own impact. This should include implementing a process for reviewing the contribution of individual governors and trustees, and identification of any developmental needs.

The All Party Parliamentary Group (APPG) on Education Governance and Leadership published '20 key questions every governing board should ask itself' and '21 questions for MAT boards to ask when reviewing their governance practice.'

Succession Planning

It is good practice to develop recruitment and development plans to replace board members over time; no one should serve for more than two four year terms in one school.

3. Effective ways of working

Clerking:

All governing boards are required to appoint a clerk (sometimes referred to as a secretary). A clerk is one of the most important people the governing board will work with; an effective clerk is an invaluable resource and a key element in the success of any governing board. The clerk must be properly qualified and remunerated; capable of servicing and advising the governing board with independence.

They should be employed with a separate job description and a specific contract and provide sufficient time to manage the business of the governing board.

They should receive ongoing CPD to ensure that their skills and knowledge remain up to date. The DfE has produced a clerking competency framework that governing boards can refer as well as funding 'Governance clerking development programmes'

Chairing:

The school leader and the chair of the governing board should communicate regularly at mutually convenient times, while understanding that the chair is unable to take decisions on behalf of the governing board (except in very limited situations). It is considered good practice for a chair to serve no more than six years in the role on one governing board (under normal circumstances).

The chair should seek external support when necessary and be encouraged and prepared to join the Governance leadership development programmes funded by the Department for Education.

Code of conduct:

We recommend that each governing board adopts a code of conduct setting out the expectations placed on governors and trustees to be agreed by everyone on the board. This code should set out any expectations on confidentiality of sensitive or personal information and include a commitment to the seven principles of public life. NGA has a model code for schools to adapt.

Governors and trustees should do their best to avoid conflicts of interest and related party transactions, and must declare any which exist. The National Audit Office and Charity Commission both provide useful advice on avoiding these. Unless there are exceptional circumstances, it is not considered good practice to govern on more than two boards.

Size and composition:

Within a broad regulatory framework set out in regulations for maintained schools and in the articles of association for academies, governing boards are free to determine their own size and composition.

In considering changes to their structure, governing boards need to consider how effective they are currently and whether the priorities they have determined for the school require additional skills or experience on the board.

Meetings:

It is the joint responsibility of school leaders and the governing board to ensure that meetings are well planned, at appropriate intervals and with manageable agendas. They should be appropriate to the remit and driven by school improvement priorities. Papers must be provided at least seven days in advance of meetings. The school leader should be present or represented at full governing board meetings. Governing boards must have regard to the work-life balance of school leaders when arranging meetings, and school leaders should have regard to governors and trustees' work and other commitments.

Delegation:

The role of the governing board is to ensure that areas for which they are responsible are being delivered effectively, rather than delivering it themselves. Governing boards have considerable freedom to delegate to committees or to school leaders; they should ensure they make effective use of this. Governing boards should be mindful of the need to retain a strategic focus and delegate where appropriate to the school leaders e.g. staff recruitment (governors and trustees should not be part of interview panels except for senior leadership posts).

Maintained schools should set out their governance structure and delegation arrangements in a school delegation planner. Academy trusts are required to publish a scheme of delegation which sets out what the board has delegated and to whom, including to school leaders and local academy committees.

Policies:

Governing boards should only decide the principles guiding school or Trust policies and should delegate the drafting

of policies and procedures to school leaders. Governing boards must ensure school leaders have the expertise or access to the relevant external expertise to carry out these responsibilities.

Local authority liaison:

Maintained schools should comply with requirements set out in The School Staffing (England) Regulations 2009 to notify the local authority and to take account of its advice in respect of the performance, selection and dismissal of the headteacher and deputy headteacher.

Appraisal of the school leader:

The governing body of an LA maintained school is required to carry out the performance appraisal of the headteacher and must appoint an external advisor to support it in doing so. Although not mandatory, it is also good practice for academies to have in place executive leader/headteacher appraisal processes.

In a MAT it is common practice for the performance management of the individual school headteachers/leaders to be carried out by the CEO, usually with input from the chair of the local academy board. The performance management of the CEO is the role of the MAT trustee board. Objectives should be closely related to the agreed strategic priorities of the organisation. A discussion on development needs must be part of the appraisal process.

It is important that an effective relationship is developed and maintained throughout the year; with any issues being dealt with on an ongoing basis, not just at the point of appraisal.

Duty of care and well-being:

The governing board must remember that it has a duty of care to the school leader, including ensuring a safe and secure working environment, a reasonable work-life balance, and support for their well-being.

4. Understanding the organisation and engaging with stakeholders

The governing board monitors the work of the school(s) and it is vital that it receives the information required to carry out that role promptly. Whilst much of the information will come from the school leader, the board should also seek external advice and verification where possible

Information and reports provided by the school leader

School leaders should provide the necessary information to enable governors and/or trustees to regularly monitor progress against strategic priorities, targets and budgets. This should include information on the curriculum, outcomes for pupils, behaviour and safeguarding. Also teaching, staff performance, staff welfare and financial information. Governing boards should regularly review the content, format and frequency of the information requested to ensure it remains useful and effective, while remaining mindful of workload implications for school leaders and staff.

Information provided by school business professionals

School business professionals make a significant contribution towards the effective leadership and management of schools and trusts, including the management of financial resources; a core function of governance. As the exact nature of the role is often context specific, it is important that governing boards both understand the specific remit of the school business professional's role as it applies to their school or trust and how to best utilise the information and support that they can provide. ISBL Professional Standards outline school business professional functions and the knowledge required to perform an SBP role. Guidance has been published for headteachers and those responsible for governance to support the implementation of those standards.

School self-evaluation:

Governing boards must be involved in all stages of the strategic planning cycle, including the previous year review and the setting of the priorities for the upcoming year to reflect the challenges and opportunities that the school or group of schools faces. It can be very useful for a governing board and school leaders to hold an annual joint strategic planning session so that the vision, ethos and strategy for the coming 3–5 year period are developed together.

School data:

Official DfE data on the school or schools' attainment and progress should be discussed by governors and trustees alongside the school's own data.

Governors and trustees should ensure they are familiar with the way in which their school(s) assess attainment and track progress between external assessment points. Trustees in MATs will need to consider whether they have sufficiently robust systems in place to enable them to consolidate and compare data across their schools.

Monitoring the wellbeing of staff

Governing Boards should use the monitoring and evaluation of staff wellbeing to implement strategies and initiatives that create a healthy working environment for all staff and help to reduce excessive workload demands from within the school.

Surveying pupils, staff, parents and the community:

The governing board must understand the needs of these groups, and make every effort to obtain their views. This can be done in a number of ways including parent and student councils, written surveys, or focus groups.

Visiting the school or schools:

Visits during the school day provide important opportunities for governors and trustees to better understand their school or Trust and to undertake their monitoring

role. Visits should always have a focus linked to the strategic priorities, and governors need to be clear about their role (i.e. they are not inspectors). School leaders should welcome governors and trustees to visit schools. Visits should be arranged in accordance with an agreed protocol which is communicated in advance to governors and trustees and school staff involved in visits.

All parties need to be sensitive to the pressures of the school calendar, and governors and trustees' other commitments.

Feedback from Ofsted:

Recognising that Ofsted inspections take place at very short notice, governors and trustees should make every effort to be available at the school for these. Inspection activity and reporting in a MAT will reflect which governance powers reside locally, which are with trustees and which are with leaders of the MAT. The CEO and trust board will be informed of the inspection and invited to attend. As many governors and trustees as possible should take part in discussions with Ofsted inspectors.

School leaders will support governors and trustees' requests that these sessions are held at the beginning or end of the working day to enable governors and trustees to attend. As many governors and trustees, as possible, and the CEO or equivalent, should attend the feedback sessions at the end of an inspection. A written note of this meeting should be taken and made available to all those responsible for governance at the school.

Reporting to the community:

The governing board must ensure it reports to interested parties and the wider community. This can be done in a large part through the school's or MAT's website, but other forms of communication should be considered. Governing boards should consider producing an annual report for parents.

NGA
Model role description
Chair of the Board of Governors

NGA role description for the chair of the board

The role of the chair of governors should be viewed in the same light as that of the chair of the board in any other sector. The role of the chair is demanding, complex and multi-faceted. The chair leads the governing board ensuring it fulfils its functions well. A good chair will ensure the board's focus is on the strategic. The culture of the board is largely determined by its chair. The chair is "first among equals" but has no defined individual power. A good chair works well with school leaders to advise and shape proposals to be discussed at the board meetings.

The chair should facilitate the governing board working as a team to challenge, support and contribute to the strategic leadership of the school. A well as leader of the board, the chair is at times a confidante, a manager, a critical friend, a cheerleader, an ambassador, an arbitrator, and possibly a mentor and coach; the balance of these roles adopted will depend on the situation at hand and in particular the experience and strengths of the headteacher.

Role Purpose: Leading governance in schools

To provide leadership to the governing board and ensure that governors/trustees fulfil their functions for the proper governance of the school(s)

Leading governance in schools

- To ensure that the governing board and headteacher have a shared sense of purpose.
- To ensure the governing board sets a clear vision and strategy for the school(s).
- To lead the board in monitoring the headteacher's implementation of the school strategy.

Leading and developing the team

- To ensure the board has the required skills to govern well, and that appointments made fill any identified skills gaps.
- To ensure all governors/trustees receive appropriate induction, ongoing training as needed and have a thorough understanding of their role.
- To ensure members of the board act reasonably and in line with the board's agreed code of conduct.
- To develop a good working relationship with the vice chair, ensuring s/he is kept fully informed and delegating tasks as appropriate.
- To ensure that board members feel valued and encourage their development.
- To carry out a performance review of each governor/trustee.
- To ensure that there is a plan for succession for the chair, vice-chair and any committee chairs, and that by recommending limits on office, there is always a mix of new and experienced members.

The chair, the headteacher and accountability

- To build a professional relationship with the headteacher which allows for honest .conversations, acting as a sounding board and ensuring there are no surprises at meetings.
- To meet regularly with the headteacher, which in normal circumstances is likely to be monthly.
- To ensure that there are transparent and effective processes for the recruitment and induction of the headteacher.
- To ensure appropriate governor/trustee involvement in the recruitment of senior leaders.
- To ensure all governors concentrate on their strategic role, receive information fit for purpose and hold the headteacher to account.
- To oversee and participate in the headteacher's performance review, ensuring that appropriate CPD (continuing professional development) is provided.
- To ensure that the headteacher provides staff with an understanding of the role of the governing board and acts as link between the two.
- Where required, represent the governing board in its dealings with external partners and be an advocate for the school.
- To attend school functions (plays/sports days/prize giving) as appropriate and encourage other governors to do so.
- To ensure that complaints made to the governing board are dealt with in a timely and effective manner.
- The chair will also play a lead role in any decision to suspend the headteacher.

Leading school improvement

- To ensure the board is involved at a strategic level in the school's self-evaluation process and that this feeds into the key priorities.
- To ensure the board's business is focussed on the key strategic priorities.
- To take the lead in representing the governing board at relevant external meetings with agencies such as Ofsted, the Department for Education and the local authority.
- To ensure the board has mechanisms in place to obtain and listen to the views of parents, pupils and staff.
- To ensure the governing board adopts a visits protocol which is linked to monitoring key strategic priorities:
  - The chair who should already have a good knowledge of the school will need to consider whether s/he needs to continue such formal monitoring visits or whether these are now best delegated to the team.

Leading governing board business

- With the clerk and the headteacher, to plan for the board meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and reducing unnecessary paperwork.
- Chair meetings effectively and promote an open culture on the governing board that allows ideas and discussion to thrive whilst ensuring clear decisions are reached as quickly as possible.
- To collaborate with the clerk to establish effective working procedures and sound committee structures.
- To ensure that decisions taken at the meetings of the governing body are implemented.
- To ensure the governing board appoint a professional clerk capable of providing advice on the board's functions and that s/he is appraised and developed.

Appointing the Chair

In maintained schools and standalone academies this is a decision for the governing board. NGA members can see NGA's recommended process for this in the Guidance Centre - Electing a chair
In multi-academy trusts (MATs) the chair of the Board of Directors will be appointed by the other
directors. The chair of any local governing committee/board will be appointed according to the rules that the MAT board has put in place. This may affect the role of the chair as the MAT may retain some of the functions described above at Board level.

What skills/attributes should a chair have?

Candidates for chair should be able to demonstrate a good selection of the skills/attributes set out below:
- Commitment to the school
- Good understanding of the environment in which the school is operating and wider education policy
- Personal integrity
- Negotiation and diplomacy skills
- Good understanding of the legal responsibilities of the board as both individuals and a corporate entity
- Strong communication skills
- Good organisational skills
- Ability to think strategically
- Ability to prioritise
- Ability to chair meetings well
- Ability to have courageous conversations and make courageous decisions
- Ability to build and get the best out of a team
- Capacity to process information quickly and understand relevant data
- Ability to delegate

What are the extra time commitments?

The expectation for charity trustees is that the time commitment should be between 10-20 days a year, with the chair of the board being at the upper end of the time commitment. There are many similarities between chairs of governing boards and charities (indeed academies are charitable companies) so you should aim to keep your commitment at or below the 20 day limit. If you are finding your commitment is significantly more than 20 days then it may be productive to sit down and work out what you are spending your time on, whether it is strictly necessary and/or whether it can/should be delegated to someone else.

Further advice and guidance about all of the above information can be found in the NGA's publication, *The Chair's Handbook* (4th ed.), available at a discounted rate to members.

The Chairs of Governors Leadership Development programme provides opportunities for chairs and aspiring chairs to develop their leadership skills. The programme developed by the National College is provided by a number of licensees around the country and the NGA in conjunction with the Eastern Leadership Centre is one of those licensees for the programme – see www.leadginggovernance.org.

NGA Governance Leadership 360 Diagnostic

How do you know if you are a good chair? Working with the Eastern Leadership Centre (ELC), NGA has launched a new 360 diagnostic designed especially for chairs of governing boards. The NGA 360 online tool consults chairs' colleagues to produce feedback containing an array of nuanced views and opinions which form a comprehensive description of the chair's performance. The report aims to offer comprehensive information regarding areas of strength, as well as areas where improvement may be required.

Key Guidance for Governing Boards

Key Guidance – Intro to Governance Programme

DfE Governance handbook and competency frameworks (All schools)	
• Governance Handbook • Competency framework for governance • Clerking competency framework	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/788234/governance_handbook_2019.pdf

Constitution and procedures guidance (Maintained schools only)	
The School Governance (Roles, Procedures and Allowances) (England) Regulations 2013	https://www.gov.uk/government/publications/school-governance-regulations-2013
Constitution of governing bodies of maintained schools	https://www.gov.uk/government/publications/constitution-of-governing-bodies-of-maintained-schools

Key guidance (Maintained schools only)	
School teachers' pay and conditions	https://www.gov.uk/government/publications/school-teachers-pay-and-conditions
National curriculum in England: primary curriculum	https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum
National curriculum in England: secondary curriculum	https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum
Schemes for financing schools	https://www.gov.uk/government/publications/schemes-for-financing-schools
What maintained schools must publish online	https://www.gov.uk/guidance/what-maintained-schools-must-publish-online
Charging for school activities	https://www.gov.uk/government/publications/charging-for-school-activities
School complaints procedures: guidance for schools	https://www.gov.uk/government/publications/school-complaints-procedures
Whistleblowing procedure for maintained schools	https://www.gov.uk/guidance/whistleblowing-procedure-for-maintained-schools

Constitution, procedures and financial guidance (Academy and free schools only)	
Academies Financial Handbook	https://www.gov.uk/guidance/academies-financial-handbook
Model articles of association for academy trusts *(Ask for a copy for your trust)*	https://www.gov.uk/government/publications/academy-model-memorandum-and-articles-of-association
Convert to an academy: documents for schools	https://www.gov.uk/government/collections/convert-to-an-academy-documents-for-schools
Model Academy and free school funding agreement: multi-academy trust *(Ask for a copy for your trust)*	https://www.gov.uk/government/publications/academy-and-free-school-funding-agreements-multi-academy-trust
Education & Skills Funding Agency (EFSA) Regulates academies, further education and sixth-form colleges, and training providers, intervening where there is risk of failure or where there is evidence of mismanagement of public funds.	https://www.gov.uk/government/organisations/education-and-skills-funding-agency
What academies, free schools and colleges should publish online	https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online

Key guidance (All schools)	
Statutory policies for schools	https://www.gov.uk/government/publications/statutory-policies-for-schools-and-academy-trusts
Keeping children safe in education	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Working together to safeguard children	https://www.gov.uk/government/publications/working-together-to-safeguard-children--2
Pupil premium: funding and accountability for schools	https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability
PE and sport premium for primary schools	https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Supporting pupils with medical conditions at school	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3
SEND code of practice: 0 to 25 years	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
Standards for school premises	https://www.gov.uk/government/publications/standards-for-school-premises
School security	https://www.gov.uk/government/publications/school-and-college-security
Health and safety in schools	https://www.gov.uk/government/publications/health-and-safety-advice-for-schools
Standards for school food in England	https://www.gov.uk/government/publications/standards-for-school-food-in-england

Key guidance (All schools)	
Parental responsibility: guide for schools and local authorities	https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility
School exclusion	https://www.gov.uk/government/publications/school-exclusion
School admissions code	https://www.gov.uk/government/publications/school-admissions-code--2
School admissions appeals code	https://www.gov.uk/government/publications/school-admissions-appeals-code
School uniform: guidance for schools	https://www.gov.uk/government/publications/school-uniform
Schools causing concern	https://www.gov.uk/government/publications/schools-causing-concern--2
Sex and relationship education	https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
Early years (under 5s) foundation stage framework (EYFS)	https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2
Headteachers' standards	https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers
Teachers' Standards	https://www.gov.uk/government/collections/teachers-standards
Find an Ofsted inspection report	https://reports.ofsted.gov.uk/
Equality Act 2010: advice for schools	https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools
Running a school	https://www.gov.uk/topic/schools-colleges-childrens-services/running-school-college
DfE School Governance updates	https://www.gov.uk/government/publications/school-governance-update
Data protection: toolkit for schools (inc GDPR)	https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

Key Documents for Governing Boards

Key Documents List – Structure, function and framework documents for governors

Document Title	Description	Maintained Schools	Academy/Free/ Studio/UTC
Code of Conduct	Sets out expectations of behaviour and conduct of all members.	✓	✓
Instrument of Government	Legal document outlining the governing board's formal constitution.	✓	✗
Articles of Association	Legal document outlining the academy trust's company objectives, formal constitution, and legal obligations.	✗	✓
Scheme of Delegation	How the trust has agreed to delegate any legal duties to the governing boards within its trust.	✗	✓
Decision Planner	Decisions which cannot be delegated in law by a maintained school governing board.	✓	✗
Terms of Reference for Committees	Covers what the committee's legal remit is, as delegated by the full board or trust.	✓	✓
Governors' Allowances Policy	If governors can claim expenses for certain items, it must be documented in a policy and agreed by the board.	✓	✓
Standing Orders for meetings	How meetings will be conducted and managed and what may happen in certain situations, e.g. when meetings overrun or don't have a quorum.	✓	✓
Annual Governance Statement	In academies, this is included as part of the annual report.	✓	✓
School Visits Policy for Governors	Covers appropriate behaviour and management of school visits during the school day. Do's and don'ts.	✓	✓
Financial Year Budget Plan	Sets the expected school finances for the year and what the school has planned to spend it on.	✓	✓
Scheme for Financing Schools	Local authorities are required to publish schemes for financing schools, setting out the financial relationship between them and the schools they maintain.	✓	✗
Ofsted Report	All schools will undergo an Ofsted inspection which provides a judgement on how well the school is doing. All reports are published online.	✓	✓
Headteacher's Termly Report to Governors	HT reporting on the strategic elements and delegated functions of the operation of the school to the governing board, to enable them to understand key priorities, and where the school needs to focus its strategies and resources.	✓	✓
School prospectus	Not statutory but shows how the school markets itself.	✓	✓
School Improvement/Development Plan	An important document for all schools. Governing boards should have an input into the plans for development in all areas of school life. This is a live document which would be updated termly and governors should get regular updates on progress towards targets and impact of the plan.	✓	✓

Document Title	Description	Maintained Schools	Academy/Free/ Studio/UTC
School Self Evaluation Form (SEF)	An online form for schools to evaluate their own performance and provision against the key judgements in the current Ofsted inspection framework.	✓	✓
School Staff Structure	Not necessarily who is in which post, but what the overall staffing structure looks like so if changes are needed, the board can identify why changes are needed and what the impact could likely be.	✓	✓
Data Dashboards for governors (FFT, ASP, etc)	Provide governors with a clear picture of where the pupils stand in terms of achievement at each level.	✓	✓
Statutory school policies	There are some policies which all schools must have in place and this is the duty of the board. Policies will inform decision making.	✓	✓
Minutes of Board Meetings	A legal and public record of the board's business.	✓	✓
Induction Pack (bespoke to school)	If your school hasn't provided one - ask! It should contain some of the above documents.	✓	✓

NGA Glossary

National
Governance
Association

GUIDANCE CENTRE

The independent organisation
for school governors, trustees
and clerks

Tools and Checklists:

Glossary

Need advice?
For advice on any issue, GOLD members have access to GOLDline legal advice 9–
5pm weekdays. Find out more T: 0121 237 3782 www.nga.org.uk/goldline

Need advice?

www.nga.org.uk/guidance

Glossary

Academy Academies are publicly funded independent schools. Academies have different governance arrangements from other schools

Academy committee A committee of the trust board in a Multi Academy Trust (MAT). The role and responsibility of any committee is defined in the MAT's scheme of delegation

Academy converter A school which converted to academy status voluntarily (usually high performing at the time of conversion), having previously been a local authority maintained school

Academy sponsor led A school which converted to academy status with the support of a sponsor (usually lower performing at the time of conversion)

Admissions Code A document providing statutory guidance on schools admission with which all schools must comply

Articles of Association The Articles of Association is the formal governing document for an academy and sets out its rules for operating, including the composition of the governing board

ASCL Association of School and College Leaders – a headteacher union

Associate members Individuals appointed by the governing body of a maintained school. They are not part of the governing body, but are allowed to attend meetings and sit on committees and can be given voting powers. They are appointed for 1-4 years, with the opportunity for re-appointment. An associate member could be a pupil, member of staff or someone with expertise in a particular area. Academies' Articles of Association allow them to appoint non-governors to committees and give them voting rights

A level General Certificate of Education Advanced level – usually completed by some 16-18 year olds after GCSE

ASP Analyse school performance – a DfE service, providing schools and other existing user groups with detailed performance analysis to support school improvement

Assessment without levels A common phrase to describe changes to the primary curriculum. Grade descriptions and levels have now been removed from the national curriculum and it is up to primary schools to decide how they track pupil progress and attainment. Children will still sit SATs exams in KS1 and KS2 as a national benchmark, however they will no longer be given a grade. Instead, they will be given a scaled score, with a score of 100 or above showing that a pupil has met national expectations

ATL Association of Teachers and Lecturers – a union for education professionals

Attainment 8 A headline measure of school performance at GCSE introduced from 2016. Measures the achievement of a pupil across English, maths and six further qualifications (three of which must count in the EBacc measure)

Attainment targets These establish what children of different abilities should be expected to know and be able to do by the end of each key stage of the national curriculum

AWPU Age-Weighted Pupil Unit – the sum of money allocated to the school for each pupil according to age. This is the basic unit of funding for the school

Baseline assessment Assessment of pupils' attainment on entry to year 1 – it is not statutory, but many local authorities encourage schools to carry it out. Schools may now decide to conduct baseline assessments in reception, but again this is not a statutory requirement

Capital funding Spending on projects, improvements, and extensions to the school's land and buildings

Chair's action In maintained schools the chair is allowed to take decisions without asking the governing body if a delay will be detrimental to the school, a member of staff, a pupil or a parent. In academies, this power is not automatic and must be delegated to the chair

Chief Executive Officer (CEO) The lead professional and head of the executive branch for a group of academies known as a multi-academy trust (MAT). Although not being a headteacher in any school, they will be ultimately accountable to the governing board for all aspects of the MAT as a whole

Coasting school A school or academy whose performance falls within the government's coasting definition and is therefore eligible for intervention

Clerk The Clerk is the 'constitutional conscience' of the governing board. They provide advice on governance, constitutional and procedural matters. They also offer administrative support to the governing board and relay information on legal requirements

Collaboration An agreement between two or more schools to work together on one particular issue. They keep their individual governing boards, but may set up a joint committee to which they can delegate powers

Community schools Maintained schools at which the Local Authority (LA) is the employer, owns the land and buildings and sets the admission criteria. The LA also take a proportion of income known as 'top slice' for the provision of central services such as HR, legal etc.

Community special schools Maintained schools which make special educational provision for pupils with statements of special educational needs and disabilities (SEND) or education, health and care plans (EHCs), whose needs cannot be fully met from within mainstream provision. The LA is the employer, owns the land and buildings and sets the admission criteria

Competency framework for governance A document developed by the DfE, setting out the skills, knowledge and behaviours needed for effective governance

Competitive tendering Obtaining quotes or tenders from alternative suppliers before awarding contracts

Co-opted governor/trustee Appointed by the governing board, generally based on their skills

CPD Continuing Professional Development for school staff or the governing board

DDA Disability Discrimination Act

Delegated budget Money provided to schools, which governors can manage at their discretion

Delegated powers Authority given to a committee, an individual governor or the headteacher to act on behalf of the governing board. In multi academy trusts this also refers to powers delegated to academy committees

Designated person Liaises with other services on behalf of young people in care and has a responsibility for promoting their educational achievement

DfE Department for Education – the government department responsible for schools and children (formerly DCSF)

Directed time - Time when a teacher must be available to carry out duties, including attending staff and parent meetings, under the direction of the headteacher – a maximum of 1265 hours in a school year

Disapplication A term used where national curriculum requirements may not apply to a pupil

DSG Dedicated School Grant – funding from central government to the LA, the majority of which is then delegated directly to individual schools through the LA's funding formula

EEF Education endowment foundation

EAL English as an Additional Language

EBacc A school performance measure based on achievement of GCSEs in 'core academic subjects' of English, maths, history or geography, the sciences and a language

EBD Emotional and Behavioural Difficulties

Education Forum Established by the government as a consultative group including the National Governors' Association (NGA), the Local Government Association (LGA) and all the teaching and headteacher unions

ESFA Education and Skills Funding Agency – a single funding agency accountable for funding education and training for children, young people and adults (formerly the EFA and SFA)

EHC plans Education, health and care plans – the document which replaces statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs

ESO Education Supervision Order, which LAs may apply for to deal with cases of poor attendance at school

Ethos The morals, values and beliefs that do, or at least should, underpin the school culture

EWO Education Welfare Officer – a professional worker who visits pupils' homes and deals with attendance problems and other welfare matters in co-operation with the school

Ex officio Able to attend meetings by virtue of holding a particular office

Exclusion The temporary or permanent removal of a pupil from school for serious breaches of the school's behaviour and discipline policy

Executive headteacher Unlike a traditional headteacher who leads one school only, an executive headteacher is the lead professional of more than one school; or a lead professional who manages a school with multiple phases; or who has management responsibility significantly beyond that of a single school site

Executive leaders Those held to account by the board for the performance of the organisation. This may be the CEO, executive headteacher, headteacher or principal, as well as other senior employees/staff, depending on the structure of the organisation

Extended schools/ Enrichment services Schools that provide a range of services and activities often beyond the school day, to help meet the needs of the pupils, their families and the wider community

Federation Two or more local authority maintained (or community) schools governed by one governing body

FFT Fischer Family Trust – a non-profit company that provides data and analyses to LAs and schools in England and Wales

Form of entry The number of classes of 30 children that a school admits each year

Foundation governor/trustee Appointed by the foundation board

Foundation schools Maintained schools in which the governing body is the employer, owns the land and buildings and sets the admission criteria

Foundation special schools Maintained special schools, which have the same freedoms as foundation schools (see above)

Foundation stage Curriculum followed by children below statutory school age, in schools and nursery/pre-school provision

Free school A type of academy, either a new school set up in response to parental demand or a fee-paying school joining the state education system

FSM Free school meals – pupils are eligible for FSM if their parents receive certain benefits

Funding agreement The document which sets out the relationship between an academy/MAT and the Education Funding Agency (EFA)/Department for Education (DfE)

GCSE General Certificate of Secondary Education

GOLDline – NGA's expert legal and procedural advice service

Governor services May be 'in-house' in larger MATs but often externally commissioned, governor services provide essential support to the governing board which may be in the form of training, advice or clerking services. This has historically been offered by the local authority through a service level agreement. Academies and maintained schools are free to buy into their local authority's governor services or seek alternative arrangements.

Governing board Refers to the board of maintained schools (governing body) and academies/MATs (board of trustees)

Governing body Refers to the governing body of a maintained school only

Headteacher Board Each Regional Schools Commissioner (RSC) has a board of elected headteachers of academies in their area to advise on and scrutinise their decisions

HLTA Higher Level Teaching Assistant

HMCI Her Majesty's Chief Inspector of Schools

HMI Her Majesty's Inspector

HSE Health and Safety Executive

IEP Individual Education Plan for pupils with special educational needs

IGCSE International GCSE

INSET In-Service Education and Training – courses for practising teachers and other school staff

Instrument of Government A legal document setting out the composition of maintained school governing bodies

KS 1–4 Key stages 1-4. The four stages of the national curriculum: KS1 for pupils aged 5-7; KS2 for 7-11; KS3 for 11-14; KS4 for 14-16. KS5 applies to 16-19 year-olds but is not part of the national curriculum

Learning link - NGA Learning Link is a comprehensive online training platform for governors and trustees on the full range of their responsibilities

Local association A group of governors and trustees from different schools in the local area. Local associations vary in size and capacity. The smallest local associations may offer an informal support network for local governors whereas larger local associations may organise useful local events and provide formal support and training opportunities

LA Local authority – the LA has certain responsibilities regarding education, for example the educational achievement of looked-after children and for school places planning. It will also provide other services to schools, which may be provided via a service level agreement to maintained schools and in many cases academies

LA Governor Nominated by the LA but appointed by the governing body

LAC Looked After Children – Children who are in care provision. May also refer to children who have been in care at any time in the last six years

LGA Local Government Association – national organisation supporting and representing local government

LGB Local governing body – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGC, academy committee

LGC Local governing committee – a term often used to describe a committee of a trust board for an individual school within a MAT. See LGB, academy committee

LACSEG Local Authority Central Spend Equivalent Grant – the funding academies receive to meet their additional responsibilities

Maintained schools Publicly funded schools overseen by the local authority. These schools must follow the national curriculum and national pay and conditions guidelines.

MAT Multi academy trust – where two or more academies are governed by one trust (the members) and a board of trustees (the trustees)

MAT board Common term for the board of trustees overseeing a multi academy trust

Mixed ability A teaching group in which children of all abilities are taught together

NAHT National Association of Head Teachers – a headteacher union

NASBM National Association of School Business Managers

NASUWT National Association of Schoolmasters Union of Women Teachers – a teaching union

National College National College for Teaching and Leadership – the organisation responsible for national training programmes for school leaders, aspiring school leaders and the development of leaders of Children's Services. In particular, it is responsible for the National Professional Qualification for Headship, the Chairs of Governors' Leadership Development Programme and National Clerks' Development Programme

National curriculum This was established by the 1988 Education Reform Act to ensure that all pupils receive a broad and balanced education, which is relevant to their needs. Academies do not need to follow the national curriculum, but many still choose to

National Schools Commissioner (NSC) A civil servant responsible for co-ordinating the work of the eight RSCs

NFER National Foundation for Educational Research

NGA National Governors' Association. The national membership organisation for school governors

Non-teaching (support) staff Members of the school staff employed to provide services in a school, such as teaching assistants, cleaners and office staff

NOR Number on roll

NPQH National Professional Qualification for Headship – training for new or aspiring headteachers

NQT Newly Qualified Teacher

NUT National Union of Teachers – a teaching union

Ofqual Office of the Qualifications and Examinations Register – the regulator of examinations and qualifications

Ofsted Office for Standards in Education, Children's Services and Skills – the body which inspects education and training for learners of all ages and inspects and regulates care for children and young people

PAN Published Admissions Number – the number of children the LA (or governing board of a foundation or voluntary aided school or academy trust) determines must be admitted to any one year group in the school

Parent governor/trustee Member of the governing board elected by the parents of the school's pupils

Partnership governor In schools with a religious character these governors must be appointed with the purpose of preserving and promoting the religious ethos

Peripatetic teacher One who teaches in a number of schools, to give specialist instruction, e.g. in music

PE and sports premium Funding for years 1 to 6 to provide additional PE and sport beyond that already provided in the curriculum

PFI Private Finance Initiative – enables local authorities to enter into contracts with the private sector for the provision of new and/or improved capital assets (infrastructure for example) and related services

PGCE Post-Graduate Certificate of Education

PGR Parent Governor Representative – elected to serve on a local authority committee discharging the education functions of the LA

PI Performance Indicators (sometimes called key performance indicators). Used to evaluate the success of a school or of a particular activity in which it engages

PPA Planning, Preparation and Assessment – 10% guaranteed non-contact time for teachers

Progress 8 A headline measure of school performance at GCSE introduced from 2016. It aims to capture the progress a pupil makes from the end of KS2 to the end of KS4

PRP Performance Related Pay – schools following the STCPD must now ensure teachers' pay is linked to their performance

PRU Pupil Referral Unit – alternative education provision for pupils unable to attend a mainstream school or special school

PSP Pastoral Support Programme for pupils at serious risk of permanent exclusion

PTA Parent Teacher Association – or PSA (Parent Staff Association)

PTA UK National membership organisation for parent teacher associations – formerly NCPTA

PTR Pupil/Teacher Ratio – this is calculated by dividing the number of pupils in a school by the number of full-time equivalent teachers

Public Sector Equality Duty decisions affect people who are protected under the Equality Act 2010

Pupil premium Funding allocated to schools to support pupils eligible for FSM, in care, or who have parents in the armed forces

Pupil profile Broad evaluation of a pupil's personality, interests and capabilities – this forms part of the pupil's Record of Achievement

QTS Qualified Teacher Status

Quorate A meeting is quorate if a sufficient number of members are present. Decisions can only be ratified if a meeting is quorate

Quorum The minimum number of members present at a meeting before decisions can be made

Regional Schools Commissioners (RSCs) Civil servants that act on behalf of the Secretary of State. Their responsibilities include intervening in underperforming academies and free schools, making decisions on conversion to academy status, and encouraging and deciding on applications for academy sponsors. There are eight RSCs serving different regions, reporting to the Schools Commissioner.

Resolution A formal decision which has been proposed, seconded and agreed – not necessarily by a vote – at a meeting

Revenue funding Revenue funding can be spent to provide services and buy items that will be used within a year. Examples include salaries, heating, lighting, services and small items of equipment

ROA Record of Achievement

SACRE Standing Advisory Council on Religious Education – local statutory board which advises on religious education and collective worship

SATs Standard Assessment Tasks – used for national curriculum assessment

Scheme of delegation A document defining the lines of responsibility and accountability in a MAT, sometimes referred to as a Roles and Responsibilities document

School business manager A professional employed by a school with responsibility for financial management and often other areas such as human resources and health and safety management. Usually part of the senior leadership team

School census A statutory return which takes place during the autumn, spring, and summer terms. Maintained schools and academies should take part in the census

School development plan The operational document describing how the school will work towards the strategic priorities set by the governing board

Schools Forum A Schools Forum has been established in each LA area to advise on the allocation of the funding for schools – the majority of places on this board should be filled by governors and headteachers, preferably in equal numbers

Secondment The release of staff on a temporary basis for work elsewhere

SEND Special Educational Needs and Disabilities – learning difficulties for which special educational provision has to be made

SENCO SEN Co-ordinator – the teacher responsible for co-ordinating SEND provision in the school

SENDIST Special Educational Needs and Disability Tribunal

Senior Executive Leader (SEL) – academy trusts must appoint a senior executive leader (who may be known as the principal in a single academy trust, or CEO in a MAT, or equivalent) as the accounting officer (AO) for the trust

Service level agreement A contract between a service provider (the local authority or another private sector provider) and a school that defines the level of service expected from the service provider

Service premium Funding allocated to schools to support pupils whose parents are serving in HM armed forces, or have at any time since 2011, or who are in recipient of a child's pension from the ministry of defence

Secretary of State for Education The senior government minister with responsibility for education. Leads the Department for Education

Setting A system of organising pupils into ability groups for particular subjects

SFVS Schools Financial Value Standard – a means for the governing board to assess its financial processes, capabilities and skills

SIMS Schools Information and Management System – a computer package to assist schools in managing information on pupils, staff and resources, provided by Capita

Special school Pupils with a statement of special educational needs and disabilities (SEND) or an education, health and care plan, whose needs cannot be fully met from within mainstream provision

Special Unit (or Resourced Provision) A unit attached to a mainstream school to cater for children with specific special needs

Sponsor An organisation or person who has received approval from the DfE to support an underperforming academy or group of academies. Examples of sponsors include academies, businesses and charities.

SSAT Specialist Schools and Academies Trust

Staff governor/trustee Elected by those who are paid to work at the school

Statementing Officially assessing a child as having special educational needs. In 2014 this procedure was replaced by education, health and care plans

STPCD School Teachers' Pay and Conditions Document – an annually published document which forms a part of the contract of all teachers and headteachers in maintained schools in England and Wales. Many academies will also follow the STPCD

Strategic plan The school's strategic document which sets out a small number of key priorities for the school over the next 3-5 years. The governing board should take the lead on developing the strategic plan

STRB School Teachers' Review Body – makes recommendations to the Secretary of State on teachers' pay

Streaming Placing pupils in classes according to their ability across a range of subjects

TA Teaching Assistant

Teaching schools Schools that work with others to provide CPD for school staff

Teaching school alliances Led by teaching schools and include schools that are benefiting from support as well as strategic partners

Terms of reference The scope and limitations of a committee's activity or area of knowledge

TLR Teaching and Learning Responsibility – payments made to teachers for an additional responsibility

Trust Deed The deed by which a voluntary aided or a voluntary controlled school has been established

Trustee board The governing board of a single academy trust or MAT

UNISON Union of Public Employees. Many school support staff will be members of tis union

Virtual school headteacher Looked after children are on a virtual school roll, and each local authority will employ an experienced teacher to oversee the educational progress of all children under the care of that particular LA. The virtual school headteacher will have the specialist knowledge to provide extra support to designated teachers. They will also work with professionals in the Children's Services department of the council and with all schools in the area to promote the education of children in care

VA Voluntary Aided - A school set up and owned by a voluntary board, usually a church board, largely financed by the LA. The governing board employs the staff and controls pupil admissions and religious education. The school's buildings and land (apart from playing fields) will normally be owned by a charitable foundation. VA schools set their own admissions criteria in line with the admissions code.

Value Added (VA) The progress schools help pupils make relative to their individual starting points – rather than looking at raw results VA also takes into account the prior attainment, thus enabling a judgment to be made about the effect of the school on pupils' current attainment

VC Voluntary Controlled: usually a denominational school wholly maintained but with certain residual rights regarding religious worship

Vertical grouping Classes formed (in primary schools) with children of different age groups

Virement The agreed transfer of money from the budget heading to which it has been allocated to another budget heading

Vision The school's vision should, in a few sentences, describe what the school will look like in three to five years' time

VOICE A teaching union

Vocational A subject that would not be considered academic in the traditional sense. Students in key stage 4 and key stage 5 may undertake a vocational apprenticeship or qualification as a viable alternative to GCSEs or A levels

Work experience A planned programme as part of careers education, which enables pupils to sample experience of a working environment of their choice in school time

New Governors' Welcome/Induction Checklist

New Governors Welcome Checklist

Purpose:
- To welcome new governors to the governing board and enable them to meet other governors and members.
- To encourage new governors to visit the school to experience its atmosphere and understand its ethos.
- To meet the headteacher, staff and children.
- To explain the partnership between the headteacher, school and governing board.
- To explain the role and responsibilities of governors.
- To give background material on the school and current issues.
- To give new governors an opportunity to ask questions about their role and/or the school.
- To explain how the governing board and its committees work.
- To allow new governors to join the most appropriate committee(s).

New Governors will:
- Be welcomed to the governing board by the chair.
- Be invited by the headteacher for an introductory meeting and tour of the school.
- Have the opportunity to meet informally with the chair.
- Have the opportunity to review their first meeting with the *chair/mentor/buddy*.

New Governors will receive an Induction Checklist outlining information to be provided and action required during the first few months in the role. Information will be provided in various formats (paper, online, verbally) and will be annotated as received/actioned on the checklist.

New governors will receive a welcome letter from the clerk on behalf of the governing board and a pack of information with a copy or access to the following documents:
- Governor details form, governing boards may use as part of pre-appointment checks.
- Register of Business/Pecuniary Interests
- List of current governors and contact details
- Code of Practice/Conduct
- List of meeting dates
- Instrument of Government/Copy of Academy Trust Articles of Association
- Minutes of the last two governing board meetings
- List of committee membership, with terms of reference
- The Department for Education link to access the 'Governance Handbook'
- School Prospectus *(if applicable)*
- Details of The Governor Support Service termly training and development courses

- Contact details for the school
- A calendar of school events
- Recent school newsletters
- Access to or a copy of the School Development Plan
- Access to or a copy of the last Ofsted report (and action plan if appropriate)
- Details of how to access all school policies
- Access to the school self-evaluation
- Plan of the school
- School staff list including subject areas
- School's visitor policy and/or governor visits policy
- Link to school website

Areas that the headteacher brief will include:
- Background to the school
- Current issues facing the school
- Visiting the school
  (there may be a visits policy in place for reference)
- The relationship between the headteacher and the governing board

Areas that the *chair/mentor/buddy* brief will include:
- An overview of the governor's role
- How the full governing board and committee meetings are conducted
- Governors' responsibilities regarding pecuniary interests
- How to propose agenda items
- Governor training

New governors will be asked to complete and sign the Induction Checklist (see next page).

The Link Governor *(if you have one)* will provide support and information as required and will be responsible along with the new governors for ensuring the Induction Checklist is completed. A copy of the completed checklist will be kept in school and the original retained by the governor.

New governors will be required to apply for an Enhanced Disclosure and Barring Service (DBS) check.

NEW GOVERNOR INDUCTION CHECKLIST

Please indicate when you have: -	Completed	Date
Been welcomed to the governing board by the chair		
Met with the headteacher for an introductory meeting and tour of the school		
Met informally with the chair or an existing governor		
Completed an application form for an Enhanced Disclosure and Barring Service (DBS) check		
Completed the 'Governor Declaration of Interests Form' Completed your governor application form (usually done before appointment/election).		
Reviewed your first meeting with the chair/governor (if required)		
Completed the Governor Support Service 'Introduction to Governance' course		
Been allocated a 'buddy'		
Completed Safeguarding E-learning		
Completed Channel Awareness and Prevent Duty E-learning		
Please indicate when you have received: -	Completed	Date
The Department for Education link to access the 'Governance Handbook'		
School Prospectus (if applicable)		
Details of the governing board committees including their terms of reference		
Details of the Governor Support Service governor training programme		
Dates for future governors' meetings		
Copies of the minutes from the last two full governing board meetings		
Details of how to contact other governors		
Contact details for the school		
A calendar of school events		
Recent school newsletters		
Access to or copy of the School Development Plan and School Self Evaluation Form (can be combined as one document)		
The latest OFSTED report (and action plan if appropriate)		
Details of how to access all school policies		
Plan of the school		
School staff list including subject areas		
School's visitor policy and/or governor visits policy		
A copy of the Instrument of Government (maintained schools only)		
A copy of or access to The Articles of Association (Academies)		
Code of Practice/Conduct		
Link to the school website		

Intro to Governance

Part 1 – Roles and Responsibilities

Quiz

Governor Support Service - Roles Quiz

Which of the following are strategic roles (governing board) and which are operational roles (headteacher and school staff)?

Issue	Strategic	Operational	Not sure	
Deciding on the legal constitution of the governing body				
Recruiting and appointing the headteacher				
Deciding whether to change the status of the school (i.e. academy status)				
Planning what is taught in lessons				
Observing lessons to grade teachers' performance				
School Policies				
Ensuring that the pupil premium funding is being spent on improving attainment for eligible pupils				
Handling individual pupil information and data				
School surveys and consultations				
Should the governing board ever become involved in operational matters?				?

The Governor Support Service is part of The Schools HR Co-operative
01895 717321 **|** office@governor.support **|** www.governor.support
The Schools HR Co-operative, Unit 1 Britannia Court, The Green, West Drayton, UB7 7PN
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Governor Support Service

Intro to Governance

Part 1 - Accountability
Summer 2020

Resources Pack

1. **What schools must publish online (maintained and academies)**
2. **Types of questions**
3. **DfE example questions for GBs**
4. **HT Report Activity**
5. **NGA Article on HT Reports**
6. **HT Reports**
7. **NGA– Knowing your school: Governor and Staffing**
8. **Accounting to Ofsted**

What schools must publish online (maintained and academies)

Guidance-What maintained schools must publish online
The information that schools maintained by their local authorities must publish on their websites.

Contents

Every local-authority-maintained school must publish specific information on its website to comply with The School Information (England) (Amendment) Regulations 2012 and 2016 and other relevant legislation. If you're an academy or free school, read guidance on what academies, free schools and colleges should publish online.

School contact details
Your school's website must include the following:
- your school's name
- your school's postal address
- your school's telephone number
- the name of the member of staff who deals with queries from parents and other members of the public
- the name and contact details of your special educational needs (SEN) co-ordinator (SENCO) unless you're a special school

Admission arrangements

Foundation schools and voluntary-aided schools
If the school's governing body decides your admissions, you must publish your school's admission arrangements each year and keep them up for the whole school year.
You must explain:
- how you'll consider applications for each relevant age group at your school
- what parents should do if they want to apply for their child to attend your school
- your arrangements for selecting the pupils who apply (if you are a selective school)
- your 'over-subscription criteria' (how you offer places if there are more applicants than places)

Community schools and voluntary-controlled schools
If the local authority decides your admissions, tell parents to contact the local authority to find out about your admission arrangements.

Ofsted reports

You must publish either:

- a copy of your school's most recent Ofsted report
- a link to the report on the Ofsted website

Exam and assessment results

Key stage 2 (end of primary school) results

You must publish the following details from your school's most recent key stage 2 results:

- average progress scores in reading, writing and maths
- average 'scaled scores' in reading and maths
- percentage of pupils who achieved the expected standard or above in reading, writing and maths
- percentage of pupils who achieved a high level of attainment in reading, writing and maths

Key stage 4 (end of secondary school) results

You must publish the following details from your school's most recent key stage 4 results:

- progress 8 score
- attainment 8 score
- percentage of pupils who achieved a strong pass (grade 5 or above) in English and maths at the end of key stage 4
- percentage of pupils achieving the English Baccalaureate
  In 2017, this was the percentage of pupils achieving the EBacc, so pupils who got a grade 5 or above in English and maths, and a grade C or above in the science, humanities and language pillars of the EBacc. In 2018, the EBacc attainment measure will change to an average point score (EBacc APS), showing pupils' point scores across the 5 pillars of the EBacc

We suggest that schools also publish the percentage of students staying in education or going into employment after key stage 4 (pupil destinations).

Key stage 5 (16 to 18) information

If you are a local-authority-maintained school sixth form you should publish a link to your school's 16 to 18 performance tables page https://www.gov.uk/school-performance-tables. You can find more information about these performance measures in the 16 to 18 accountability headline measures guidance www.gov.uk/government/publications/16-to-19-accountability-headline-measures-technical-guide

Performance tables

You must include a link to the school and college performance tables www.gov.uk/school-performance-tables and your school's performance tables page.

Curriculum

You must publish:

- the content of your school curriculum in each academic year for every subject, including Religious Education even if it is taught as part of another subject or subjects, or is called something else
- the names of any phonics or reading schemes you're using in key stage 1
- a list of the courses available to pupils at key stage 4, including GCSEs
- how parents or other members of the public can find out more about the curriculum your school is following

Behaviour policy

You should publish details of your school's behaviour policy.
The policy must comply with Section 89 of the Education and Inspections Act 2006. Read advice on developing and publishing your school's behaviour policy www.gov.uk/government/publications/behaviour-and-discipline-in-schools

School complaints procedure

You must publish details of your school's complaints procedure, which must comply with Section 29 of the Education Act 2002 www.legislation.gov.uk/ukpga/2002/32/section/29

Read guidance on developing your school's complaints procedure https://www.gov.uk/government/publications/school-complaints-procedures.
You must also publish any arrangements for handling complaints from parents of children with special educational needs (SEN) about the support the school provides.

Pupil premium

You must publish a strategy for the school's use of the pupil premium www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings.

For the current academic year, you must include:
- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to overcome those barriers and the reasons for that approach
- how you'll measure the effect of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:
- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.
As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.

Year 7 literacy and numeracy catch-up premium

If your school has received year 7 literacy and numeracy catch-up premium funding you must publish:
- your funding allocation for the current academic year
- details of how you intend to spend your allocation
- details of how you spent your previous year's allocation
- how last year's allocation made a difference to the attainment of the pupils who benefit from the funding

RE and sport premium for primary schools

If your school receives PE (physical education) and sport premium funding www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools you must publish:
- how much funding you received
- a full breakdown of how you've spent the funding or will spend the funding
- the effect of the premium on pupils' PE and sport participation and attainment
- how you'll make sure these improvements are sustainable
- how many pupils within their year 6 cohort can do each of the following:
  o swim competently, confidently and proficiently over a distance of at least 25 metres
  o use a range of strokes effectively
  o perform safe self-rescue in different water-based situations

Special educational needs (SEN) and disability information

You must publish an SEN information report on your school's policy for pupils with SEN and should update it annually.

You should update any changes occurring during the year as soon as possible.

The report must comply with:

- section 69 of the Children and Families Act 2014, including:
    - the arrangements for the admission of disabled pupils
    - the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
    - the facilities you provide to help disabled pupils to access the school
    - information as to the plan prepared by the governing body or proprietor under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for:
        - increasing the extent to which disabled pupils can participate in the school's curriculum
        - improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school
        - improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled
- regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014 where appropriate
- section 6 of the Special educational needs and disability code of practice: 0 to 25 years

You can find details of what you must include in schedule 1 of the Special Educational Needs and Disability Regulations 2014, and section 6 of the Special educational needs and disability code of practice: 0 to 25 years.

Careers programme information

From September 2018, you must publish information about the school's careers programme. This information must relate to the delivery of careers guidance to year 8 to 13 pupils in accordance with Section 42A of the Education Act 1997. For the current academic year, you must include:

- the name, email address and telephone number of the school's Careers Leader
- a summary of the careers programme, including details of how pupils, parents, teachers and employers may access information about the careers programme
- how the school measures and assesses the impact of the careers programme on pupils
- the date of the school's next review of the information published

Read the statutory guidance for schools on careers guidance and access for education and training providers for more information. The statutory guidance also contains further information about a policy statement that you must publish to comply with Section 42B of the Education Act 1997, setting out the circumstances in which providers of technical education and apprenticeships will be given access to year 8 to 13 pupils.

Equality objectives

Public bodies, including local-authority-maintained schools, are covered by the public sector equality duty in the Equality Act 2010 and the Equality Act 2010 (Specific Duties) Regulations 2011. This means you have to publish:

- details of how your school is complying with the public sector equality duty - you should update this every year
- your school's equality objectives - you should update this at least once every 4 years

Details of these publishing obligations are set out in Equality Act 2010: advice for schools

Governors' information and duties

You must publish up to date:

- details of the structure and responsibilities of the governing body and its committees
- information about each governor, including their:
  - full name, date of appointment, term of office, date they stepped down (where applicable) and who appointed them (in accordance with the governing body's instrument of government)
  - business and financial interests
  - governance roles in other educational institutions
  - any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives)
  - attendance record at governing body and committee meetings over the last academic year

Read more advice on publishing information about your school's governors.

Charging and remissions policies

You must publish your school's charging and 'remissions' policies (this means when you cancel fees). The policies must include details of:

- the activities or cases where your school will charge pupils' parents
- the circumstances where your school will make an exception on a payment you would normally expect to receive under your charging policy

Read about school charging and remission.

Values and ethos

Your website should include a statement of your school's ethos and values.

Requests for paper copies

If a parent requests a paper copy of the information on your school's website, you must provide this free of charge.

Types of questions

Types of questions

Listening skills and questioning skills are important for all governors and chairs from appointing staff to challenging attainment and achievement.

Question	Useful for	Not useful for
• **Open** 'Tell me about…' 'What about…?'	• Opening discussions and exploring new information • Encouraging people to talk	• Talkative people • When specific information is needed
• **Closed** 'How many children were playing in the playground?'	• Clarifying single facts • Narrowing the context	• Getting people to talk • Opening up new areas
• **Probing** 'How do our results compare overall and by subject with those of previous years?'	• Making statements more specific • Clarifying where something seems unclear	• Getting a general view of a situation
• **Reflective** 'You feel concerned about what happened…'	• Reflecting back what is heard, seen and felt – often using the same words • Establishing empathy	• Establishing facts
• **Building/ linking** 'Earlier you spoke about…'	• Maintaining a flow of information • Enabling the interview to move forward	• Checking specific information
• **Summarising** 'You seem to be saying…' 'Can I make sure that I have understood you?'	• Clarifying and checking • Trying to reach a conclusion	• Talkative people

DfE example questions for GBs

Asking the right questions

Effective governing bodies hold their headteacher and other senior school leaders to account for improving school performance by asking the right questions. This might include asking:

Improving school performance

- Which groups of pupils are the highest and lowest performing, and why?
- Do the senior leaders have credible plans for addressing underperformance or less than expected progress?
- How will the governing board know that things are improving?
- Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school?
- What is the strategy for improving the areas of weakest performance?
- How is the school going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, and those who are broadly disadvantaged, boys and girls, those of a particular ethnicity, and any who are currently underachieving?
- Have governing board decisions been made with reference to external evidence, for example, has the Education Endowment Foundation (EEF) Toolkit been used to determine Pupil Premium spending decisions?
- How will the governing board know if its approach is working?
- Will the impact of decisions and interventions be monitored and supported, using appropriate tools such as the EEF DIY Evaluation Guide?
- Does the school have the right staff and the right development and reward arrangements?
- What is the school's approach to implementation of pay reform and performance related pay?
- If appropriate, is it compliant with the most up to date version of the School Teachers' Pay and Conditions Document?
- Is this a happy school with a positive learning culture?
- What is the school's record on attendance, behaviour and bullying?
- Are safeguarding procedures securely in place?
- How is the school ensuring that it keeps pupils safe from, and building their resilience to, the risks of extremism and radicalization? What arrangements are in place to ensure that staff understand and are implementing the Prevent duty?
- What is the governing board doing to address any current issues, and how will it know if it is working?
- For more details see pages 20 -21 of the DfE School Governance Handbook, March 2019

Finance and resources

- Are we allocating our resources in line with our strategic priorities?
- Are we making full use of all our assets and efficient use of all our financial resources?
- Are other schools buying things cheaper or getting better results with less spending per pupil?
- How can we get better value for money from our budget?
- If the cost of energy seems high compared to similar schools, are there opportunities for investment in energy-saving devices to reduce the cost?
- If spend on learning resources seems high compared to similar schools, are there opportunities for collaborating with other local schools to bring costs down?

Teaching and Learning

- How does the school promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society?
- How does the school prepare pupils at the school for the opportunities, responsibilities and experiences of later life?
- How does the school ensure enough teaching time is provided for pupils to cover the national curriculum and other statutory requirements?
- How does the school ensure the relevant assessment arrangements are implemented?
- How does the school ensure all courses provided for all pupils below the age of 19 which lead to qualifications such as GCSEs and A levels are approved by the Secretary of State
- Has the school a written statement of the policy they adopt on sex education and do they make it available to parents? policy

How well is the school performing?

- How well is the school doing against a range of performance measures – including attainment and progress?
- How well is the school (primary) doing at key stage 2 in English (reading; writing; grammar, punctuation and spelling) and mathematics?
- How well the school (secondary) is doing at key stage 4? DfE Secondary Pupil Performance measures.
- How well a sixth-form is doing in A levels?
- How does attainment and progress compare between different groups of pupils, including disadvantaged pupils, those with English as an Additional Language (EAL),

and 'non-mobile' pupils (i.e. those who have been in the school throughout each of the last two years)?

- How does the school spend its money, shown as £ per pupil to allow comparison between schools of different size?

- What staffing information do we need from the Headteacher (including the number of teachers, teaching assistants, support workers; their average salaries; and the ratio of teachers to pupils)?

- What is the attainment of different groups of pupils and in different subjects, and how this compares to national standards for key stage 2 and key stage 4?

- What is the progress made by different groups of pupils and in different subjects, and how this compares to 'expected progress' measures?

- What is the progress made by pupils compared to all pupils nationally and pupils with similar prior attainment?

Extract from DfE School Governors' Handbook 2014 (earlier version)

HT Report Activity

Grove Lea Primary School

Head teacher's Report

For: Summer 2016

Staffing

There have been no staffing changes in Summer 2016. We did however have a sad farewell to Mrs Donaldson and Miss Mellor. We hope they have settled well into their new positions. During the Summer term we were able to successfully appoint 2 new teachers for September; Mr Shackleton and Miss Chambers.

School Development Plan Progress

The Summer Term has been a busy one. There have been many highlights to the year. Big Maths is now fully embedded across school and we look forward to continuing using the resource next year as it's certainly helped to raise standards in mental maths.

Another Action Plan was to develop the role of middle leaders. This has been a huge success. At the start of the year Senior Leaders would direct subject leaders to what needed monitoring when and then share next steps. Now all middle leaders have full responsibility and accountability for leading their own subject with each leader regularly reporting to both senior leaders and other stakeholders e.g. Governors. All leaders can clearly talk about their subject area/key stage and share strengths and next steps with plenty of evidence to validate findings.

Under the direction of Mrs Wilson Early Years continues to be a strength of the school, despite the majority entering nursery below age expectations they end up leaving Reception making excellent progress.   Mrs Wilson and her team regularly look at data and observations checking for cohort strengths and weakness and then will quickly and promptly change resources and provision to meet the children's needs.

Although we haven't completed all work in regards to improving facilities for Outdoor Learning we have been proud of what has been achieved, especially in developing the KS1 outdoor learning area. Mr Pearson is very much looking forward to planning more specific tasks for the children next year. Outdoor learning will continue to be part of the School Development Plan in order to continue to raise standards in maths and literacy.

Data

Expectations continue to rise for children in the core subject. Rather than teaching children skills it is now all about children reaching age expectation in each year and then having time to consolidate their understanding. Staff work tirelessly in making sure children have the best opportunities to reach their potential. Target Tracker has continued to be a valuable resource for monitoring both progress and attainment of all pupils. As a school we have also held termly assessment weeks in order to help support teacher assessments. Where children have excelled or progress may not have been as good as expected Case Studies have been completed. These Case Studies include attendance reports, Intervention work, Social and Emotional barriers and samples of work.

<u>IMPACT- Partnership Group between Grove Lea, Fitzwilliam, South Hiendley and Ryhill</u>

The work within the partnership has been fantastic, in particular the collaboration work with Mrs Murray in developing the role of middle leaders. Each of the schools have found that working with Mrs Murray has been invaluable.

Developing Math across the four schools through sharing an INSET day was also an excellent way to raise standards for our children. It was also a wonderful opportunity for staff to network with colleagues from other schools.

We hope to continue to strengthen the partnership by developing bespoke CPD with Abraxus and looking at raising standards in Reading.

<u>Curriculum</u>

We have been able to get lots done in this long Summer Term. Children across all year groups have completed assessments. We are particularly proud of Year 1, 2 and 6 who have completed National assessments in Phonics and end of Key Stage. The school was also monitored by the Local Authority for end of Foundation Stage and Key Stage 1 assessments. We were extremely proud to have all our judgements validated and also commended for the amount of evidence we had to support judgements made. A big thank you to all the teaching staff across school for all their hard work.

We have also been lucky that ProVision have worked with Year 5 and 6 throughout the Summer Term. This has been fantastic for allowing children to practise skills ready for Sports Day and other competitive pyramid competitions.

In June Mrs Hudson organised and led a Computing Day across school. During the day children from both Year 5 and 6 led activities and coached children new skills from the computing curriculum. The children thoroughly enjoyed this day as they had opportunities to work with children from other year groups. We hope to offer more subject days next year throughout the year.

The SEAL (Social, Emotional, Aspects of Learning) programme for the Summer term has focused on British Values with lots of opportunities to learn more about our Queen and of course celebrate her 90th birthday. As part of the project children from KS2 completed various art work where an open gallery was organised for parents to view work.

Community Open day continues to be a big part of the school year. It is a great way to celebrate all the strengths of the school. This year not only did the choir and gymnasts perform but year 4 also shared their drum pieces from their 'Wider Opportunities' programme. In the run up to the day we have continued to hold an Enterprise Day where children work in their Teams (Ignis, Aeris, Aqua and Terra) to design, make, advertise and cost products to sell on the day. This becomes very competitive with both staff and children but it's a great way to build team spirit.
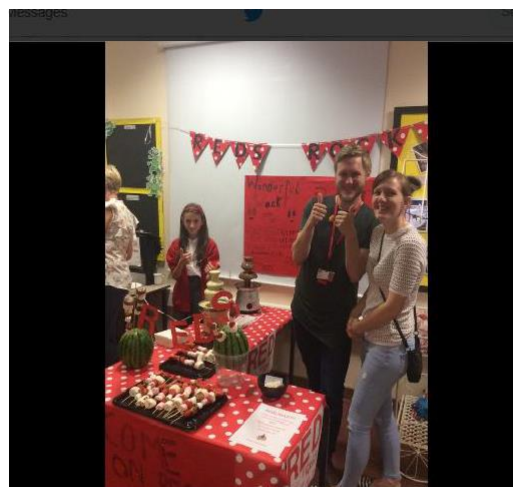
@Groveleaprimary @GroveLeaPrimary · Jun 11
House teams selling their products they have made . Wonder which team will win?

After School Clubs

After school Clubs for the Summer term had a sporting theme. The clubs on offer to the children were:

Football

Gymnastics

Netball

Construction

Provision Street Dance

Provision Olympic Games

The School Council will be involved in collecting ideas for what children would like for after school clubs for the next academic year. Clubs will continue to run for 10 week blocks- 5 weeks before the half term and 5 weeks after. After school club letters for Autumn 2016 Term will be sent out the second week back in September.

Educational Visits

Mrs Buckler continues to take the lead in organising and researching places for children to visit. Children love to learn on visits and have the opportunity to visit new places. All staff work hard in completing Risk Assessments and liaising with places in organising the activities for the children whilst they are there. It is also wonderful to hear feedback from the centres. Our children represent the school with pride and have excellent manners. The highlight of the term for Year 5 and 6 have been going on their Residential Trips

@Groveleaprimary @GroveLeaPrimary · Jun 16
From top of the eye

♥ 14

Parents and the Community

At Grove Lea we love to celebrate our work with Parents. In the Summer term we have held a Class drop in for parents to look at children's work and chat informally with teachers. At the end of the academic year parents were also handed an end of year report detailing their child's current attainment and progress for subjects across the curriculum and also comments on children's social and emotional development.

We are always pleased with the number of parents who come to events at school. Class Assemblies and Workshops still continue to be popular and we had a large number attend our Community Open Day. It was lovely to be able to meet, greet and chat with many parents and hear the wonderful things about our school. At the end of June KS2 also had the opportunity to display their SEAL art work in a pop up gallery. Again we were really pleased with the number of parents who came to celebrate our children's work.

PTA Events

A big, big thank you to the PTA for their continued support in raising money for the school On Community Open Day the PTA organised and sold refreshments as well as advertising and selling tables for local people to bring crafts and goods to sell. There was great up take with this.

The PTA have used their latest funds in helping us to finish our Tree Tops Room. This room is a fantastic place for children to have time with Learning Mentor and to also have space to have time to think or reflect. If children are not happy they cannot learn. This space will mean so much to many people, especially for our most vulnerable children. A big Thank you.

The PTA also were kind in purchasing named jackets for all the Y6 children, along with buckets and spades for all Year 1 and 2 children when they went to the seaside.

In July the PTA also kindly organised the Year 6 Leaving Disco. Although it is a very emotional time of year having to say Goodbye it is also a time of year to celebrate. The PTA leavers disco is a great way of doing this.

By having a PTA it means we can have staff spending more time in classes. The PTA are very eager to have more members. As a school we will continue to work hard in supporting the PTA advertise this.

Money Raised in the Summer Term

Community Open Day   £471.71

Air Ambulance, Wear something yellow/Staff bake off   £322.43

Fun Day £162

Current Attendance

Whole School Attendance including holidays = 95.8%

Whole School Attendance excluding holidays = 97%

Full Year Pupil Premium Attendance = 94.3%

Full Year Pupil Premium Attendance without holidays = 95.6%

Head teacher

NGA Article on HT Reports

The headteacher's report

Clare Collins examines why this can prove so problematic

One of the oft-repeated requests to NGA consultants is for guidance on what the headteacher's report should look like. So much so that we have considered putting together a template. But at the end of the day, like so much to do with governance, reducing the key reporting document for any governing board to a template would not do justice to any headteacher, governor or board.

When we carry out external reviews of governance, an aspect of our framework includes looking at the documents that the governing board requests and receives. We know from this scrutiny that headteacher reports differ wildly in content and form. Some are three pages long, some 30, others 60+. Many still cover operational matters in extensive detail; some list things such as visitors to the school and topics covered in assemblies; some report on sporting achievements and music and drama performances. Many report on standards, though often in a random manner which makes it hard to see if children are on track, let alone to spot trends. Very few report on progress being made towards delivering the agreed strategy for school improvement.

Headline targets

When a governing board agrees its vision, the priorities identified for achieving that vision constitute the strategy. For example, it would be unusual for a school's vision not to include the ambition for its pupils to achieve more, both in terms of attainment and progress.

Ideally, some headline targets for reaching this ambition will have been set, and progress towards achieving these targets should form the cornerstone of the head's termly report, along with supporting data to evidence the judgements being made on progress. This should be repeated for the limited number of key priorities which form the strategy. Because the priorities will have taken account of the context in which the school is operating, any changes to the context (eg numbers on roll or unexpected staff changes) need to be reported as this may mean some timely adjustment to the strategy and supporting plans.

Headteacher reports differ wildly in content and form

Any strategy will need to be resourced, so the head's report needs to include details of the agreed budget. It is important to know whether actual expenditure matches the budget plan, and if forecasts for day to day running expenses are accurate, as well as if costs for specific improvements or interventions are adequate. Likewise, knowing that the staffing structure is working well, with happy staff who are getting better at their jobs, and who are driving up performance, is crucial for sustained school improvement.

Other issues

There will be a range of other issues that heads will need to report on. These may concern compliance with key policies such as safeguarding and issues around premises, health and safety. The amount of detail needs to be agreed, but termly reports of, for example, incidents of bullying are

pretty meaningless unless they are contextualised with trends for, say, the last three years.

We know that governors are generally quite comfortable dealing with these aspects of governance – ensuring compliance is more straightforward than tracking progress on the key priorities – but these aspects should not take up too much time, and many can be reported on a pro-forma basis, perhaps appended to the main report. The advantage of pro-forma reporting is that governors get used to seeing information in a consistent format which makes it easy to spot key issues and trends.

Operational plan

So where does the operational school improvement plan fit in? This plan goes into the detail of how these headline targets will be met. It may include new planning systems, more detailed assessment, specific programmes for children who are falling behind and focused CPD for staff – all of which should have a responsible person, a time for delivery, and expected outcomes. But because it is an operational plan, the detail is beyond the scope of governance. Once there is a school strategy in place with SMART targets (*GM* Nov/Dec 2014 p38), there will no longer be a need for the governing board to see the full operational plan, often termed the SIP, SDP or SIDP. *&*

Clare Collins is lead consultant for NGA's consultancy and training service. For an external review of governance, a governing board health check, or a session on creating a new vision for your school, contact clare.collins@nga.org.uk

HT Reports

The Headteacher's Report to Governors

The governing board, and the Headteacher, should determine the scope and format of the Headteacher's termly report to governors.

This means that governors receive the information they need in order to stay focused on their core strategic functions and not be distracted or overwhelmed by information that is of lesser importance to them.

It is for the Headteacher to give governors the information needed for them to perform in their role. The Headteacher should also provide management information that governors require and in particular that relate to any priorities identified for improvement. This could be information and, or, data on:
- Overall effectiveness
- Pupil learning and progress
- Pupil applications, admissions (Academies and Foundation schools), pupil numbers, attendance and exclusions, pupil premium
- Deployment of staff, absence, recruitment, retention and performance, development of staff
- The quality of teaching, monitoring and Performance Management
- Safeguarding, child protection, welfare and behaviour
- The School Improvement Plan (SIP), the Self Evaluation From (SEF)
- Key issues identified in an Ofsted Inspection and in the SIP
- SEND provision and numbers, Free School Meals (FSM), Pupil Premium
- Resources
- Leadership and Management
- Effectiveness of Early Years
- Exams data (high schools) and Key Stage data (primary schools)
- Sixth form provision (high schools or academies)

The Headteacher may delegate some areas of the Headteacher's report to members of the SLT to write, however this must follow the requirements of the governing board (GB). Key Stage Co-ordinators and Subject co-ordinators may also be asked to write excerpts of the report if relevant to information requested by the GB or if related to school improvement.

It is important that the Headteacher thinks carefully about when to report information to governors. Reporting too early may mean that information changes however, governors should not be confronted with any late-notice surprises.

Items that should be reported at the earliest opportunity could be:
- Resignation from a member of staff.
- Any issue that could be a problem later on.

Headteacher reports could follow the current Ofsted Framework format:
- Overall effectiveness
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners
- The effectiveness of early years and sixth form provision

The headings can be adapted to suit special schools, VA schools, secondary schools (which would include additional exam data) and academies (the content may vary according to the role of the Headteacher or Executive Headteacher and finance matters may be reported separately).

An example of structuring the Headteacher's report to governors follows.

An example of structuring the report – based on the four Ofsted Judgements

1. SUMMARY OF PROGRESS ON KEY IMPROVEMENT PRIORITIES since the last meeting.

Summary of progress
-Key improvement priorities -Areas identified by Ofsted -Other aspects of developing the school

	Key Issue	Link to OFSTED report	Evaluation m/yy	Next Steps m/yy
Teaching	Key Issue 1: To improve teaching so that 100% is good or better across a wide evidence base by July 20yy	• Share the good and outstanding practice that already exists • Develop the use of tailored support for individuals so that all teaching is high-quality in all subjects	• 83% teaching good, 33% outstanding June 20yy • 78% of teaching obs good or better • On-track for 92% good Sept 20yy	• Continue NQT support programme • Continue with 2 individual support plans • Continue with highly personalised CPD
Behaviour and Safety	Key Issue 2: To improve conduct and learning behaviour so conduct is outstanding & 50% of learning behaviour is outstanding by July yy.		• This is an area of constant focus second half summer 20yy • Conduct and learning behavior good June yy	• Place2Be needed to address underlying issues to get outstanding behaviour
Achievement	Key Issue 3: To raise attainment and accelerate the progress of pupils in English (particularly SEND & FSM)	• Teachers use information from assessments to play activities that are precisely matched to pupils' needs • Learning always has a purpose and is meaningful for pupils • Pupils have time to respond to teachers' marking and feedback and make corrections to their work • Pupils have the opportunity to apply their mathematical knowledge to real-life situation	• Reading and writing progress well above average except Y3 reading which is above average. • Universally core pupils do better than all pupils • PP pupils are catching up.	• Response marking needs has improved but needs further work to ensure consistency across all classes.
	Key Issue 4: To raise attainment and accelerate the progress of pupils in Mathematics (particularly SEND & FSM)		• Mathematics progress is well above average across the school • Average PP Attainment Gap = -0.6	• Target small group intervention in Y3 and Y4 • Evaluate quality of new maths interventions • Personalised work on precision planning
Leadership and Management	Key Issue 5: Embed and extend the school's leadership capacity and impact so the school builds the capacity to become solidly good then outstanding		• Governance good. GB working with other Governing Bodies. • Strength and depth in leadership team • Progress & standards outstanding EYFS & KS1	• Ensure pupils who need to catch up to reach national standards make better than expected progress.

2. SCHOOL CONTEXT

Pupils

- Number on roll
- SEND
- FSM
- LAC
- Pupil Premium

Pupils	This Year	Last Year	2 years ago
Total on Roll (PAN: xxx)	Number	Number	Number
SEND	Number (%)	Number (%)	Number (%)
SA	Number	Number	Number
SA +	Number	Number	Number
Statements	Number	Number	Number
FSM	Number (%)	Number (%)	Number (%)
LAC	Number	Number	Number
EAL	Number (%)	Number (%)	Number (%)

Commentary:

Staffing Changes

- Leavers
- Joiners
- Maternity leave
- Vacancies
- Absence

Leavers: Role/years at school/reason for leaving/where to

Joiners: Role/where from

Vacancies: Reason/how long/impact/actions

Absence this term: example (this term last year in brackets)

Staff	Sick	Other	Total
Leadership	6	2	8
Teachers	35	9.5	44.5
TAs	96	24	120
Midday staff	2	8.5	10.5
Support staff	7	2	9
Premises Staff	48	0	48
Total	194 (131)	46 (32)	240 (163)

Reasons for increase/decrease; any long-term sick

Resources Update

Current projected over/underspend

Any significant expenditure

Overview of progress of any building works

Next Steps: *e.g. specific intervention/monitoring needed*

Actions for Governors: *e.g. anything to note, follow-up, take a decision on etc.*

3. PUPIL ACHIEVEMENT	
Attainment & Progress • Summary of results/tracking • % of pupils on track to meet end of year expectations	**Progress Example**: Progress from beginning to end of last term using % of pupils on track against age-related expectations

Progress Example:

Progress from beginning to end of last term using % of pupils on track against age-related expectations

Year Group	Reading		Writing		Mathematics	
	Autumn	Spring				
Yr 1	10% on track ARE*	40% on track ARE				
Yr 2						
Yr 3						
Yr 4						
Yr 5						
Yr 6						

*Age related expectations

Analysis: summary of main messages and strategies and interventions in place to address underperformance.

Early Years Foundation Stage	• % making a Good Level of Development • % making good progress
Use of Pupil Premium **Use of Sports Fund**	• Total PP/SF budgets • Progress on implementation of agreed strategies • Evaluation of impact to date • Any evidence of achievement gaps closing
Overall Grade: e.g. Good: 2	*Next Steps:* • *specific intervention/monitoring needed*
Actions for Governors:	▪ *anything to note, follow-up at committee* ▪ *questions to ask* ▪ *visits to school*

4. QUALITY OF TEACHING	
Report on how well teaching promotes learning, progress and enjoyment for all pupils ▪ outcomes of observations and teaching audits ▪ how well assessment is used to meet the needs of all pupils ▪ changes in teaching and learning policy and practice	Example: The recent local authority review found our judgements about the quality of teaching to be accurate. We continue to monitor the quality of teaching through observations but triangulate this judgement with other information such as class progress data and the quality of the work produced in the books. The following judgements are made about the teaching over time of individual teachers across the school: |	Outstanding	Good	Requires Improvement	Unsatisfactory
---	---	---	---	---
Autumn 1	14%	50%	36%	0%
Autumn 2	14%	59%	27%	0%	 The LA review found that where teaching was good the following was true: • Planning is secure and teachers recap on previous learning • Teaching is focused and expectations are high • Teachers understand where the children are, and questioning is good • Activities are engaging and challenging • Use of Teaching Assistants is good • Lessons show good pace and rigour Where lessons could be improved the following is true: • Some children are not making as much progress s as they should be • There is too much teacher talk • Use of assessment is not as robust as it should be • Lessons are not interactive and therefore children are not as engaged as they should be throughout The Deputies and I have fed back to each teacher individually about their performance during the review. Next term we aim to carry out another round of peer lesson observations focused on improving the quality of teaching further. Our aim is to increase the number of teachers who are outstanding over time and get at least 80% of teaching to good by the end of the academic year.
CPD ▪ Inset days ▪ Courses attended	List INSET and training linked to SDP/progressing key improvement priorities/appraisal. Evaluate effectiveness Impact of CPD
Overall Grade: e.g. Good: 2	*Next steps (example):* • *Continue to support those teachers whose teaching is not yet good over time through implementation of personalised support packages* • *Address any issues identified by the LA Review*
Actions for Governors:	▪ *anything to note, follow-up at committee* ▪ *questions to ask* ▪ *visits to school*

5. BEHAVIOUR & SAFETY	
Pupils' behaviour ▪ Exclusions ▪ Bullying incidents ▪ Racist incidents	▪ How many, even if nil return and trend e.g. previous 2 terms or same term last year Example: Racist Incidents ▪ Include gender, ethnicity breakdown where requested by governors ▪ How incidents were dealt with ▪ If reported as per policy
The effectiveness of safeguarding procedures ▪ Safeguarding ▪ Child protection ▪ Confirmation of named person/ governor ▪ Policy development or new initiatives	**Example:**
Health & Safety ▪ Termly / Annual Audit ▪ Policy developments or new initiatives ▪ Training issues or concerns	▪ Any serious accidents or incidents; outcome; any changes to practice ▪ Number of accidents recorded in accident book (+ trend e.g. 2 previous terms data) ▪ Any major site safety procedure/installation upgrades ▪ Any H & S concerns and how being addressed ▪ Any risk assessments undertaken
▪ **Attendance and punctuality**	Example: **2013/2014 Whole school** - 95.6% target
Overall Grade:	***Next Steps:***
Actions for Governors	▪ *anything to note, follow-up at committee* ▪ *questions to ask* ▪ *visits to school*

Example: Racist Incidents

Term	Aut 20xx	Spr 20xx	Sum xx	Aut 20xx	Spr 20y	Sum 20y	Aut 20y	Spr 20zz	Sum 20zz
No	3	11	6	5	5	5	4	4	7

Example:

Year	Children subject to CP Plan	Looked after children	Child carers	Pupils involved with SSD	Vulner-able pupils	Pupils with a Pastoral support plan	Pupils with a medical plan	Total
1								
2								
3								
etc								
Total								

Commentary: e.g. results of any recent audits

2013/2014 Whole school - 95.6% target

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
Whole School	107202	58	3551	907	112190	95.6

- Termly update could be by year group
- Termly – number of casual admissions (mobility)
- Information on persistent absence/lateness
- Impact of specific strategies

6. LEADERSHIP & MANAGEMENT	
The effectiveness of leadership and management in embedding ambition and driving improvement	**Could include:** ▪ Outcomes of any reviews of L & M ▪ Evaluation of how leadership & management is improving e.g. developing middle leaders ▪ Changes to staffing structure
Appraisal • Overview of targets & progress	• Annually (Spring term?) a report on implementation of appraisal policy e.g. if all reviews were completed; overview of objectives set and links to SDP; CPD identified • How appraisal is improving teaching & learning, leadership & management and pupil outcomes
Engagement with parents & carers ▪ Home-learning ▪ Surveys ▪ Meetings ▪ Focus groups ▪ Complaints	▪ Results of any parents' surveys including trends, issues highlighted and action taken as a result ▪ Any parents' evenings, events, initiatives relating to SDP priorities ▪ Any formal complaints; if so, how many, the broad nature, at what stage of complaints' policy and if on track
Pupils' Spiritual, Moral, Social, Cultural Development	• Range & % of pupils taking up extra-curricular opportunities e.g. sports, arts • How healthy lifestyles are being encouraged e.g. food, PSHE, sport • How assemblies, events, celebrations, visitors to the school are developing SMSC e.g. mutual respect and tolerance of those with different faiths and beliefs • Functioning and impact of School Council • Specific initiatives e.g. Ant-bullying Week
Overall Grade:	*Next Steps:*
Actions for Governors	▪ *anything to note, follow-up at committee* ▪ *questions to ask* ▪ *visits to school*
7. Any other areas not discussed in the meeting.	
Report on overall progress since the last report	Progress on ▪ Key improvement priorities ▪ areas identified by Ofsted ▪ other aspects of developing the school

With thanks to the headteachers of Stanhope Primary and West Acton Primary School who have very kindly shared their reports from which the structure and many of the examples have been drawn.

NGA– Knowing your school: Governor and Staffing

n|g|a National Governors' Association

GUIDANCE CENTRE

The independent organisation for school governors and trustees

Governors and staff performance

Knowing Your School

A series of briefing notes for school governors from the National Governors' Association produced in association with partners

NCOGS

GUIDANCE CENTRE

National Governors' Association

The National Governors' Association (NGA) is an independent charity representing and supporting governors, trustees and clerks in maintained schools and academies in England. The NGA's goal is to improve the well-being of children and young people by increasing the effectiveness of governing boards and promoting high standards. It does this by providing information, guidance, research, advice and training. It also works closely with, and lobbies, UK government and educational bodies, and is the leading campaigning national membership organisation for school governors and trustees.

The NGA online Guidance Centre is the information hub for governors. It supports you in your role as a governor, giving you access to up to date guidance and advice covering all aspects of school governance, including finance; staffing; Ofsted; curriculum; special educational needs; legislation and school improvement.

Practical governance resources include sample documents; templates; checklists; information summaries; insights; case studies and much more.
To join NGA and receive regular updates, contact:

National Coordinators of Governor Services (NCOGS)

NCOGS is a national organisation of professionals working in local authorities, diocesan authorities and independent providers of governor services. NCOGS exists to support and enable the delivery of high quality services to governors to ensure effective governance. NCOGS is able to influence and initiate national policy associated with governance issues; identify common themes and issues emerging from the regions and use these to inform national priorities as well as disseminating good practice in training and operational practice of governor services.
The chair of NCOGS is currently Andy Kent; chair@ncogs.org.uk

What's inside?

Governors and staff performance

What is the governing board's role in staff performance?

The governing board is responsible for ensuring high standards of performance in the school. The performance of staff employed at the school will have an enormous effect on the learning of pupils, and therefore their achievements. If the governing board is unaware of how well members of staff are performing in their roles, it will be unable to evaluate the school's progress. If teaching is not good, the governing board needs to know and ensure actions are being taken to improve this in order to fulfil its duty. The governing board also has to manage the performance of the headteacher. In some multi-academy trusts (MATS) performance management of individual academy headteachers is not necessarily delegated down to local governance level. Those governing in MATs should refer to their scheme of delegation to be clear about what role and input they will have in the performance management process.

There are several reasons why governing bodies need to ensure robust staff performance development systems are in place:

- School improvement: Effective staff appraisal and development is one of the most important levers for school improvement and it, therefore, needs to be done well in order for children and young people to achieve their potential.

- Effective self-evaluation: Governing bodies have a statutory responsibility to conduct their schools so as to promote high standards of education; if there is no formal appraisal, then the picture of the school is incomplete and it will not be possible to set an effective improvement strategy.

- Continuing professional development (CPD) for staff: If there is no formal appraisal process, then it is more difficult to determine and arrange appropriate CPD, which again will impact on the standard of education offered.

- Good employment practice: The governing board has a duty of care to its staff, and appraisal is part of any effective organisation's staffing procedures. All staff deserve to be managed well and, as part of this, to have an effective appraisal which is carried out properly and informs their CPD.

- Inspection: Ofsted inspectors will look at the correlation between performance appraisal, pay, and the quality of teaching. The Ofsted Framework has been revised and increased expectations in relation to appraisal and governors' knowledge of the correlation between teaching quality, pupils' progress and pay progression.

- **Regulation**: In maintained schools[1], teacher appraisal is a statutory requirement. There are specific regulations that govern teacher appraisal, but not the appraisal of non-teaching staff. Although these regulations do not apply in academies and free schools, it is still good practice for a governing board to ensure there is effective staff appraisal.

- **Pay**: The School Teachers' Pay and Conditions Document (STPCD) requires that pay progression (i.e. movement up a defined scale) for all teachers is linked to performance. In addition, teachers may receive a cost of living pay rise – although over recent years this has been limited as part of the government's restraint on public sector pay. This has meant that in actuality there has been discretion on whether to apply the increase to all staff and it has been linked to performance. For maintained schools any cost of living pay rise will be determined by central Government through the School Teachers' Review Board. Where academies have chosen not to follow the STPCD it is for the academy trust to determine pay and conditions, including any cost of living rises.

NB: Although academies do not have to adhere to the STPCD, many will have staff subject to the Transfer of Undertaking for Protection of Employment (TUPE) and so remain subject to the STPCD. Many others have chosen to follow the STPCD and almost all others will have their own schemes to relate performance to pay.

Is appraisal different from performance management?

Appraisal is one part of continuous year-round staff performance management or development. It is a key part of the annual cycle by which the performance of the staff of the school is assessed and developed. Most performance management/development cycles will include an annual appraisal meeting, at which the appraiser (or in the case of the headteacher, the appraisal panel) and the member of staff being appraised meet to discuss performance against the objectives set at the beginning of the year and the Teachers' Standards. Many cycles will also include a mid-year progress review. In this briefing note, when we refer to appraisal we mean the annual performance review meeting.

What are governors expected to know?

In maintained schools, governing bodies must establish a policy for the annual appraisal of the teaching staff (including the headteacher) and in carrying out the headteacher's appraisal; the governing board must have the support and assistance of an appropriate external adviser. The external adviser should have experience and expertise in performance management and an understanding of school data and as with any appointment the individual should be recruited to a specific role description and person specification. The governing board must make the final decision on who to appoint and it is good practice to change your external adviser at least every three years. This is to ensure that the person carrying out the role retains objectivity and the relationship does

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[1] Maintained schools – these are schools maintained by the local authority – community, foundation, voluntary aided and voluntary controlled schools.

not become 'too cosy'. Governing bodies have a great deal of freedom to set their own appraisal policies, providing that teachers are assessed with regard to the Teachers' Standards and that any objectives set contribute to improving the education of pupils at the school.

There is no legal requirement for academies to have appraisal processes in place, but it is good practice; NGA would argue essential practice. In addition, academies are subject to the same Ofsted inspection regime as other schools, which requires evidence of appraisal systems and their effect on school standards.

Likewise, there are no regulations in relation to support staff, but as a matter of good practice, governing boards should have an appraisal mechanism in place for support staff and can adapt the teacher appraisal policy for this purpose.

Ofsted inspection teams will consider whether governors understand how the school makes decisions about teachers' salary progression and performance. The *Ofsted Inspection Handbook* says that in relation to performance management, inspectors should ask headteachers for anonymised information relating to the most recent performance management outcomes and their relationship to salary progression.

Ofsted says in an outstanding school:
"Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school"."

School Teachers' Pay and Conditions Document

The School Teachers' Pay and Conditions Document (STPCD) is a statutory publication which sets out the framework for teachers' pay. It applies to all local authority maintained schools. Academies are not required to follow the provisions of the STPCD but many choose to do so. The STPCD is generally updated annually and comes into force from 1 September. The current document can be found on the DfE's website - STPCD 2015

The STPCD requires that all pay progression for teachers on the main, upper, leading practitioner, and unqualified teacher pay ranges must be explicitly linked to performance. Main, upper, and unqualified teacher pay ranges have only minima and maxima, and it is for individual governing boards to determine how teachers progress between those two points. For leading practitioners, governing boards must determine an individual range within the overall minima and maxima, with progression up that range linked to performance.

The Department for Education's (DfE's) expectation is that pay policies will provide for progression and that those performing more highly should have the opportunity to move between the minima and maxima more rapidly.

Leadership pay is calculated with reference to leadership groups, which have minima and maxima and it is for individual governing boards to determine the range for headteachers, deputy and assistant headteachers within the minima and maxima. These arrangements only apply to members of the leadership team appointed on or after 1 September 2014, or where the governing board reviews the pay of a member/members of the leadership team.

Governing boards will need to ensure that their pay policies take account of the new requirements in relation to leadership pay.

Five questions governing boards should ask:

1. Do all staff receive an effective annual appraisal?

2. How effectively do we appraise the headteacher?

3. What should our pay policy say about performance and progression?

4. What is the correlation between appraisal outcomes, pay, and the quality of teaching and learning in our school?

5. How effective is performance management in improving teaching and learning?

Question 1:

Do all staff receive an effective annual appraisal?

Appraisal of staff (other than the headteacher) is a management responsibility and not one the governing board should be directly involved in. However, in order to carry out its role as the board accountable for school performance, the governing board does need, and has a right, to know about performance of staff, and the outcomes of staff appraisal are a key source of this information. In addition, the full governing board (even if it has delegated the responsibility to a committee) is ultimately responsible for pay decisions and, therefore, should receive a report on the pay implications of the appraisal reviews (see question 4).

Of course the process must be treated with confidentiality. However, the desire to maintain confidentiality does not override the need for the headteacher and governing board to quality-assure the operation and effectiveness of the appraisal system. Governors must be confidential with this information and any breaches would have to be dealt with using the governing board's Code of Conduct. Staff governors in maintained schools are excluded by regulation from taking part in any discussion by governors relating to the performance or pay of another member of staff.

The governing board, or relevant committee, should receive anonymised information about the outcomes of performance management of staff and a summary of their objectives. We take 'anonymised' in this context to mean that any summary of performance against objectives given to governors will not name specific members of staff. However, in many cases it may be possible for governors to identify who those members of staff are, especially in smaller schools or departments, and obviously where there is only one such post-holder (e.g. one reception teacher) they will be identifiable, even if un-named. Some senior leaders choose to present reports without attempts to anonymise. Any such information, whether anonymous or not, must be treated confidentially and not disclosed outside the meeting at which it was discussed. Appraisal information is classed as 'personal information' under the Data Protection Act, and must be treated in line with requirements of that Act.

The headteacher in conjunction with the governing board needs to decide exactly what format that information takes. Some schools report all objectives to the governing board, as well as the number of objectives staff actually met (i.e. teacher A met all his/her objectives, teacher B met three objectives and partially met two, and teacher C met only one of his/her objectives). If you are not receiving the objectives themselves, you will need to have other ways of understanding how performance is being measured and assessed. This could take the form of summary comments by the headteacher.

Governors also need to be assured that all members of middle and senior management who act as appraisers have been appropriately coached or trained to do so.

Both appraisers and those being appraised need to be familiar with the SMART acronym: objectives should be specific, measurable, achievable, relevant and time-related. The objectives must be set with reference to improving the education of pupils at that school and the school development plan

as it pertains to improving the school's educational performance and provision. Teachers' performance must also be assessed against the Teachers' Standards. The headteacher and all members of the teaching staff should be aware of the Teachers' Standards. It is imperative that those governors sitting on the headteacher's appraisal panel should have a good knowledge of the system but all governors should be aware of them. You may wish to consider attaching them as an annex to your appraisal policy: DfE Teachers' Standards

(Even with SMART objectives, appraisers have to make judgements as to the extent to which objectives have been met, and those judgements should be as objective as possible, based on evidence available.)

Question 2:

How effectively do we appraise the headteacher?

An outstanding school focused on and successful in improving outcomes for children and young people needs to be led by an effective headteacher. Therefore, good performance management and development of the headteacher, including effective appraisal, is an important part of the governing board's drive for school improvement.

Regulations require governing bodies of maintained schools to appoint an external reviewer to support and advise them in the appraisal of the headteacher. The external reviewer needs not only to have a good understanding of school performance data but of performance management and appraisal and what good objectives look like. This appointment should be confirmed each year at a full governing board meeting, and should not be delegated to the headteacher to decide. Academies are free to determine their own processes; it will be for each academy to determine whether the relevant people have the skills and experience to carry out the principal's appraisal without an external adviser.

In a multi-academy trust (MAT) it will be for the academy trust board to determine who carries out the appraisal of academy principals. Depending on the size of the MAT this could be: the trust board, the executive principal/chief executive or the local governing committee. It needs to be clear to all concerned who will be responsible. Maintained schools are required to adopt an appraisal process, which should include details of how the headteacher's appraisal will be conducted. It is for the governing board to determine the exact process (e.g. who will conduct the appraisal). Common practice is for the governing board to delegate the headteacher's appraisal to two or three review governors. The skills and experience of the panel should be carefully considered, for example, do any governors have senior management roles in their own working life in which they have experience of appraising staff? It is usual practice for staff to be appraised by a line-manager who has an understanding of the individual's performance. As the chair is the governor who will know the most about the performance of the headteacher on a week-to-week basis, unless there are exceptional circumstances, the chair should be part of the appraisal panel.

It is essential that those undertaking the appraisal have received appropriate training, but for those who have professional experience of appraisal, this may take the form of coaching from the

external adviser to introduce any aspects that may be particular to schools. It is good practice to rotate the membership of the headteacher's review panel at least every two or three years. Not all members should change at the same time, but one new member each year brought in can give a different perspective and prevent the group from becoming too cosy or too formulaic.

The headteacher's objectives are set by the appraisal panel after consultation with the external adviser and discussion with the headteacher. This discussion can be pivotal in ensuring the headteacher understands the expectations of the governing board. The objectives will, if achieved, contribute to the plans for improving the school's education, and, therefore, are likely to correlate with the priorities identified in the school strategy. As well as delivering the school's improvement priorities, there may also be an objective relating more to improving leadership & management e.g. an objective may be to improve the SLT's management skills or for the head to work more effectively with the governing board. A discussion about leadership styles might also feature as part of the headteacher's development objectives.

The panel must discuss with the headteacher the progress against the previous year's objectives; this may require a courageous conversation, which governors must not shy away from, but carry out constructively. The appraisal panel also makes a recommendation on pay to the pay committee (see question 3).National Standards of Excellence for Headteachers were published in January 2015. The standards fall under four headings: qualities and knowledge, pupils and staff, systems and process and the self-improving school system, under each heading sit six 'standards'. Unlike the Teachers' Standards, these have no statutory basis and should certainly not be used as a checklist against which to assess the performance of the headteacher. They may, however, provide a useful basis for discussing future opportunities and objectives for professional development

It is a matter for the governing board to determine whether the headteacher's objectives, and performance against them, will be shared with the whole governing board (apart from staff governors) or remain confidential to the review panel. On balance we recommend that objectives should be shared given the importance of the process in achieving school improvement. Where objectives are shared then this should only be done once they have been finally agreed with the headteacher. The governing board could decide that objectives relating to the school's development would be shared with the governing board, whereas those relating to the headteacher's personal development are not. However, if this information remains confidential from the rest of the governing board, the governing board as a whole does need to be assured the appraisal process is robust (see question 4). One way to do this may be to receive an independent summary report from the external adviser, or alternatively a governor who is not on the panel could be appointed to review the headteacher's performance appraisal and report back to the full governing board. The latter case would be to inform future practice.

Ofsted inspectors will expect to see evidence that the governing board performance manages the headteacher rigorously.

Question 3:

What should our pay policy say about performance and progression?

In maintained schools, the governing board must adopt a pay policy linked to the appraisal system, setting out the basis on which it determines teachers' pay. The pay policy should set out how all pay decisions are made, including the principles by which the governing board will exercise its discretion in pay matters. The pay policy also needs to set out how appeals against pay decisions can be made. Governing boards subject to the STPCD must review their pay policy annually. Even where the STPCD does not apply it is good practice to review pay policies regularly, at least every three years. Appraisal policies should also be subject to regular review, especially if changes to the pay policy are being made.

The STPCD requires that pay progression for teachers in maintained schools must be explicitly linked to performance. This will also be the case for any academies which have chosen to adopt the STPCD or which have staff still subject to the document.

The STPCD is generally updated annually and comes into force from 1 September. The current document can be found on the DfE's website - STPCD 2015.

Pay policies must be precise about what is expected of teachers in order for them to move up the relevant pay range. Expectations need to be communicated clearly to appraisers and those undergoing appraisal. Where expectations are not set out clearly in the document governing boards will leave themselves open to challenge.

There are a number of model policies available to governing boards to adopt or adapt; the DfE provides a basic outline policy, as well as more extensive guidance, and has some exemplar policies on its website. The teaching unions provide guidance and/or model policies. In many cases, local authorities also provided model policies, which in most cases have been subject to negotiation with the teacher unions and in some cases agreement was reached.

The pay policy must be suitable for the circumstances of the individual school and the governing board and headteacher must make clear what expectations are placed on staff by the policy. Likewise any review of the pay policy must assess whether it still fits the circumstances of the school. Any changes to the pay policy must be communicated clearly to all those subject to it.

Reviewing staff pay

Governing bodies must review the pay of all teachers annually. Academies are free to set their own pay policies, including how often pay will be considered. When setting the pay policy, the governing board will determine whether to delegate its responsibilities to a pay committee (made up of at least three non-staff governors) or to the headteacher (see below). Many governing bodies delegate pay responsibilities to one of their other committees, for example, staffing or resources committee. The committee then takes decisions regarding the pay following consideration of the recommendations of pay reviewers and the advice of the headteacher. Although technically possible, it is not good practice for pay decisions to be considered by the full governing board in

case of appeals against decisions. In maintained schools staff governors must not be involved in discussion about the pay or performance of any other member of staff. In multi-academy trusts the trust board will need to decide whether pay decisions are delegated to local academy level or determined at trust board level. This will almost certainly depend on the size of the MAT and the number of schools/pupils it covers.

Even where pay decisions are delegated to a committee, in a large secondary school rather than reviewing every decision, you may wish to consider viewing a sample from each department to assess the robustness of the process. The relevant committee should also receive an overall grid setting out how many staff are recommended for pay progression – this table should also include information about gender and ethnicity to ensure that no group is being treated more, or less generously than others. It is essential that governing boards ensure equality in decision making.

Governing boards can delegate pay decisions to headteachers and indeed in other sectors it would be unusual for the governing board to be involved in pay decisions for staff below senior leadership level. Where a governing board chooses to do this the relevant committee may wish to sample the pay decisions for some staff to assure itself that the process has been carried out appropriately. The committee should still receive a grid showing the number of staff who progressed by subject, gender and ethnicity.

Minutes of committees making pay recommendations should not be circulated to other members of the governing board until any appeals are heard in order to ensure governors hearing appeals are not influenced by prior discussions. The position of staff governors does leave governing boards in a quandary about the minutes of discussions in relation to staff pay and performance. There is no definitive legal ruling on this matter, but NGA's view is that minutes about discussions of the committee should not be circulated to staff governors.

How does pay relate to performance for teachers subject to the STPCD?

Classroom teachers
: Teachers on the main, upper, and unqualified pay ranges progress between the minima and maxima of that range in accordance with the pay policy adopted by the governing board. Leading practitioners will progress up the individual range set for them by the governing board. Progression must be explicitly linked to performance over the previous appraisal period. In addition, teachers may be eligible for Teaching and Learning Responsibility (TLR1 and TLR2) points. Governing boards must determine the overall number of TLR payments available in the school, and the levels and values of those payments. Governing boards are also able to award time-limited TLR3 points for teachers working on a specific project.

The STPCD sets out the circumstances under which teachers with particular responsibility for Special Educational Needs (SEN) will qualify to be paid an SEN allowance. Where a teacher qualifies to receive an allowance, the governing board must determine a spot value within the range published in the STPCD.

Upper Pay Range
: Governing boards are responsible for determining how and when teachers can apply to move between the main and upper pay ranges. The school's pay policy should set out

when teachers can apply, i.e. has the governing board stipulated that this can only be when a teacher reaches the top of the main pay range, or can a teacher apply when s/he thinks s/he meets the criteria? Likewise, it is for governing boards to decide whether to allow teachers to apply at any point during the year or, as with the previous arrangements, to put in place a fixed deadline for applications. The STPCD sets out the basic requirement for meeting the upper pay range threshold. Individual pay policies should set out the precise criteria teachers will need to meet to move through to the upper pay range. As with the main pay range, the upper pay range now consists of a minima and maxima, and it is for governing boards to determine where on the range a teacher qualifying to be paid on that range should be.

Teachers on leadership group pay: this includes headteachers, deputy and assistant headteachers. Governing boards determine the number of leadership posts in schools. Significant changes were made to the STPCD in relation to leadership pay in 2014 and consequently, there are different rules for those appointed in post before 1 September 2014 and those appointed after, or where the responsibilities of the post have changed significantly since 1 September 2014. Where the appointment was pre-September 2014 and there had been no significant change to the responsibilities of the post, then salaries should remain as calculated before September 2014.

For headteachers new to post or where the responsibilities of the role have significantly changed, governing boards will need to determine a pay range which is linked to the group size of the school (based on the number on roll). Each group size has a minima and maxima and it is for governing boards to determine the range within these limits. While the expectation in the document is that the majority of headteacher salaries should be within the normal group size, there is scope to pay above the maximum of the group size where the role is particularly challenging. Governing boards should always seek advice from their local authority or HR provider (or both) if considering paying their headteacher above the maximum for the group size for their school. Pay ranges for deputy and assistant headteachers should not exceed the maximum of the relevant group range and only in exceptional circumstances overlap with the headteacher's range.

The governing board's pay policy should make explicit reference to the way in which the headteacher's pay progression will be determined. Progression up the pay range remains dependent upon the individual demonstrating "sustained high quality performance", but it is for governing boards to determine what that level of progression should be. Governing boards should only review the pay range when the responsibilities of the headteacher, or the challenges of the role have materially changed – i.e. the range should not be extended simply because the headteacher has reached the top of it. Judgements must be properly rooted in evidence and be made having regard to the most recent appraisals or reviews. Clearly, leaders will have to have achieved something beyond the normal job description and national standards. This could be taking the school out of 'special measures' in less than 12 months, for example, or improving progress and attainment substantially more than other schools. One key challenge is to identify the specific contribution the school leader/teacher made to the outcome, since most improvements result from team effort. Governors need to be forensic and relentless in their testing out of the evidence.

Question 4:

What is the correlation between appraisal outcomes, pay, and the quality of teaching and learning in our school?

Governors are obliged to ensure rigour in relation to teachers' pay. There should be a very close relationship between school performance trends; staff performance objectives and appraisal outcomes; and teacher and headteacher pay increases. As part of the inspection process, Ofsted inspectors assess governors' understanding of how their school makes decisions about teachers' salary progression and performance. Governors can evaluate the effectiveness of performance management throughout the school by monitoring the correlation between the quality of teaching, pupil outcomes, and other priority indicators with appraisal outcomes and teachers' (and headteachers') salary progression.

To do this, the governing board clearly needs to understand the school's performance and the outcomes for pupils:

- What standards and rates of pupil progress are being achieved currently throughout the school?

- What does the three year trend look like (are outcomes staying level, improving or getting worse, year on year)?

- How good is teaching throughout the school?

For more detail on these, see other *Knowing your school* briefing notes.

Second, we need to compare the school level information with the percentage of objectives met at appraisal and make some initial hypotheses:

- If standards are falling but most appraisal objectives have been met, it suggests that appraisal is insufficiently robust;

- If standards are staying level and appraisal objectives have all been met, it may suggest that objectives are not sufficiently stretching;

- If standards are staying level and appraisal objectives are not generally being met, it may be indicative of problems to come, possibly some objectives are unrealistic or staff development is not having the required effect;

- If standards are rising and appraisal objectives have been met, it suggests that appraisal is probably sufficiently robust.

Further questions can be asked:

- Are the objectives sufficiently demanding and precise enough to mean something?

- To what extent do the objectives correlate with the schools' key priorities?

- To what extent are the objectives themselves related to improved pupil outcomes or the quality of teaching?

This review may lead to the headteacher and leadership team being asked to improve the precision and ambition of the appraisal objectives set for the teaching staff, and/or the continuous professional development offered to staff (see question 5).

The governing board also needs to be clear that the system is being applied objectively and fairly to all members of the teaching staff. When receiving the headteacher's recommendations about pay, governing boards should ask for the information to be split on the basis of teacher characteristics, e.g. age, ethnicity and gender. The governing board needs to be aware of its responsibilities under Equalities legislation, and if it appears that an identifiable group (e.g. White British females) are being particularly advantaged or disadvantaged by pay decisions, further information and explanation should be requested. In secondary schools, the information should also be provided by department, e.g. physics and history, to ensure that all departments are applying the pay and appraisal policy consistently.

Question 5:

How effective is performance management in improving teaching and learning?

As well as evaluating staff performance against objectives, appraisal discussions must also consider the Continuing Professional Development (CPD) needs of staff and how these needs will be best met within the resources available. As well as objectives related to performance, staff should also be set personal development objectives.

Governors must make sure that there adequate time and resources are devoted to CPD at the school. When setting the budget, governors may want to request benchmarking information to ascertain what is an acceptable level of investment. Having allocated the budget, the impact of the expenditure on CPD needs to be assessed and reported.

The outcomes of the resulting CPD should be part of an annual report on performance management from the headteacher to the relevant committee or full governing board. In addition to recommendations on pay awards arising from annual appraisal, the headteacher should report key information relating to the impact of the performance management policy and teachers' training and development. This report should not just cover the outcomes of annual appraisals, but also the effectiveness of ongoing performance management and development of staff and how this relates to the outcomes for children.

Governing boards need to be convinced that the resources being allocated to CPD are having a positive effect on the quality of teaching and learning in the school. Here are some suggested questions which governors may want to ask:

- How much money is being spent on the full variety of CPD activities? Do we need to increase this?

- How much time is allocated for staff to engage in professional learning? Is time allocated for all staff, including non-teaching staff?

- Is this time sufficient, or so we need to plan to extend this?

- Do CPD activities have specific outcomes, including where possible pupil outcomes, associated with them? Is the impact of each activity being evaluated upon these outcomes?

- What is the programme of CPD activities for the year? How long is each CPD focus being sustained for – are these one off activities or long-term approaches?

- Is the school building on the expertise and skills of its own staff, and how is the school working with other schools, including Teaching School Alliances?

- How is the school ensuring that it is engaging with quality providers? Is it strategically comparing courses and consultancy on a national database (such as Good CPD Guide.com)?

- What steps is the school taking to ensure that up-to-date, evidence-based approaches to teaching are being actively sought and embedded?

- Is every member of staff (including non-teaching staff) being proactively supported in their career development?

- Are appraisal and mid-year reviews used with all staff to discuss specific development needs and set a personal development objective?

- Does every member of staff feel supported and constructively challenged? Do they feel trusted and valued?

- How are school leaders ensuring that top-down quality assurance processes aren't hindering a culture of professional learning?

For further information on consideration of CPD, if you are a member of NGA, see http://www.nga.org.uk/getattachment/ac8fa11b-75b7-43ae-84ec-dad254f83bbf/GM-Nov-Dec-14-20-21-The-Self-Improving-School-the

NGA has produced questions for governors to ask on a range of issues: http://www.nga.org.uk/Guidance/Holding-your-school-to-account/Monitoring-Performance/Knowing-Your-School.aspx

If you are not a member, further details can be obtained here: http://www.nga.org.uk/Membership.aspx

NGA External advisors - if you are looking for an external advisor NGA can help - http://www.nga.org.uk/Services/ConsultancyandTraining/HTPM/ExternalAdvisors.aspx

Accounting to Ofsted

Accounting to Ofsted for the governing board's strategic responsibility for the educational performance of the school

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
- whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm
- the rigour and accuracy of self-evaluation and how well it leads to planning that secures continual improvement
- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities
- how effectively leaders use the primary PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this
- how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- the effectiveness of the actions leaders take to secure and sustain improvements to teaching, learning and assessment and how effectively governors hold them to account for this
- how well leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils, and how effectively governors hold them to account for this
- the quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors use performance management to promote effective practice across the school
- how effectively leaders monitor the progress of groups of pupils to ensure that none falls behind and underachieve, and how effectively governors hold them to account for this
- how well leaders and governors engage with parents, carers 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[1]
- how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics[2]), through their words, actions and influence within the school and more widely in the community
- the effectiveness of safeguarding
- the effectiveness of leaders' and governors' work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism and what the staff do when they suspect that pupils are vulnerable to these issues.

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[1] *Governors' handbook*, Department for Education March 2019; https://www.gov.uk/government/publications/governance-handbook

[2] As defined by section 4 of the Equality Act 2010 www.legislation.gov.uk/ukpga/2010/15.

<u>Extract from Ofsted School Inspection Handbook, September 2019</u>

Leadership and Management

Section 229

The leadership and management judgement is about how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils. It focuses on the areas where inspection and research indicate that leaders and managers can have the strongest effect on the quality of the education provided by the school. Important factors include:

■ 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 ν 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

■ whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this 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

■ whether leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education. Also, 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 workload and well-being of their staff, while also developing and strengthening the quality of the workforce

■ the extent to which leaders' and managers' high ambitions are for all pupils, 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.

■ 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.

Governance

Sections 236-237

■ Inspectors will seek evidence of the impact of those responsible for governance.

■ In a maintained school, those responsible for governance are the school governors. In a stand-alone academy, it is the trustees.

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Sections 238-243

◼ In a MAT, the trustees are responsible for governance. Inspectors will ask to speak to one or more of the trustees. It may be that, on occasion, the trustees have chosen to delegate some of their powers to the members of the 'academy committee' or 'local governing board' at school level. If inspectors are informed that a local governing board has delegated responsibilities, they should establish clearly which powers are with the trustees, which are with the leaders of the MAT and which are with the local governing board. They should then ensure that both their inspection activities and the inspection report reflect this.

◼ Inspectors will need to bear in mind, when inspecting academies that are part of a MAT, that governance functions can be quite different from those in a maintained school. Some functions that a governing board in a maintained school would carry out may be done by management or executive staff in a trust. If this is the case, it will still be important for inspectors to ascertain the trust board's role in that process and how it ensures that these functions are carried out properly.

◼ The governance handbook sets out the purpose of governance, which is to provide confident, strategic leadership, and to create robust accountability, oversight and assurance for educational and financial performance.

◼ The governance handbook also sets out the statutory functions of all boards, no matter what type of school or how many schools they govern. There are three core functions:
   o ensuring clarity of vision, ethos and strategic direction
   o holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff
   o overseeing the financial performance of the school and making sure that its money is well spent, including the pupil premium.

◼ Inspectors will explore how governors carry out each of these functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils.

◼ In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Please note that, when inspectors consider whether governors are fulfilling this responsibility, they are not expected to construct or review a list of duties.

Section 244

◼ Inspectors will gather evidence about the use of the pupil premium, particularly regarding:
   • the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years
   • how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact
   • the learning and progress of disadvantaged pupils, as shown by published outcomes data.

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Grade descriptors for leadership and management

Section 277
In order for the leadership and management of a school to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)

■ The school meets **all** the criteria for good in leadership and management **securely** and **consistently**.
■ Leadership and management are **exceptional**.

In addition, the following apply:

■ Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
■ Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
■ Staff consistently report high levels of support for well-being issues.

Section 278

In order to judge whether a school is good or requires improvement, inspectors will use a 'best fit' approach, relying on the professional judgement of the inspection team.

Good (2)

■ Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

■ Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.

■ Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.

■ Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.

■ Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

■ Leaders protect staff from bullying and harassment.

■ Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are

held to account for the quality of education.

- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

- The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.

Requires improvement (3)

- Leadership and management are not good.

- Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following applies.

- The capacity for improving the quality of education provided by the school, or for improving the personal development and behaviour and attitudes of pupils, is poor or leaders are overly dependent on external support.

- Leaders are not doing enough to tackle weaknesses in the school.

- The improvements that leaders and those responsible for governance have made are unsustainable or have been implemented too slowly.

- The school is systematically gaming its results, entering pupils for courses that are not in their educational best interest.

- There is evidence that pupils have been removed from the school roll without a formal, permanent exclusion or by the school encouraging a parent to remove their child from the school roll, and leaders have taken insufficient action to address this.

- Leaders are not aware of, or are not taking effective action to stem, the decline in the attainment or progress of disadvantaged pupils.

- There is a clear breach of one or more of the legal responsibilities of those responsible for governance, and that breach is serious because of the extent of its actual or potential negative impact on pupils. The proprietor/governing board either is unaware of the breach, or has taken insufficient action to correct it and/or to remedy the negative or potential negative impact on pupils and/or to ensure that a suitable system is in place to prevent a similar breach in the future.

- Safeguarding is ineffective. The school's arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident.

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Governor Support Service

Intro to Governance
Part 3 - Knowing your school
Summer 2020

Resources Pack

1. **NGA Knowing your school – Visits guidance**
2. **Extract on Data from DfE Gov Handbook**
3. **Questions on efficient management of resources and finances**
4. **DfE Guidance on Understanding Data – weblink**
5. **Analysing School Performance (ASP) Guide**
6. **FFT Aspire School Data Dashboard Guide**
7. **Field Junior School (Herts) - DfE data example**

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NGA

Knowing your school

Visits guidance

Knowing your school:

School visits

Holding your school to account

National Governors' Association

The National Governors' Association (NGA) is an independent charity representing and supporting
governors, trustees and clerks in maintained schools and academies in England. The NGA's goal is to improve the well-being of children and young people by increasing the effectiveness of governing boards and promoting high standards. It does this by providing information, guidance, research, advice and training. It also works closely with, and lobbies, UK government and educational bodies, and is the leading campaigning national membership organisation for school governors and trustees.

The NGA online Guidance Centre is the information hub for governors. It supports you in your role as a governor, giving you access to up to date guidance and advice covering all aspects of school governance, including finance; staffing; Ofsted; curriculum; special educational needs; legislation and school improvement.

Practical governance resources include sample documents; templates; checklists; information summaries; insights; case studies and much more.

To join NGA and receive regular updates, contact:

What's inside?

Visits to schools – the role of those governing

Introduction

Visits to schools by those governing can be enormously useful in helping them carry out their role. That role is largely strategic, not operational, and includes ensuring vision is being turned into reality, ethos is being embedded and progress is being made against the strategic plan. At the heart of this is one of NGA's eight elements of effective governance : knowing the school – the data, the staff, the parents, the children and the community.

There are numerous ways those governing can know their school or schools, for example, through analysing pupil data, receiving feedback from the headteacher, and seeking the views of parents, staff, and pupils. However, actually visiting the school in person provides a valuable insight into how the school operates as well as an opportunity to put other information in context. A well-planned programme of visits forms an important element of the governing board's strategic role.

Even those who are familiar with the school as staff or parents will find school visits important for developing their knowledge of the school from a governance perspective. It also has less obvious benefits, such as helping to build positive relationships with staff and demonstrating commitment to the school.

The Department for Education's (DfE's) *Governance Handbook* (November 2015) states that:

> "*Many governors 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, governors can see for themselves whether the school is implementing their policies and improvement plans and how they are working in practice*".

Setting expectations for visits

Every visit should have a clear, prearranged focus. This is important because it helps those governing use their time, as well as that of school staff, productively. The focus of the visit will generally relate to the governing board's monitoring of the school strategy or to developing a rounded understanding of the school's strengths and weaknesses.

In most cases, the visit should link to objectives and targets set out in the vision and strategy formulated by the governing board (see *A Framework for Governance* for more on formulating and monitoring the strategy).

Visits should involve the member of staff responsible for the objective or target meeting with the member of the governing board in order to provide background information and context, showing the initiative in action, and if possible providing the opportunity for them to speak to children or staff members who are affected by it. Examples of what a visit could focus on include:

- The use of resources such as how the premises are utilised, a new teaching resource in action or a demonstration of an IT system)

- Monitoring the implementation of a particular policy for example safeguarding, homework, lesson planning

- Monitoring progress towards specific targets from the school/academy development plan for example meeting with the subject lead of an area for improvement and learning about the strategy adopted and how this translates through to classroom practice and children's learning

- Gaining an understanding of a particular curriculum area or year group

- Gaining an understanding of the process of assessment and tracking pupil cohorts

- Gaining an understanding of how a particular issue (e.g. provision of ICT, boys' achievement, literacy) is dealt with on a day-to-day basis

During any visit to the school it is important to remember that the role of those governing is strategic, not operational. Visits by members of the governing board should not be confused with inspections. For example, if the focus of the visit is the Health and Safety policy, acceptable activities would be to seek an understanding of how the policy is managed, how staff are made aware of the policy, about any issues and how they have been dealt with, what lessons have been learned when things go wrong, how health and safety is audited and how the findings are acted upon.

It is not within the remit of the governing board for individual members of the board to tour the school carrying out health and safety checks. Even if you have this expertise through your job, this should be left to professionals contracted by the school for that purpose.

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 the children about their work or the resources they use may be an appropriate part of the visit. Sometimes a focus group of children or staff would be useful for example if you were exploring attitudes to an attendance policy.

Most of the time school visits will have a key focus on the governing boards monitoring role, but there are some occasions where this won't necessarily always be the case. For example, a new member of the governing board may 'tour' the school as part of their induction or those governing may attend a parents' evening as a means of engaging with parents. If the school has parent or pupil councils, it can be useful for members of the governing board to meet with these groups or sit in on meetings. For more on engagement with parents, see the *Knowing Your School: Getting to know your parents* briefing.

A common pitfall: "I'm here to observe the lesson"

It can be easy to fall into the trap of referring to a school visit as a chance to "observe" teaching and learning – but by doing so; you could be causing unnecessary confusion and stress. "Lesson observation" has a specific meaning in a school context: it is an activity undertaken by school

leaders in order to collect evidence about teachers' performance for the purposes of appraisal. This is, of course, a professional task and should be carried out by the headteacher or appropriate line managers.

Most members of governing boards do not have the expertise to do this and, even if they do, it is not within their remit. It is important for those governing to avoid giving the impression that they are there to judge or inspect teachers' performance. As the *Governance Handbook* states:

"Governors are not inspectors and it is not their role to assess the quality or method of teaching or extent of learning".

While Ofsted's inspection handbook makes no explicit reference to governors, trustees or governing committee members visiting their schools, inspectors will be looking for evidence of how well governing boards know their school and learning from visits can form an important part of this. Confusion around this has sometimes been compounded by some Ofsted inspectors.

Feedback from members and published reports has made NGA aware that governing board members are sometimes asked whether they visit lessons to understand the quality of teaching, and comments that appear to praise this practice can make their way into reports. Ofsted's National Director for Education, Sean Hartford, clarified that this is not the inspectorate's policy in his blog on the Ofsted website 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

When speaking to inspectors, those governing should be confident about what they are doing in visiting the school – and confident in why they are not engaging in operational activities.
The key message is that when visiting the school, a protocol and a clear focus should be in place that is understood and agreed by all involved. An NGA model protocol is available in annex 1.

There may also be visits to the school for less formal occasions such as school plays or celebration events. Governing boards may choose not to count these as formal visits but visiting governors should nevertheless follow the school visits' protocol as appropriate.

How often should I visit?

There is no need for those governing to be in school every week – as the *Governance Handbook* states, those visiting "should make sure they do not interfere in the day-to-day running of the school". It can therefore be useful for the governing board to set a minimum and maximum number of visits that individuals should make each school year. NGA recommends that each individual board member visits the school at least once a year but no more than once a term. This not only keeps visits to a sustainable and pragmatic level, but will also ensure that those visits are spread out over the academic year.

It's also worth remembering that demanding a high number of day time visits might even act as a barrier to recruiting or retaining good board members. Full time work or family care commitments may mean it is difficult for members of the board to visit the school during the school day. Visits should therefore not be frequent and should be as focused as possible. There may be a few exceptions to this, such as when those governing are sitting on an interim executive board.

In federations, at least one governor should visit each school once a term.

In multi academy trusts (MATs), even where local level governing committees are in place, it is still important for each school within the trust to receive at least one annual visit from a trustee. As well as providing the MAT board with greater visibility within its schools, school visits will also give trustees valuable insight in to the implementation of the MAT wide vision and strategy and provide assurances governance arrangements are effective. As it may not be sustainable in medium to large MAT's for each school to receive termly visits from a trustee, MAT boards should consider the best approach to school visits in order to best utilise trustees' limited time.

A visit does not need to mean spending the whole day in school; while you do not want to be rushing in and out, for most purposes a well-planned and utilised hour at the beginning or end of the school day can be sufficient for a productive visit and should be manageable for those with work schedules or family responsibilities to juggle.

Of course, individuals may also spend time in school in a non-governance capacity. Parent governors, trustees or local committee members will visit the school in relation to their child's education, staff governors for their jobs, and other governing board members may volunteer in the schools in other ways (such as listening to children read). It is important to keep these roles separate from that of governing and to be clear about when you are visiting in a governance capacity.

What should I do on a visit?

Governors, trustees and local committee members do not have the right to visit the school unannounced and it is vital to plan school visits in advance, especially if they involve visiting classrooms. Visits should be part of a planned programme agreed by the whole governing board and linking to the school strategy. Having a clear protocol in place that is understood by all ensures a disproportionate amount of time isn't spent planning each visit.

Each member of staff who will be involved in the visit should also know the purpose of the visit and what to expect. This should be coordinated directly through the headteacher who will confirm details of the visit with the staff member themselves.

As well as the more obvious questions of where, who, and what, those governing should establish the finer details of how they will be expected to conduct themselves in order to ensure that everyone is comfortable and confident about the visit. They should also be familiar with the school's code of conduct as well as that of the governing board, and may wish to ask specific questions such as:

- Where should I go on arrival at the school?
- Who will meet me and introduce me to the relevant staff member?
- How would you like me to be introduced to pupils i.e. by first name or Ms/Mr X?
- How should I address staff i.e. by first name or Ms/Mr X?
- What should I do if a pupil asks for help?
- What should I do if I see a pupil behaving inappropriately?

Are visits to classrooms needed?

This guidance is primarily based on schools visits where a member of the governing board is 'hosted' by a senior or middle leader, perhaps to discuss directly with them a specific area or school responsibility or to see how agreed improvement plans are being implemented. However where agreed, a visit to a classroom may still be in order, not to observe lessons, but as a means of assisting governors to get to know their school in the broader sense.

Examples could include getting to know the schools behaviour policy in action, or a visit specifically focused on the strategic priorities around the developments of premises and resources e.g. establishing that all the pupils can actually fit into the classroom and are adequately resourced.

Reviewing school visits

After each visit to the school, individuals should take time to reflect and consider anything they might do differently in future visits.
In addition, the governing board should review their school visits protocol every academic year. The review should consider:

- Are our visits proving useful?
- What benefits, particularly unexpected benefits, have come from our visits?
- Are we better informed and enabled to make sensible decisions?
- Is there anything we need to change about how visits are conducted, taking into account feedback from school staff?
- What should I do if I have concerns about staff?

Do's and Don'ts

The table below provides a guide to what those governing should and shouldn't do before, during, and after a school visit.

	Do	Don't
Before	✓ Discuss the visit at a governing board meeting, including identifying a clear purpose. (It can be useful to think of the governing board as 'commissioning' the visit and delegating responsibility for carrying it out to individual governor(s).) ✓ Arrange a mutually convenient time, avoiding sensitive times such as exam or assessment periods. ✓ Discuss the visit with the headteacher and ensure that any member of staff who will be involved in the visit understands the arrangements.	× Turn up unannounced. × Approach staff directly without the approval of the headteacher
During	✓ Present yourself in a way which matches the professionalism expected of school staff. ✓ Report to reception and follow procedures for visitors – even those familiar with the school should do this. ✓ Only enter classrooms and other areas of the school – including the staffroom – following invitation by a member of staff. ✓ Keep to the role agreed; only talk to students if invited to do so by the teacher ✓ Be flexible if something urgent crops up which means the arranged tasks cannot take place – always keep in mind that the education of the students is of overriding importance. ✓ Be courteous and professional throughout the visit, including thanking members of staff before leaving.	× Don't turn up in shorts, immodest shirt, flip flops × Give the impression that you are inspecting, for example by using a clipboard or making notes while visiting a classroom. × Assume a different role to that agreed; parents and education professionals, in particular, should be mindful not to stray into these roles. × Express personal opinions if pressed on a controversial issue – individuals should keep in mind that they are representing the governing board as a whole. × Make assumptions – always ask for explanations of anything not understood at an appropriate time when it will not interrupt pupils' learning (this may be in conversation with the class teacher after the lesson or with the headteacher at the end of the visit). × Check on the progress of individual children, including your own. × Walk around the school unaccompanied or put yourself in situations where you are likely to be unaccompanied with pupils.
After	✓ Share any concerns, however trivial, with the chair and the headteacher. ✓ Complete a short visit report using a form like the one in annex 2; a draft should be shared with any relevant members of staff and the headteacher, then taking their comments into account a final written report should be prepared and given to the governing board before the next meeting. ✓ Ensure that school visits is an agenda item at the governing board meeting and that any findings are discussed ✓ Send a thank you email to those that contributed to the success of the visit.	× Make comments regarding the teacher's conduct of the lesson or individual students. × Refer to individual teachers or students in your report, even in a positive light. × Gossip about your visit – what you have seen should be treated with the same level of confidentiality as any other governing board business.

ANNEX 1: Model Visit Protocol

Introduction

Governing boards have three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of the staff; and
- Overseeing the financial performance of the school and making sure its money is well spent.

Governors, trustees and local governing committee members draw on a range of evidence in order to carry out these functions and one source of information is their own visits to their school.

This protocol applies to school visits made for the purpose of governance and not to visits to the school site that individual may make in other capacities e.g. as parents or members of staff.

Purpose

All school visits will:

- Have a clear focus, linked to strategic priorities, which is agreed by the full governing board
- Be arranged with adequate notice through the headteacher and agreed with the relevant members of staff
- Be of value to the governing board which is demonstrable to outside agencies e.g. Ofsted or the LA

It is not the role of those governing to form judgements about the performance of school staff during visits and individuals will make every effort to avoid this impression.

Conduct

Those governing will comply with the school and governing board's codes of conduct and the standards of presentation expected of staff. They will be mindful that they are representing the whole governing board through their words and actions.

Follow-up

Those governing will have the opportunity to discuss the visit, including any concerns, with the headteacher immediately or soon after the visit.

The attached 'Governor Visit Report' will be completed after each visit. A draft will be shared with the headteacher and any other members of staff involved in the visit and, when agreed, a final version will be included in the papers for discussion in the next governing board meeting (this may be the full governing board or a committee, as appropriate).

Confidentiality

Confidentiality should be adhered to regarding visits. Comments should be limited to the headteacher or senior or middle leader with who the visit was arranged but not with other staff or with parents. Individual children or staff members (other than the member of staff involved with the visit) should not be identified in school visit reports.

Frequency

Governors, trustees and local governing committee members will undertake a minimum of one visit to the school per academic year but no more than once a term.

Review

This protocol should be reviewed by the governing board every academic year.

ANNEX 2: Model Visit Report

Name:	Date:

Focus of visit (link to strategy and school development plan)

Summary of activities e.g. talking to staff and pupils, looking at specific resources, having lunch etc.

What have I learned as a result of my visit? (relate this back to focus of visit)

Aspects I would like clarified/questions that I have:

Actions for the governing board to consider:

Any other comments/ideas for future visits:

Signed_____

(Governor/Trustee/Local Governing Committee

Extract on Data

from

DfE Governance Handbook

3.4 Rigorous analysis of data

13. The board must have access to objective, high quality and timely data if it is to ensure and embed robust accountability and know the questions that need to be asked of the executive leaders.

14. It is essential that every board has at least one person with the skills to understand and interpret the full detail of the educational performance and the financial data available. These individuals should make sure that the board has a correct understanding of the school's performance and finances as presented and explained by executive leaders. They should identify from the data the issues that need to be discussed and addressed as a priority. Others on the board should learn from them and undertake training where this is needed to improve their confidence and skills in looking at and discussing issues arising from data.

17. While boards may decide to establish a committee to look in detail at performance data, everyone on the board should be able to engage fully with discussions about data in relation to the educational and financial performance of their school. If they cannot, they should undertake appropriate training or development to enable them to do so. This includes MAT boards who should not leave this function solely to LGBs, where they are in place, but should themselves be familiar with and interrogate key performance data, while avoiding duplication of roles and functions.

18. The department has published '*Understanding your data: a guide for school governors and academy trustees*' to encourage use of educational and financial data in reviewing school or academy trust performance. This resource aims to support governors and trustees to challenge the executive teams in their organisation.

3.4.1 Sources of education data

19. It is executive leaders' job to provide their board with the information it needs to do its job well. This means they should help the board access the data published by the department and Ofsted. They should also provide whatever management information the board requires to monitor different aspects of life in the school throughout the year, but being mindful of the impact on workload. In particular, a board will need to see information relating to the priorities it has identified for improvement. This might include data on:

- pupil learning and progress;
- pupil literacy and numeracy;
- pupil applications, admissions, attendance and exclusions;
- staff deployment, absence, recruitment, retention, morale and performance; and

20. The board, not executive leaders, should determine the scope and format of reports they receive from executive leaders; however, boards should be mindful of their additional requests for data and the workload impact on staff in producing additional reports. This will mean that the board receives the information it needs in a format that enables it to stay focused on its core strategic functions and not get distracted or overwhelmed by information of secondary importance.

21. MATs, due to their scale, have greater opportunity to employ a central executive team to help them discharge their oversight responsibilities, including by compiling and analysing pupil progress and financial performance data and using a standard template to present data from each school in the MAT.

22. Boards should be aware that Ofsted has made clear it doesn't expect performance and pupil tracking data in any particular format. Boards should ensure that they review and monitor the data requests they make of executive leaders and staff to avoid creating unnecessarily burdensome procedures. It is important that data is collected in a manner consistent with the principles in the Eliminating unnecessary workload associated with data management report.

23. Executive leaders should not be the only source of information for the board. That would make it hard to hold them to account properly. Boards need to make sure that at least once a year they see objective national data so that they are empowered to ask pertinent and searching questions. A board can obtain annual performance data direct from a number of sources.

School and college performance data

24. The department collects data about schools and publishes it in performance tables for everyone to see. This helps to ensure that there is sufficient transparency and public accountability for school performance.

25. The performance tables provide information on pupil attainment and progress, school finances, pupil absence and school workforce. They also contain the most recent overall Ofsted judgement on each school and a link to inspection reports.

26. Boards can use performance tables to compare their own school with other local or similar schools to see:

- how well their school is doing against a range of performance measures – including each of the department's 'floor standards' and coasting measures for primary and secondary schools;

- how well a primary school is doing at key stage 2 in reading; writing; grammar, punctuation and spelling; and mathematics;

- how well a secondary school is doing at key stage 4, using the latest performance data published on the compare school performance service at key stage 4 of Progress 8,

Attainment 8, Attainment in English and Maths (9-1), English Baccalaureate (EBacc) entry and achievement and destination measures;

- how well a sixth-form is doing to support progress in A levels and other level 3 qualifications and the destinations of those students;

  - how students who have not achieved a good pass in English and maths at KS4 are supported to succeed in these subjects in the sixth form;

  - how attainment and progress compares between different groups of pupils, including disadvantaged pupils, those with English as an Additional Language (EAL), and 'non-mobile' pupils (i.e. those who have been in the school throughout each of the last two years);

  - how the school spends its money, shown as £ per pupil to allow comparison between schools of different size; and

  - information about people who work at the school, including the number of teachers, teaching assistants, support workers; their average salaries; and the ratio of teachers to pupils.

Analyse School Performance (ASP)

27. Analyse School Performance (ASP) is a secure web-based system available to boards, executive leaders, multi-academy trusts, local authorities and dioceses. Ofsted inspectors also use it to inform their inspections. The system uses the data collected for performance tables, but provides a more detailed analysis. ASP reports use tables, graphs and charts to show the attainment and progress of the school and a wide range of different pupil groups.

28. ASP includes data on pupil attainment, progress, absence, and exclusions. It provides an analysis of the characteristics of pupils, such as their ethnic mix and special educational needs. All data are compared to the relevant national average. There is a separate data dashboard for school sixth form performance.

29. The ASP school performance summary report presents the data that boards may want to focus on as their starting point for understanding school performance.

30. Legislation[8] ensures that boards are entitled to access the ASP system for their school(s). The school's DfE Sign-in approver can provide boards with a 'governor' account which allows access to the ASP. The governor account does not allow access to any named pupil data.

31. The people on the board who lead on understanding and scrutinising attainment data should see and analyse the full ASP school performance summary report. For others on the board, less detail may suffice but it is important that everyone sees some form of summary of key ASP data for their school, and are able to identify the strengths and weaknesses of the school. Everyone on the board must be able to engage in a discussion about ASP or equivalent data and if not should familiarise themselves with the website.

32.   Boards can use ASP to look into their school's performance. They can look at the high-level figures. They can also drill down for example into the performance of different pupil groups. In particular, it can be used to identify priorities for improvement in the light of:

- the attainment of different groups of pupils and in different subjects, and how this compares to national standards for key stage 2 and key stage 4 and 16-18;

- the progress made by pupils compared to all pupils nationally and pupils with similar prior attainment.

Other sources of education data

33.   In addition to the government data sources outlined above, there is a growing range of products from third parties that aim to meet boards' data needs. Many of these draw, at least in part, on the department's data. Bearing in mind that ASP contains the data that Ofsted inspectors use, it is for boards to choose which works best for them.

3.4.2 School visits

34.   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 their school(s), particularly during the day, is a helpful way to find out more about the school, its staff and students. 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.

35.   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.

Questions on efficient management of resources and finances

School resource management: top 10 planning checks for governors

Department for Education (https://www.gov.uk/guidance/school-resource-management-top-10-planning-checks-for-governors)

Published: 9 May 2018

Information for school and academy governors to help make sure schools manage their resources and money efficiently.

Contents

Governors at schools and academies can use this information as a starting point to check if their school is managing resources and finances effectively.

Use these checks early in the annual budget planning cycle and when looking ahead at the 3 to 5 year position.

On many of these areas, you should be consulting your school business professional (who could be the business manager, or finance director equivalent, in your setting), as well as your headteacher or CEO.

The Department for Education's schools financial benchmarking service (https://schools-financial-benchmarking.service.gov.uk/) allows you to compare your school's spending with other schools in similar circumstances, to see if spending could be more efficient. It will help you consider some of these questions.

Senior staff in schools and academies, including school business professionals (business manager or finance director equivalent), will also find this guide useful.

1. Staff pay as percentage of total expenditure

Staff pay is the single most expensive item in the school budget. It typically represents over 70% of expenditure. The schools financial benchmarking service (https://schools-financial-benchmarking.service.gov.uk/) will help with analysis.

Questions you might want to ask include:
- What percentage of the budget is spent on staffing compared with similar schools?
- How does the percentage for teaching staff, curriculum support staff and other support staff compare with other similar schools?
- How do your school's pupil outcomes – such as your school's progress score – compare with other similar schools, relative to spend on staffing?
- What is the overall staff cost as a percentage of total income? Staffing costs over 80% of total income are considered high.
- If teaching costs are relatively high, is this due to the number of teachers or a relatively high proportion of highly-paid staff?

2. Average teacher cost

This measure is calculated by dividing the total teaching cost by the full-time equivalent (FTE) number of teachers.

Questions governors might want to ask include:
- If the average teacher cost is high in comparison with other similar schools, why is this? The schools financial benchmarking service (https://schools-financial-benchmarking.service.gov.uk/)includes staffing cost per teacher (in the 'expenditure' section). Is this due to:
  - the staffing grade profile, such as a high number of staff on the upper pay scale, or the responsibilities structure in the school, such as the Teaching and Learning Responsibility (TLR) scale, or
  - another reason?
- How far is your school using its pay flexibilities – for example, to differentiate pay by teachers' performance?

3. Pupil to teacher ratio (PTR)

The pupil-to-teacher ratio (PTR) is calculated by dividing the number of FTE pupils on roll by the total number of FTE teachers. A relatively low PTR could suggest small class sizes.

As well as benchmarking the PTR, you may want to review the average PTR and pupil to adult (teachers and support staff) ratios in other schools and academies. You can do this using the 'Workforce' section of the schools financial benchmarking service (https://schools-financial-benchmarking.service.gov.uk/) and choosing 'pupils per measure'.

The ratio of pupils to all educational staff (including teaching assistants) is also relevant, especially in primary schools. Read the Education Endowment Foundation's survey about the impact of teaching assistants (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/). Evidence found that teaching assistants are a 'high cost' intervention with a mixed impact on pupil education levels, depending upon how they are deployed.

Questions governors might want to ask include:
- What is the PTR for different key stages within their schools?
- How does the school's PTR compare with similar schools? If it's significantly different, what is the reason for this?
- How does the ratio of pupils to staff compare with similar schools?

4. Class sizes
The smaller the class size the greater the cost of delivery per pupil. Governors should ensure that class size plans are affordable while supporting the best outcomes for pupils.

You may find it helpful to look at the Education Endowment Foundation's evidence on the impact and costs of reducing class size (https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size).

Questions governors might want to ask include:
- What are the average class sizes by key stage, and by options at key stages 4 and 5?
- What class sizes does your school aim to achieve – and what is the educational reason for this?
- Are there any small classes where the per pupil funding does not cover the cost of delivery? This can be especially important at key stage 4 and 5 where class sizes for some subjects can fall.
- Do you know the maximum average class size that the school can operate at within the context of the pupil admissions, the structure of the building, the numbers in different year groups and the need for

intervention strategies?

5. Teacher contact ratio

This measure is calculated by taking the total number of teaching periods timetabled for all teachers in the school and dividing that by the total possible number of teaching periods (the number of teaching periods in the timetable cycle multiplied by the FTE teachers). All teachers should have a guaranteed minimum of 10% timetabled planning, preparation and assessment (PPA) time. Therefore, the teacher contact ratio will always be lower than 1.0.

The Association of School and College Leaders (ASCL) advocates 0.78 as an aspirational target for the ratio, on the basis that this represents approximately 10% of all teacher time in planning and preparation, 10% in management activity and allows 2% margin. See the ASCL model (https://ascl.org.uk/Help-and-Advice/Funding/Financial-Resources/The-Equation-of-Life)

Questions governors might want to ask include:
- How would changes to the teacher contact ratio impact on the overall budget?
- Are teaching staff undertaking roles that could be done by support staff?
- How does your school compare against the ASCL aspirational target (secondary schools only)? What is the reason for any difference.

6. Proportion of budget spent on the leadership team

Schools have many different leadership and management structures and comparisons are not straightforward. The total number of staff in the leadership group (FTE) is included in the schools financial benchmarking service (https://schools-financial-benchmarking.service.gov.uk/).

Some schools calculate the cost of non-class-based leadership time as a percentage of total expenditure and compare to similar schools by collaborative exchanges of summary information. Likewise, multi-academy trusts can compare across their member schools where they are similar.

Questions governors might want to ask include:
- How does this compare with similar schools, taking into account any contact time the leadership staff have?
- If there is more than one school in your trust or federation, are the leadership structures proportionally the same?
- How has your school made decisions on the proportion of its budget to be spent on the leadership team?
- If this is relatively high or low compared with similar schools, is this because of the size of the leadership team, or their pay?

7. 3 to 5 year budget projections

Governors should ask to see 3 to 5 year financial projections and the assumptions made to cost them. Assumptions you may want to review include:
- projected pupil numbers
- free school meal numbers
- likely pupil premium income
- projections of the staffing that will be necessary in these years.

Schools should plan their staffing based on multi-year projections of curriculum needs.

Questions governors might want to ask include:

- How confident are you that pupil number projections are realistic? If there is uncertainty, then boards should be given 3 scenarios: cautious, likely, and optimistic. This applies to all key assumptions but

especially pupil number projections and funding rate assumptions.
- If the optimistic scenario indicates financial difficulties, is the school developing a recovery plan now?
- If the cautious budget indicates potential financial difficulties, what contingency plans does the school have to overcome them?
- Are there any issues in the medium term that should be addressed now?
- How will current decisions impact medium-term budgets?
- What do we need to put in place now to ensure we have the necessary funding in the future?

8. Spend per pupil for non-pay expenditure lines compared to similar schools

The schools financial benchmarking service (https://schools-financial-benchmarking.service.gov.uk/) will provide a comparative position.

Questions governors might want to ask include:
- What is the spend per pupil for catering, ICT, estates management, business administration, energy and curriculum supplies?
- If benchmarking indicates a relatively high spend on a particular expenditure line do you know why?
- Are the reasons unavoidable or are further efficiencies possible?
- If the cost of energy seems high compared with similar schools, can you invest in energy-saving measures to reduce the cost?
- If spend on learning resources seems high compared to similar schools, are there opportunities for collaborating with other local schools to bring costs down?

Check if your school could get a better deal on the things it buys regularly (https://www.gov.uk/guidance/buyingfor-schools/deals-for-schools).

Multi-academy trust (MAT) trustees may also want to compare their level of 'top slice' to other MATs, what it is used for, and how it provides value for money for member academies.

9. School improvement plan priorities and the relative cost of options

The budgetary process sits firmly within the strategic leadership framework and should link into the overall management and planning cycle, rather than being seen as an additional activity that is the responsibility of the finance manager.

Questions governors might want to ask include:
- Are school improvement initiatives prioritised, costed and linked to the budget?
- Are all new initiatives fully costed before your school is committed to the proposal?

10. List of contracts with costs and renewal dates

Each year your school must review its contracts for all of its services to check which ones are due for renewal. Check that contracts are good value for money (VFM) and meet the school's needs.

Questions governors might want to ask include:
- Are all contracts due for renewal re-tendered/reviewed for VFM before renewal?
- Are there any regular payments for services that are an invoice-only contract? Include all goods and services on a contracts list, including single-item and routine purchases, such as stationery. Check all suppliers are on contracts list and review the overall list for VFM.

See DfE advice about buying for schools (https://www.gov.uk/guidance/buying-for-schools).

Guidance and support

Schools financial value standard (SFVS) and assurance
https://www.gov.uk/guidance/schools-financial-value-standard-and-assurance-sfvs

School resource management: checklist
Help with planning school finances and resources – tools and advice from the Department for Education (DfE).
https://www.gov.uk/guidance/school-resource-management-checklist

Compare your school's budget: financial benchmarking
https://www.gov.uk/guidance/schools-financial-efficiency-financial-benchmarking

Schools financial efficiency: metric tool
https://www.gov.uk/government/publications/schools-financial-efficiency-metric-tool

School Governance Handbook and Competency Frameworks for Governance and Clerking
https://www.gov.uk/government/publications/governance-handbook

School workforce planning
https://www.gov.uk/government/publications/school-workforce-planning

The School and Early Years Finance (England) Regulations 2017
http://www.legislation.gov.uk/uksi/2017/44/contents/made

London Borough of Hillingdon Schools Forum minutes
https://archive.hillingdon.gov.uk/article/16095/Hillingdon-Schools-Forum-minutes

London Borough of Hillingdon Financing schools scheme
This scheme is binding on both the Local Authority and maintained schools. It aims to set the parameters within which schools can exercise the financial and management freedoms they have experienced in Hillingdon.
https://archive.hillingdon.gov.uk/article/23526/Financing-schools-scheme

DfE Guidance on understanding school data

(click on title below to DfE website page)

Understanding your data: a guide for school governors and academy trustees

Analysing School Performance (ASP)

Guidance from the NGA

GUIDANCE:

Analysing school performance

A guide for governing boards on the DfE data service for schools

Monitoring performance

Need advice?

For advice on any issue, GOLD members have access to GOLDline legal advice 9–5pm weekdays. Find out more T: 0121 237 3782 www.nga.org.uk/goldline

www.nga.org.uk/guidance

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National Governance Association

The National Governance Association (NGA) is an independent charity representing and supporting governors, trustees and clerks in maintained schools and academies in England. The NGA's goal is to improve the wellbeing of children and young people by increasing the effectiveness of governing boards and promoting high standards. It does this by providing information, guidance, research, advice and training. It also works closely with, and lobbies, UK government and educational bodies, and is the leading campaigning national membership organisation for school governors and trustees.

The NGA online Guidance Centre is the information hub for governors. It supports you in your role as a governor, giving you access to up to date guidance and advice covering all aspects of school governance, including finance; staffing; Ofsted; curriculum; special educational needs; legislation and school improvement.

Practical governance resources include sample documents; templates; checklists; information summaries; insights; case studies and much more.

To join NGA and receive regular updates, contact:
T: 0121 237 3780 | E: membership@nga.org.uk | www.nga.org.uk

What is ASP?

A key source of data that governing boards would have been familiar with was RAISEonline. The RAISEonline service closed on 31 July 2017, with the Department for Education (DfE) launching a new replacement service called Analyse School Performance (ASP).

ASP is a secure web-based system (www.analyse-school-performance.service.gov.uk) that provides schools and local authorities with a range of analyses. It uses the same data that was historically found in RAISEonline. The new service is a "sister service" to the DfE performance tables but contains more detailed information and is only available to school/trust/local authority staff and those governing. For a quick overview of ASP, the DfE has released a video of the key features of the service (accessible here: www.youtube.com/watch?v=hZxymO3Rsj8).

The analyses in ASP are predominantly built around the DfE headline measures. These measures are reported in the school league tables and used by Ofsted to make a judgement on the quality of outcomes for pupils. The headline measures are also used to set national "benchmarks" for schools. Any school that falls below the national minimum standard (NMS), or that are deemed to be "coasting", are eligible for intervention from the local authority or regional schools' commissioners' (RSC's) office.

Need to know

To interpret the data in ASP accurately, those governing will need to have a broad knowledge of the headline measures that concern their school (i.e. "progress/attainment 8" or "early years foundation stage" etc.). See the NGA website (https://www.nga.org.uk/monitoringperformance) for more details on primary and

The headline measures shown in ASP will be different depending on phase of school. Some analyses also show where the school sits in the national distribution (e.g. top 10%, bottom 10% etc.) and draws comparisons with national and local authority averages.

The headline measures shown in ASP are as follows:

Early years & primary providers	the percentage of pupils achieving a good level of development at the early years foundation stage (EYFS)
	the percentage of pupils achieving the expected standard in phonics, the average score across the school in the phonics screening check and a further breakdown of marks attained in the phonics test
	the percentage of KS1 students achieving at least the expected standard in reading, writing and maths (and the percentage also achieving greater depth in these subjects)
	school progress scores in reading, writing and maths at KS2

Secondary providers	the average progress 8 and attainment 8 scores across the school
	the percentage achieving a grade 5 or above in English and maths
	the percentage achieving the English Baccalaureate at grade 5/C or above
	the percentage entering the English Baccalaureate
	the percentage staying in education or entering employment after key stage 4

The system allows for both an overview and in-depth reports (i.e. breakdown by pupil groups) on headline measures. The new system also allows users to use scatter graphs to compare different groups of pupils.

What is it for?

ASP is an important (but by no means the only) source of data for those governing in schools to use in retrospective self-evaluation and school improvement planning. It should be used alongside other sources of data such as the FFT governor dashboard and the schools' own pupil tracking data. Unlike RAISEonline, Ofsted will not use ASP when inspecting schools. Instead they will use a new system; the Inspection Data Summary Report (IDSR).

The IDSR report for your school can be downloaded from ASP under "list of reports" and "inspection data summary report". NGA will be writing guidance on the Ofsted IDSR in 2018.

How should those governing use ASP?

Both Ofsted and the DfE have made it absolutely clear that governing boards play a pivotal role in providing support and challenge to school leaders. To do this effectively, those governing must have access to good quality, reliable and timely data to be able to ask challenging questions and get the answers to their questions.

"The board must have access to objective, high quality and timely data if it is to create robust accountability and know the questions that need to be asked of the executive leaders".

Department for Education, *Governance Handbook* (2017).

Ofsted will evaluate how well those governing hold executive leaders to account for the achievement of pupils. During school inspections, inspectors will consider how well those governing understand the strengths and weaknesses of the school and whether they have taken into account the data that is available.

In addition to ASP, governors and trustees should use a range of other data sources to triangulate their knowledge of how the school is performing; including the Ofsted IDSR, the FFT Governor Dashboard and the school's own pupil tracking data.

ASP will help governors to support and challenge school leaders:

Understand the strengths and weaknesses of the school	With a focus on pupil results (attainment), pupil progress (achievement), pupil groups and performance across different subjects
School improvement development planning	Identifying areas for future improvement and ensure that these are firmly embedded in the school development plan
Ofsted inspection	Ofsted inspectors will expect governors to have a good understanding of pupil results and progress and see evidence that governors are supporting and challenging school leaders
Performance management	ASP provides an external view of school performance which can be used to support headteacher performance management
Setting the strategic vision for the school	To set a vision and future direction for a school, governors need to understand historical performance and the current strengths and weaknesses of the school

Those governing will need to decide whether discussions about school performance data will primarily take place at a full governing board meeting or in a smaller subcommittee. A smaller committee of governors/trustees using ASP and the key questions in this guide will have more time for focused and detailed discussion with school leaders. It is important, however, that a summary of the key highlights, including any strengths and areas for improvement, are reported back to full board so that all of those governing understand these very clearly.

How to access ASP

The service is directly administrated by the Department for Education (DfE) and is free to access for all authorised personnel. ALL governors, trustees and academy committee members have a right to access the service, free of charge. However, as usual, governors and trustees will only be entitled to view information which is not pupil specific.

Up until July 2018, ASP was accessible through the Secure Access portal. However, ASP can now be accessed through 'DfE Sign-in'. Much like Secure Access, it is likely that each school, local authority, multi academy trust and diocese will have someone already designated as the DfE sign-in Approver.

Those governing who are not sure how to access the 'DfE sign-in' portal should seek assistance from the person who sends data returns, such as the School Census, to the DfE (e.g. your Business Manager) in the first instance. Any access provided should be in anonymised form and the anonymised data will also be available to Ofsted, local authorities, multi-academy trusts and dioceses.

The DfE has asked all schools to log into ASP as soon as possible to make it quicker and easier to gain access to 2017 data as it continues to become available.

NGA would also like to hear from any governors or trustees who are struggling to access the service, please email tom.fellows@nga.org.uk.

How often is it updated?

Following the launch of an initial version of the platform, which ran alongside RAISEonline during the 2016/17 summer term, an updated and improved version of ASP went live on 19 July 2017. According to the DfE, the service will give both schools and "other existing user groups … detailed performance analysis to support local school improvement".

While it is not yet clear whether there will be year-on-year pattern, 2017 KS2 provisional data was uploaded to ASP in late September 2017, with the revised data available from late January 2018. For KS4, 2017 provisional data was uploaded to ASP in early December 2017 and revised data was released in late February 2018. KS1 and phonics data for 2017 was uploaded in early November. Ofsted released the latest IDSR reports in November 2017 for primary schools and in February 2018 for secondary schools. These are now available on ASP.

To be effective, school self-evaluation should be undertaken and any necessary actions put in place in the Autumn term. For that reason, unvalidated data tends to be the most widely used. However, if a school has requested a large number of changes to unvalidated data through the DfE data checking exercise (for example changes to results following a remark), those governing might also want to see the updated ASP once validated data is published.

As well as headline progress and attainment data, the DfE also released KS2 and KS4 data for disadvantaged pupils in early 2018 as well as information on school characteristics, absences, exclusions and destinations.

Key questions you should ask of the data

Treating data with caution

Those governing may remember that RAISEonline included information as to whether data was "sig +"
(green) or "sig -" (blue). This gave a clear indication of what trends were very unlikely to have occurred by chance.

This feature is no longer present within ASP. However, it is still worth bearing in mind

ASP is provided to schools to inform and support discussion about school improvement rather than just make absolute judgments about the effectiveness of any school. The questions you can ask of the wide range of data available for your school are almost inexhaustible.

In this guide, we provide four key questions which can be used by those governing in schools as a framework for sharply focused discussions with school leaders about school performance.

The four questions are:

1. How does attainment and progress at my school compare to national and local averages and the government's floor target?
2. Do we have any under-performing groups of pupils, or are there wide gaps in attainment between some groups of pupils?
3. How might the context of our school affect our performance?
4. How does pupil attendance and exclusion compare to national averages?

Question 1: how does attainment and progress at my school compare to national and local authority averages and the governments floor standard?

Once you have logged into ASP, the "landing page" will consist of a list of "headline measures" and analyses; with several tabs down the left hand side of the page. The below is typical of an all-through school with the focus on KS4 measures.
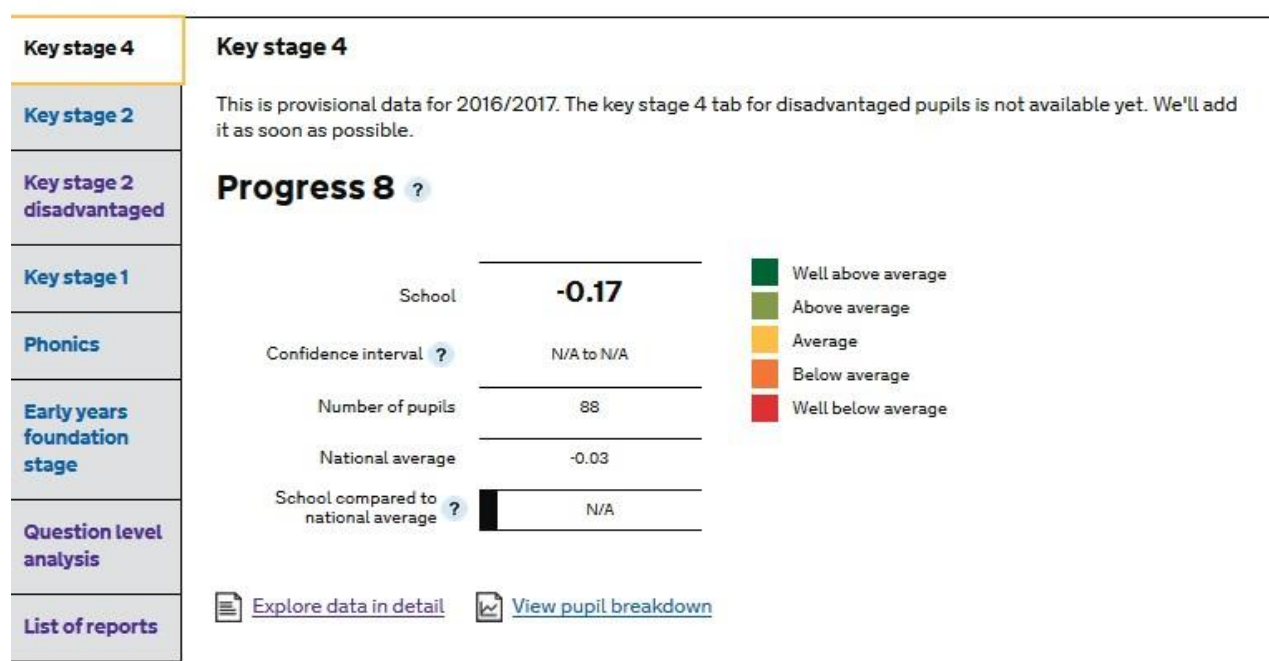
The number of tabs will be different depending on school phase. Local authority or multi-academy trust users (where appropriate, i.e. at a board level rather than local academy committee level) will be able to see data for multiple schools. Depending on the phase of school you are viewing, the KS 1, 2 and 4 tabs, or the phonics and early years' tabs, are the first place to look for an overview of pupil attainment and progress in a school compared to the local and national average.

Attainment

Attainment shows how well the average pupil did in a school in a specific examination/test or series of examinations/tests (i.e. GCSEs, SATs, phonics tests etc.). Attainment measures do not take into account how well a student has performed historically.

In ASP, attainment (and some other measures, such as post-16 destinations) is usually presented in the following way, with the option to also view data in table format.

KS4 example:

Attainment 8 ⑦

Number of pupils = 100   <u>View as table</u>

School — **41.84**
Local authority average — 52.27
National average — 44.24

0   47.5

Average Attainment 8 points

📄 <u>Explore data in detail</u>   📈 <u>View pupil breakdown</u>

In this KS4 example, the attainment 8 score for the school is below the local and national average. This suggests that pupils at this school performed worse than others across the country in certain GCSE examinations. However, it does not show how much "progress" pupils in this school made over time.
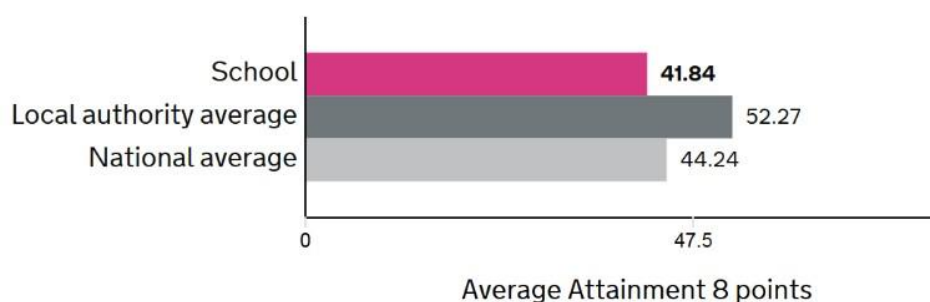
KS2 example:

Reading, writing and maths combined

Percentage of pupils achieving the expected standard or higher ⑦

Number of pupils = 97

School — **60%**
Local authority average — 67%
National average — 61%

0%   50%

Percentage achieving the expected standard or higher

In this KS2 example, the combined reading, writing and maths grades are roughly in line with the national average but below the local authority average. This suggests that pupils at this school performed worse than others in their locality, but broadly the same as others nationally.

It does not show how much "progress" pupils in this school made over time.

As you can see, these analyses give a "snapshot" of how well a school is performing in relation to attainment in key areas compared to the national and local averages.

Progress

Progress measures give an indication of how a student has performed over time. Unlike attainment measures, pupil progress measures provide an indication of how well a school is performing compared to other schools nationally with similar intakes.

Progress measures are based around a score of 0.00 which represents the expected score of a pupil compared to others with similar prior attainment. This means that, if a school has a score below zero (i.e. -0.13) then pupils in that school have performed generally worse than others across the country with similar

www.nga.org.uk/guidance

starting points. If the score is positive, they have performed better than their peers with similar prior attainment.

Progress measures are usually presented in the following way in ASP:

KS4 example:

Progress 8 ?

School	**-0.17**
Confidence interval ?	N/A to N/A
Number of pupils	88
National average	-0.03
School compared to national average ?	N/A

Well above average
Above average
Average
Below average
Well below average

Explore data in detail   View pupil breakdown

The data shows that the school has a lower progress 8 score than the national average. From the information presented here, however, it is not possible to make a judgment on whether this is statically below the national average.
Normally, ASP would provide a clear colour coded indication of where the school fits into the national picture and a confidence interval. If the progress eight score falls within the confidence interval, it is not clear whether factors

KS2 example:

Progress in reading, writing and maths

▶ Help with progress scores

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
School progress score Confidence interval ?	**+0.23** -1.38 to +1.83	**+1.41** -0.16 to +2.98	**-0.24** -1.70 to +1.22
Well above national average (about 10% of schools in England)			
Above national average (about 10% of schools in England)			
Average (about 60% of schools in England)	●	●	●
Below national average (about 10% of schools in England)			
Well below national average (about 10% of schools in England)			
Number of pupils	88	87	88

The data suggests that students are making positive progress in reading and, in particular, writing. The weakest area in the school for progress is maths. However, all of the progress scores fall within the confidence interval – potentially due to the low pupil numbers. This means that it is uncertain whether the progress made by students was due to the measures taken by the school or not.

Unlike attainment measures, the progress charts in ASP give a clear indication of whether a school is above or below the national average. It also gives some indication of the statistical significance of each progress

score in the form of a "confidence interval". If the progress score is anywhere within the confidence interval, the school cannot be sure "how much of the progress score is down to the school and how much is down to the pupils". In these instances, those governing need to pay particular consideration to other aspects which may affect performance school (such as the cohort) when challenging the lead executive on progress and attainment.

Is your school below the floor standard or coasting?

Although all of the data provided in ASP should be used by those governing to hold the executive leader to account for the educational attainment of pupils in the school, those governing will want to pay particular attention to whether their pupils are meeting the DfE's "expected standard" and if the school is below the "floor standard" or "coasting". Being "below the floor standard" or "coating" will leave a school eligible for intervention. See here (https://www.nga.org.uk/Guidance/Legislation,policies-and-procedures/Government-advice-and-guidance.aspx) for more information on what that means.

Primary schools will be considered "below" the floor standard if:

- less than 65% meet the expected standard in reading, writing and maths
- schools have a progress score of less than -5 in reading and maths and -7 in English

Primary schools will be considered "coasting" if they achieve grades below the DfE expected level for three consecutive years. This means that a school will be considered "coasting" if:

- In 2015, less than "85% of pupils achieved level 4 in reading, writing and mathematics and below the median percentage of pupils made expected progress in all of reading, writing and mathematics".

    AND

- For 2016 and 2017, "if schools had fewer than 85% of children achieving the new expected standard at the end of primary school and average progress" was less than -5 in reading and maths and -7 in English.

Secondary schools will be considered "below" the floor standard if:

- In 2017, the schools' "progress 8 score was below -0.5, unless the confidence interval suggests that the school's underlying performance may not have been below average".

A secondary school will be considered "coasting" (also worked out over three consecutive years) if:

- In 2015, if less than "60% of children achieved 5+ A*-C GCSEs including English and mathematics, and below the median percentage of pupils made expected progress in English and mathematics".

    OR

- For those that opted in to progress 8, the school fell "below -0.25 in its progress 8 score and the upper band of the 95% confidence interval was below zero".

    AND

- For 2016 and 2017 the school got less than -0.25 on overall progress 8 "and the upper band of the 95% confidence interval was below zero".

Question 2: do we have any under-performing groups of pupils, or are there wide gaps in attainment between some groups of pupils?

Even in schools with good overall levels of attainment there can be "gaps" in attainment between groups of pupils.

ASP allows those governing to dig deep into the data with the "explore data in detail" and the "view pupil breakdown" tabs. These are available under many of the headline measures and provide more information on progress and attainment made by different pupils groups under each measure. For instance, the below shows a breakdown of "key stage two reading and attainment by pupil group" and was generated by clicking the "explore data in detail" tab under "average scaled score in: Reading".

📄 Explore data in detail   📈 View pupil breakdown

Key stage 2 reading progress and attainment by pupil group

This is provisional data for 2016/2017. Any corrections made to this school will be reflected when we re-publish the data in a few months. National and local authority benchmarks may also change.

🔽 Filters   🖨 Print this page

Key stage 2 reading by pupil group										
Breakdown	Reading progress		Reading attainment							
	Cohort	Score ?	Cohort	Achieving the expected standard ?		Achieving a higher standard ?		Average score ?		
				School %	National benchmark	School %	National benchmark	School	National benchmark	
All pupils	88	0.23	97	70	71	18	25	103.3	104.1	
Male ?	41	0.13	47	64	68	15	21	102.2	103.4	
Female ?	47	0.31	50	76	75	20	28	104.3	104.9	
Disadvantaged ?	37	-0.86	38	66	77	16	29	101.8	105.4	
Other ?	51	1.02	59	73	77	19	29	104.3	105.4	
Ever 6 FSM ?	36	-0.75	37	65	77	16	29	101.7	105.3	
Children looked after ?	1	-4.91	1	100	72	0	25	102.0	104.2	
SEN with statement or EHC plan ?	2	-9.98	2	0	71	0	25	N/A	104.1	

In the above example, pupils overall are broadly in line with the national average for reading. However, disadvantaged (and Ever 6 FSM specifically) students are the biggest concern with a 10 percentage plus gap between them and the national average for all pupils. However, there is also one looked after child in the school and two SEN with statement or EHC plan students. Whereas the looked after child achieved the expected standard, the two SEN with statement or EHC plan students did not. Despite ASP generating a comparison between the school and the national average, it is not possible to draw any meaningful conclusions from this data as to whether the school are providing the right provision for these students.

Of particular use to those governing, the data shows the number of pupils which fall under each pupil group and a "national benchmark" which shows how pupils in each category achieved on average. However, as already highlighted, those governing do need to take care when making comparisons between their school and the national average as the findings might not necessarily be "statistically significant" (see box above: "treating data with caution").

The "explore data in detail" tab also allows those governing to see how pupils with different "prior attainment" achieve compared to the national average. This feature is particularly useful for assessing how much progress pupils with prior low attainment are making compared to other prior low attainders across the country. It is also useful for assessing how effective the school is stretching middle and high ability pupils to attain higher results.

A particularly useful feature in ASP is the scatter graph. This allows comparisons between two groups of pupils and is useful for providing a more detailed picture of attainment and progress amongst different pupil groups. This feature is only available for measures where the "view pupil breakdown" tab is visible. The example below shows a scatter graph for the progress eight measure with a comparison between boys and girls.

Pupil progress overall against key stage 2 prior attainment overall by gender

This is provisional data for 2016/2017.　　　　　　　　　　🖶 Print this page

Choose data:　[P8 Overall ▾]　　　Highlight pupils by:　[Gender ▾]

● Female　■ Male　　　　　　　　　　🔍 Zoom in　🔍 Zoom out

This scatter graph shows that the progress 8 scores for girls in this school is more volatile than boys, although males were more likely to achieve negative progress scores than their female counterparts. The data also shows some "outliers" (both at the top and bottom of the graph) which may disproportionately affect results.
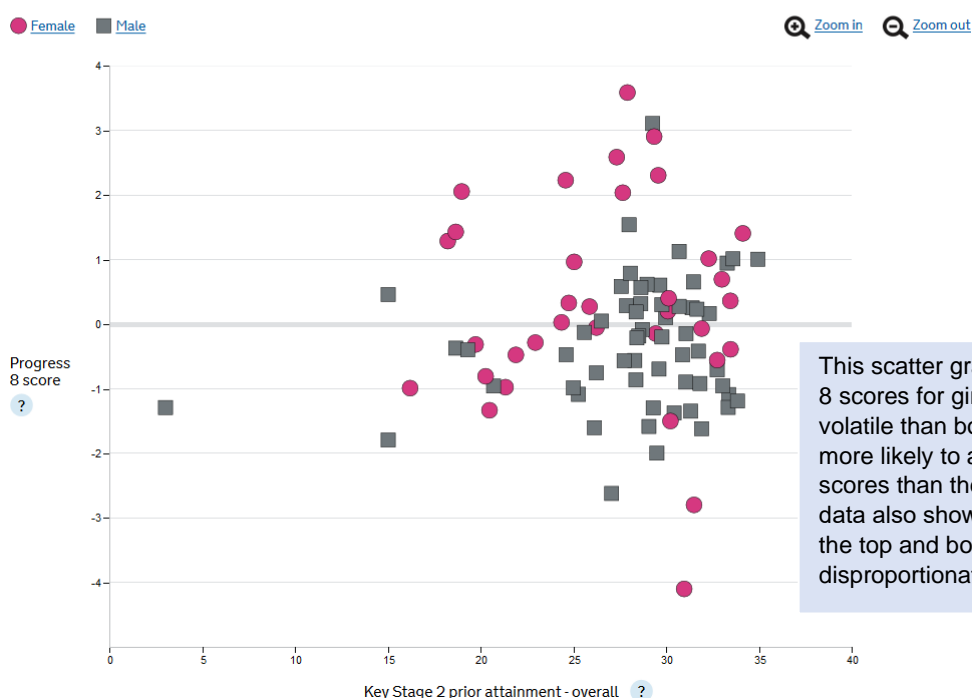
Disadvantaged pupils

One important "gap" those governing need to consider is the difference between "disadvantaged" and "non-disadvantaged" pupils. The DfE define "disadvantage" as any young person in receipt of free school meals at any time in the last six years, who have been looked after for one day or more at any time in their life, or who have (or have had) parents in the armed forces.

Pupils deemed to be disadvantaged are identified for the pupil premium. This is funding specifically given to schools to raise the attainment of eligible pupils. Those governing are responsible for ensuring that it is spent

correctly in schools. Ofsted pay particular attention to how schools are using the pupil premium funding and the impact that this is having on pupil results. Governors should therefore focus particular attention on pupils who receive pupil premium and check whether there is a gap in attainment and achievement between these and other pupils.

There is a particular emphasis on "disadvantage" in ASP, with those governing able to see a tab specifically for disadvantaged pupils.

This information provides a detailed breakdown of the attainment and progress of disadvantaged pupils in your school. For many of the measures, the data is broken down by prior attainment (i.e. low, middle and high) and gives an overview of progress and attainment in key subjects. When students are compared to the national average, it is important to note that this is "against the national average for non-disadvantaged pupils" rather than a comparison of pupils with similar characteristics.

Below is an example of how the data is presented, showing "average progress in maths by prior attainment".

Average progress in maths by prior attainment

Prior attainment	Low ?		Middle ?		High ?	
Group	All	Dis	All	Dis	All	Dis
Number of pupils	9	7	30	23	18	11
Score	6.92	6.58	-1.10	-1.22	-1.85	-2.87
National average ?	0.00	0.58	0.00	0.30	0.00	0.20
Difference ?	6.92	6.00	-1.10	-1.52	-1.85	-3.06
Confidence interval ?	+3.25 to +10.60	+2.42 to +10.75	-3.12 to +0.91	-3.52 to +1.08	-4.44 to +0.75	-6.19 to +0.46

This data shows is that all pupils with low prior attainment in maths achieved, on average, higher progress scores than the national average, with disadvantaged pupils also achieving higher scores than the national average. However, middle and higher prior attainers made negative progress compared to the national average. The key figure in this table is the "difference" tab (between the national average and the progress score of different pupil groups). This shows that the largest differences are for low prior attainers, with these students making more progress in this school compared to the national average. A potential concern is higher attaining disadvantaged students who made -3.06 progress compared to the national average. However, none of the "difference" scores fall outside of the confidence interval, meaning that it is impossible to be sure whether the trend was caused by factors outside of the schools' control or not.

Question 3: are we relatively stronger or weaker in some subjects compared to others?

Just as the performance of different groups of pupils can vary within a school, so too can performance in different subjects.

There is more information under the "list of reports" and "additional reports" which can help those governing understand the strengths and weaknesses in certain subject areas. For KS1 there are additional

reports for reading, writing, maths and science. For KS2, there are additional reports on English grammar, punctuation, spelling and science. Finally, for KS4, there is further information for different Ebacc subject areas.

Please note that some of these "additional reports" use value added (VA) to compare the progress made by individual pupils in a school with pupils with similar prior attainment nationally. A "VA cohort" refers to those pupils with measurable prior attainment or known characteristics. Like other progress measures in ASP, a VA score of 0.00 overall indicates that the progress of pupils is in line with the national average. If the VA score is above 0.00 overall then progress is above the national average whereas, if it is below 0.00 overall, progress is below the national average.

English Baccalaureate by subject area, value added ?

This is provisional data for 2016/2017.

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Breakdown	Cohort	Science			Languages			Humanities		
		VA cohort	School	National	VA cohort	School	National	VA cohort	School	National
All pupils	100	87	0.04	0.00	41	0.00	0.00	64	-0.07	0.00
Male ?	63	56	-0.19	-0.09	26	-0.50	-0.32	42	-0.42	-0.23
Female ?	37	31	0.46	0.09	15	0.87	0.24	22	0.59	0.22

> This data shows is that all pupils (for which value added can be calculated) in the school make progress broadly in line with the national average for science and languages, but slightly below for humanities. However, males make negative progress in all three subjects, with languages being a particular concern.

The "filters" button allows users to focus on how well certain pupil groups have performed in different areas (i.e. males/ females/ English as an additional language).

Question 4: how might the context of our school affect our performance?

Decades of research into school effectiveness has shown that some groups of pupils, particularly those from less advantaged backgrounds, tend to achieve less well than other groups. This has led to a range of government interventions to raise attainment, including the pupil premium.

Economic disadvantage should not excuse low attainment. However, it should be recognised that apparent variations in levels of attainment between schools are influenced by variations in intakes. Such variations are often caricatured by descriptions of the areas served by schools such as "tough inner cities" and "leafy suburbs".

Moreover, even within a school, there may be significant variation (especially in attainment and prevalence of special educational needs) between one year group and the next. Simply comparing a school's attainment to the national average will not necessarily identify those schools which are performing extraordinarily well in challenging circumstances. Nor will it identify those schools in more advantaged circumstances which could be doing better.

Although there is currently no provision in ASP for checking whether a schools' cohort is in line with the national average, those governing need to take into account the context of their school when analysing the data. Other data systems, such as the FFT dashboard, offer the ability to compare their school with other schools with a similar intake using the "contextual value added" feature.

Question 5: how does pupil attendance and exclusion compare to national averages?

In ASP a number of analyses are provided that compare pupils' overall absence and exclusion rates in school with the national average for all schools of the same phase. The data is also broken down for different pupil groups.

This data can be viewed by clicking "absence and exclusions" under "list of reports". For absences, the data gives a list of overall "sessions missed due to absence" as well as "persistent absentees" (those who have missed more than 10% of sessions). There are usually two sessions in a school day, one in the morning and another in the afternoon – separated by lunch.

The exclusions data also offers information on the number of exclusions made by a school, as well as the number of pupils currently in the school with one or more fixed term exclusions.

For both exclusions and attendance, the data is presented over a three year trend allowing those governing to spot any trends over time (i.e. increased or decreased rates of absences or exclusions).

School level absence

This is data for autumn term 2015 and spring term 2016.

🖨 Print this page

School level absence				
Breakdown	Sessions missed due to absence		Persistent absentees - absent for 10% or more sessions	
	School %	National average %	School %	National average %
All pupils	6.50	5.00	18.70	12.40
Male	6.50	4.90	19.10	12.20
Female	6.50	5.00	18.30	12.70
Ever 6 FSM ❷	10.30	7.20	35.70	21.60

> This data shows that pupils in this school are more likely to be absent from sessions compared the national average and are also more likely to be persistently absent.

Understanding the strengths and weaknesses of your school

Those governing need to know and understand the relative strengths and weaknesses of their school, when compared to other similar schools. It is one of the questions which Ofsted will ask governors/trustees during a school inspection. More importantly, a good understanding of strengths and weaknesses will underpin:

- school self-evaluation (including completing a school self-evaluation document)
- development of a school development plan (focused on school improvement)

- setting and strategic vision and direction for the school
- headteacher performance management

Governing boards and school leaders might want to use the table to summarise discussions about school performance using data from ASP, FFT (i.e. Governor Dashboard) and also the schools' own pupil tracking data. The table can be used to clearly capture the strengths and weaknesses and, mostly importantly, any follow on actions, questions or investigations for school leaders and governors.

	Strengths	Weaknesses	Questions & actions for governors & school leaders
Pupil Results (attainment)			
Pupil Progress (achievement)			
Subject Performance			
Pupil Premium			
Other Pupil Groups			
Absence & Attendance			

FFT Aspire School (Data) Dashboard for Governors and School Leaders

NGA Guidance

GUIDANCE:

Knowing your school: FFT data dashboard for governors and trustees

A guide to help governors and trustees interpret the FFT Aspire *School Dashboard for Governors and School Leaders*

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www.nga.org.uk/guidance

Introduction

This guidance will help those governing in primary and secondary schools understand how to use the FFT Aspire *School Dashboard for Governors and School Leaders*. This is one of several resources those governing can access to help ensure they know their school/s. The others include the DfE performance tables' website and Analyse School Performance (ASP).

To access the FFT Aspire dashboard, those governing should ask their executive leaders whether their school has subscribed to FFT Aspire. School staff can then print the dashboard for those governing or provide them with non-administrative login details. The FFT dashboard can then be accessed here.

The dashboard is eight pages long and covers: overall attainment across the school; performance by year, subject and pupil group; and progress and attainment over time. The dashboard contains charts and tables which help governors and trustees absorb information about their school quickly. In particular, the information contained in the dashboard can help those governing:

- *understand the strengths and weaknesses of their school*: what is working well and where your school could improve, with a focus on pupil results (attainment), pupil progress (achievement), pupil groups and performance across different subjects

- *facilitate school improvement and development planning*: identify areas for future improvement and development, school self-evaluation, school development planning and school improvement planning

- *plan for an Ofsted inspection*: Ofsted inspectors will expect governors and trustees to have a good understanding of pupil results, pupil progress, how different pupil groups are performing and achievement in different subjects

- *conduct the headteacher performance management*: the dashboard provides a consistent and accurate external view of school performance which can be used to support headteacher performance management including setting objectives and targets for the coming year

- *set the strategic vision for the school*: to set a vision and future direction for a school, governors and trustees need to understand historical performance and the current strengths and weaknesses of the school

Key questions to guide your thinking

To help those governing work through the dashboard, we provide six key questions. These can be used as a framework for sharply focused discussions with executive leaders about school performance. The six questions are:

1. How does attainment and pupil progress at my school compare to national averages?
2. How are we performing in the core subjects and in other subjects?
3. Do we have any under-performing groups of pupils, or are there wide gaps in attainment between some groups of pupils?
4. How might the context of our school affect our performance?
5. How does pupil attendance compare to national averages?
6. What are the strengths and weaknesses of our school?

Interpreting the data: understanding primary and secondary assessment

The FFT dashboard assumes prior knowledge of performance and assessment measures in primary and secondary schools. To interpret the dashboard, those governing should familiarise themselves with the guidance produced by the NGA on recent changes to GCSE and primary assessment. The primary school guidance covers: key stage (KS) 1 and KS2 assessments and key headline measures. The secondary school guidance summarises: the new GCSE grading system (1 - 9 instead of A*- G) and new KS4 headline measures (particularly Attainment 8, Progress 8 and the English Baccalaureate (Ebacc)).

A note on technical information

The FFT use a number of symbols and technical terms to provide a rich picture of how well a school is performing against the national average. Page one of the dashboard gives a brief overview of how the FFT present data, including the key terms and symbols they use. A more detailed summary is provided below.

Symbols and concepts	Explanation
1 2 3 Actual results	Actual results reflect the performance of pupils in summative assessments, based on the Department for Education's (DfE's) headline measures (i.e. maths GCSE or reading scaled score at KS2). Different measures are used at different points in the dashboard, but these are highlighted throughout. For very small cohorts, the FFT will suppress the data for data protection purposes. An asterisk (*) will be used to show where this has happened.
ESTIMATED ◄──► **1 2 3** Pupil progress	Pupil Progress is calculated by tracking the performance of each child across their school life. Children are measured against how they performed in one assessment point (i.e. GCSEs) against a previous assessment point (i.e. KS2 SATs). This is done for every child in the country and the DfE then calculates what expected 'average' progress should look like from one assessment point to the next. A child who is in line with 'average' progress is given a score of zero, while a negative score indicates below average progress and a positive score above average progress. For example, if most high performers in the country at KS2 achieve the top GCSE grades, those high performers at KS2 that achieve average GCSE grades would likely make *negative* progress. The FFT often refer to value added in relation to pupil progress. The aim of value added is to compare progress of pupils. The FFT allow those governing to access dashboards based on "value added" (VA) and "contextual value added" (CVA) scores. VA calculates pupil progress based on a comparison between students with similar prior attainment. As well as comparing students with similar prior attainment, CVA also takes into account a range of pupil characteristics known to have an effect on pupil progress such as first language, ethnicity and free school meal (FSM) eligibility.

	Looking at both VA and CVA analyses can help those governing answer the question: *How might the context of our school affect our performance?* In FFT Aspire, KS1 VA is measured as progress from a pupil's end of reception outcome to when they finish KS1.
Statistical significance	Statistical significance highlights whether an outcome is likely to have occurred by chance. A "statistically significant" plus or minus means that it is extremely unlikely that a particular outcome occurred by coincidence. Throughout the document, signs denote results that are significantly below the average and signs denote results that are significantly above the average. In some charts, significance will either be shown through green (positive) or red (negative) bars. Grey bars indicate a difference (positive or negative) but that difference is not statistically significant. Cohort size is also part of the statistical significance calculation, so please bear this in mind when comparing the results of different schools. A large school may be statistically significantly different to the national average for an outcome, whereas a small school, with exactly the same outcome, may not be highlighted as being statistically different.
Gauges	These charts give an overview of a schools' overall attainment and progress based on the latest headline results. The national average is depicted by the sign. The gauges also include statistical significance boundaries so you can see whether the school's outcome is significantly different to the national average. If the needle on the gauge sits in neither a red or green area, then the school's outcome can be interpreted as being 'in line' with the national average for that measure. If it is within the red area, then the school's outcome is statistically significantly below the national average for that measure. Conversely, if it is in the green, it is statistically significantly above the national average for that measure.
Trends	A trend indicates changes over time within the school's performance. If there has been significant changes in the school's performance or progress from the previous year, this will be indicated by or ↓. These are not comparisons to the national average. A reflects a significant change in the right direction, whereas a ↓ is a warning sign that performance in that area is slipping.

Interpreting the charts and graphs in the dashboard

There are a number of charts and graphs found throughout the FFT dashboard. These are useful for: visualising trends over time; comparing progress made by different pupil groups and in different subject areas; seeing how a school is ranked against others nationally; and seeing the "progress gap" between different pupil groups. They each contribute to answering the question: *What are the strengths and weaknesses of our school?* However, they also cover several other questions as highlighted below.
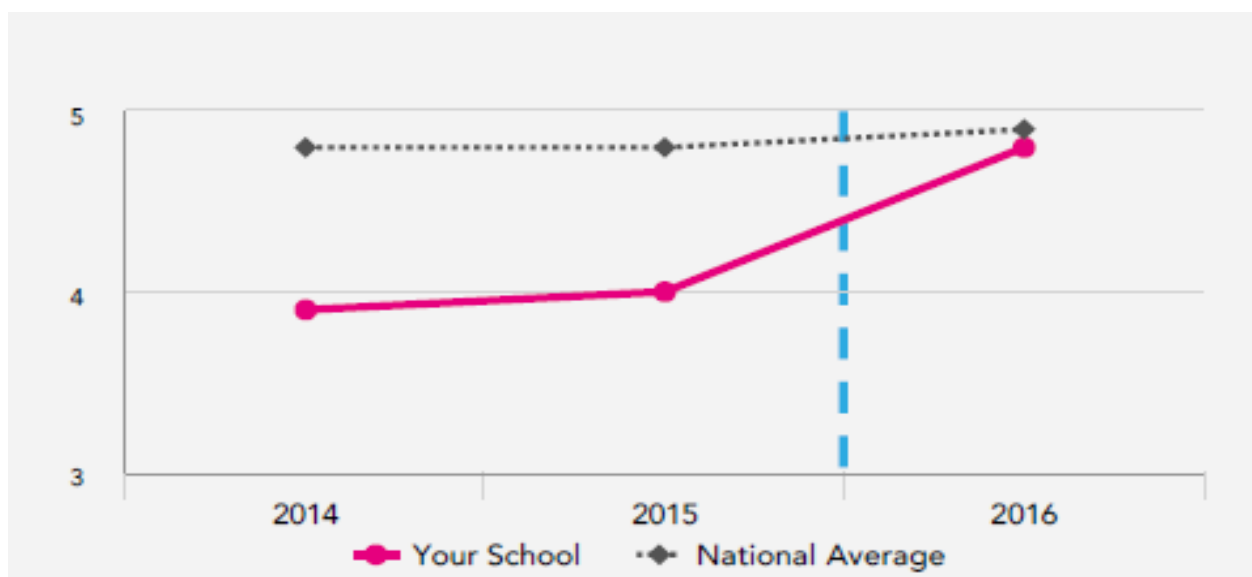
Trends over time

Figure 1: typical line graph found in FFT dashboard.

These graphs are most useful if a school has at least three years of historic data. Although a graph will be generated for schools that have less than three years of data, these will be incomplete. These charts can be used to answer the question: *How are we performing in the core subjects and in other subjects?*

Trends over time are displayed in the form of line graphs (fig. 1). These are predominantly used to show changes in actual results over time and can give a visual representation of whether a school has successfully "closed the gap" on the national average. On page three of the dashboard, there is a line graph showing overall attainment over time with the schools' data plotted next to the national average. Page five offers a similar graph for core subject areas (KS1 and KS2 only). Finally, page six plots both FSM6 pupils (those eligible for free school meals, or who have been at any time in the last six years) and non-FSM6 pupils in the school against the average for non-FSM6 means pupils nationally. The blue dotted line, found in the line graphs on pages two and four, indicates where the DfE introduced changes to assessment and progress. Any data to the left of the dotted line has been converted to make it compatible with new measures and should be interpreted with caution.

Ranked performance in relation to the national average

Accompanying some of the line graphs are charts labelled FFT rank (fig. 2). The FFT rank is a visual representation of how a school is performing in relation to others across the country for the most recent academic year. This chart can be used to answer the question: *How does attainment and pupil progress at my school compare to national averages?* For each measure which assigns an FFT rank, the
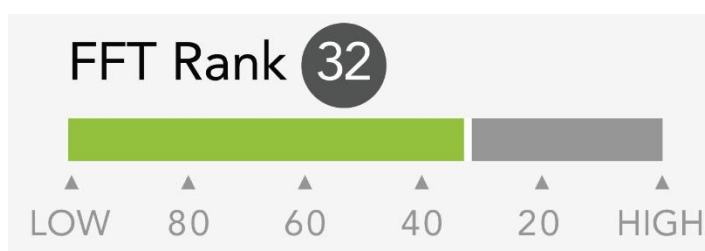

Figure 2: FFT Rank chart.

highest performing school in the country is given a score of one and the lowest performing school a score of 100. All other schools fall between this range. The example offered here shows a highly ranked school. If thought of as a percentage, it shows that this school is within the top 32% of schools across the country for that specific measure. As indicated by the green bar, this is also a statistically significant ranking for the school's outcome.

Visualising the progress gap
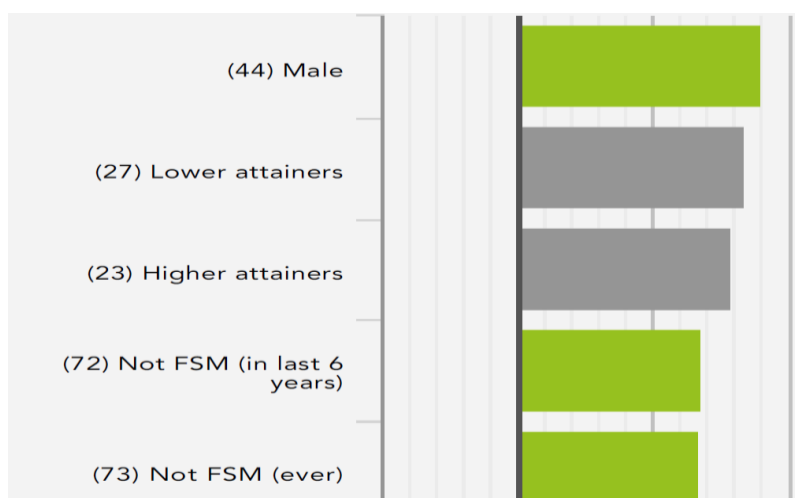
Figure 3: vertical bar chart showing progress by pupil group.

The vertical bar chart (fig. 3) ranks the progress made by different pupil groups on page four (and, for KS4, also different subjects on page five). It can be used to answer the following questions: (1) *Do we have any under-performing groups of pupils, or are there wide gaps in attainment between some groups of pupils?* (2) *What are the strengths and weaknesses of our school?* The vertical line (zero progress) can be interpreted as the 'national average' rate of progress. Pupil groups whose performance is to the right of this vertical line have made positive progress, when compared to pupils with a similar starting point. Pupil groups whose performance falls to the left of this vertical line, have made negative (less than national average) progress when compared to pupils with a similar prior attainment. The pupil groups are displayed in descending order so you can identify the groups making the most progress (at the top of the chart) and those making the least progress (at the bottom of the chart).

As explained in the "technical information" table, where pupil progress is statistically significantly different to the national average the bar is highlighted in green or red. Grey bars indicate a difference (positive or negative) but that difference is not statistically significant.

Groups with fewer than five pupils in the cohort will not be displayed in the chart. This is to avoid misinterpretation of results due to small samples.[1]

A further 'progress gap' bar chart can be found on page six (fig. 4). This chart can also be used to answer the questions: (1) *Within our FSM6 and not-FSM6 pupil groups, do we have any other pupil characteristics that are underperforming? How wide are the gaps in progress between some groups of pupils?* (2) *What are the strengths and weaknesses of our school?* It gives a detailed overview of how FSM6 pupils performed in relation to non-FSM6 pupils. The black dotted line represents national average progress for pupils with a similar prior attainment. Therefore, any group above or below the dotted line made greater or lower expected progress when compared with other pupils with the starting point nationally. If you wish to look at how pupil context affects progress of FSM6 and non-FSM6 groups in your school, please refer to FFT's CVA progress analysis.
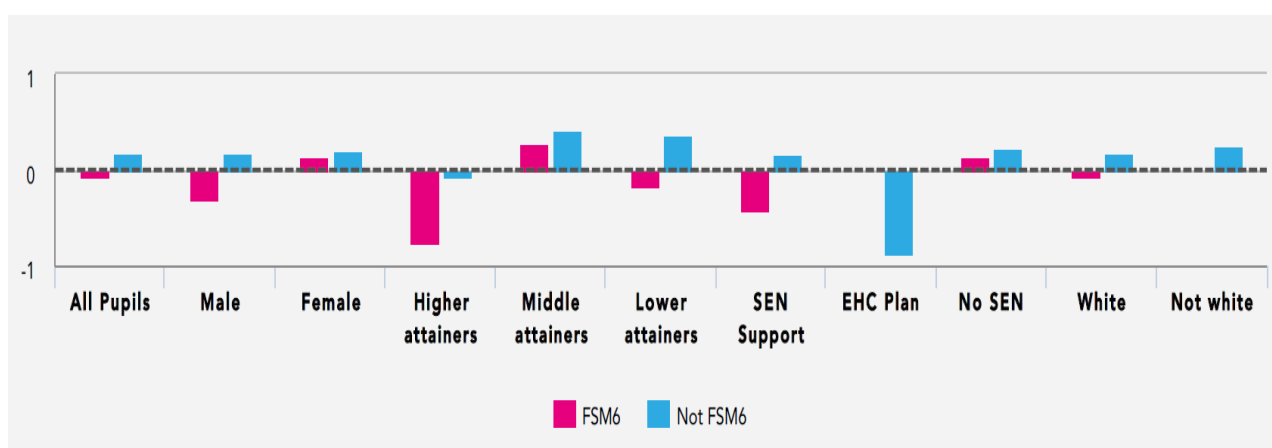
Figure 4: horizontal bar chart depicting the progress made by different sub-groups of FSM pupils compared to their peers.

The final graph in the FFT dashboard is a scatterplot on page seven. This graph can be used to answer the question: *Do we have any under-performing groups of pupils, or are there wide gaps in attainment between some groups of pupils?*

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[1] N.B. Value-added is the default methodology used in FFT's dashboards. Therefore, when analysing progress data under this method, you are comparing the progress of your pupil groups against pupils with a similar starting point only. For example, in figure 3, when grouped by pupil characteristics, this school's male pupils happen to make more progress compared to pupils with a similar starting point. It is not to be interpreted as "our male pupils are making more progress compared to other male pupils with a similar starting point". You will need to refer to FFT's CVA progress dashboard for data to support contextualised analysis.

Figure 5: Scattergraph showing the different progress made between a pupil group and their peers.

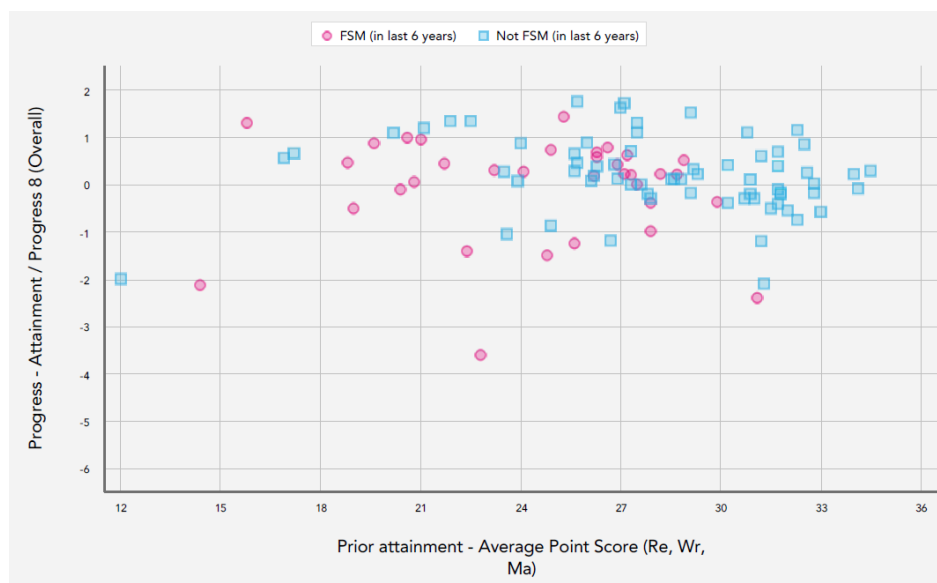It shows the progress that one pupil group has made over time compared to their peers in the same school. It does not compare pupils in one school to the national average. This graph is customisable and, therefore, a diverse range of pupil groups can be plotted on the graph. As fig. 5 shows, the scatterplot graph can be used to plot the progress made by FSM6 pupils against non-FSM6 pupils. Each point on the graph represents an individual pupil, with their latest progress score on the vertical *Y* axis (i.e. Progress 8 GCSE score) plotted against their prior attainment on the horizontal *X* axis (i.e. average point score in reading writing and maths at KS2). This graph shows the average progress over time made by one pupil group compared to their peers in a single school.

Other important data in the dashboard for answering the six key questions

Aside from the graphs and charts discussed above, there are several tables that can help governors and trustees answer the six questions outlined at the beginning of this guidance. Most of the charts in the FFT dashboard are organised around the DfE's headline performance measures for [primary] and [secondary] schools.

To recap, if there are no ⊕/ ⊖ symbols or ↑/ ↓ arrows next to a data entry, this means that the school's performance is in line with the national average for that particular measurement and/or there has been no significant volatility in results over the past three years. A brief overview of where to look in relation to each question is provided below:

- *What are the strengths and weaknesses of our school?* On page two of the dashboard, there is a table summarising 'higher and lower performing pupil groups', this allows those governing to quickly identify the progress made by the top and bottom pupil groups compared pupils with similar starting points. Again, please refer to the CVA version of the dashboard if you would like to contextualise this analysis. This table shows those groups which have achieved highest/lowest overall and against key measures. The bracketed number next to each pupil group represents the cohort size.

- *Do we have any under-performing groups of pupils, or are there wide gaps in attainment between some groups of pupils?* As well as giving an overview of strengths and weaknesses, the 'higher and

lower performing pupil groups' table on page two also offers an indication of those pupil groups who may be underperforming in a school. For a more detailed overview, the 'pupil groups performance' table on page four shows trends over a three year period, demonstrating to those governing where performance amongst different pupil groups has improved or slipped in key areas. Looking in-depth at FSM pupils, the table at the bottom of page six summarises the attainment and progress of FSM6 against their non-FSM6 peers. FSM6 and non-FSM6 pupils are broken down further into other sub-groups (i.e. male/female).

- *How are we performing in the core subjects and in other subjects?* The "subject performance" tables on page five offers a breakdown of attainment and progress by subject area. The format is different for KS2 and KS4. For KS2, it gives an in-depth breakdown of performance for reading, writing, maths and science. For KS4, the subject report is grouped into three sections (English & Maths, Ebacc subjects, other high value subjects).

- *How might the context of our school affect our performance?* Page eight offers a contextual breakdown of the latest cohort to complete a key stage. For primary schools this will be last year's Year 2 (end of KS1) or Year 6 (end of KS2) and, for secondary schools, last year's Year 11 (end of KS4). It includes information on pupil demographics (ethnicity, gender and mobility) as well as: the number of high, middle or lower prior attainers; the number of pupil premium pupils; FSM6 pupils; and those who are considered SEND or have English as an additional language. As this chart only gives a breakdown of the context for one specific year, governors and trustees should attempt to understand the context of the whole school by questioning executive leaders in governing board meetings.

- *How does pupil attendance compare to national averages?* Page eight gives a breakdown of absence rates by pupil group. Similarly, to above, the data only shows one particular year group; it cannot be used to make assumptions about attendance across the whole school.

Field Junior School (Herts) DfE data example

GOV.UK

Find and compare schools in England

Field Junior School

Address:	Watford Field Road, Watford , WD18 0AZ
School type :	Community school
Education phase:	Primary
Gender of entry:	Mixed
Ofsted rating:	Outstanding | Inspected 24 Nov 2017
Local authority:	Hertfordshire
Headteacher/ Principal :	Mrs Julie Henley-Washford
Age range :	7to 11
Religious character:	Does not apply
Admissions policy :	Unknown
Unique reference:	117160
Website :	School website
Apply for a place :	Primary
Further information:	Get information about schools
Compare similar schools :	**Primary**

This is final data for 2016/2017

About these results

> This page shows final results data for pupils who completed key stage 2 in the summer of 2017. We published the revised results in December 2017 and the final results in April 2018.

Progress score in reading, writing and maths

Reading   Writing   Maths

Above average   2.3

Pupils meeting expected standard in reading, writing and maths ❓

School	8:
Local authority average	65%
England average	61%

Pupils achieving at a higher standard in reading, writing and maths ❓

School	34%
Local authority average	12%
England average	9%

Average score in reading ❓

School	
Local authority average	108
England average	105
	104

80 (lowest)　　100 (expected)　　120 (

Average score in maths ❓

School	110
Local authority average	105
England average	104

80 (lowest)　　100 (expected)　　120
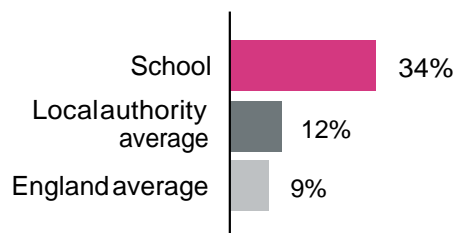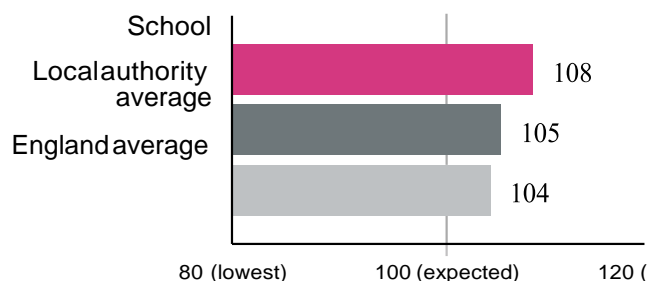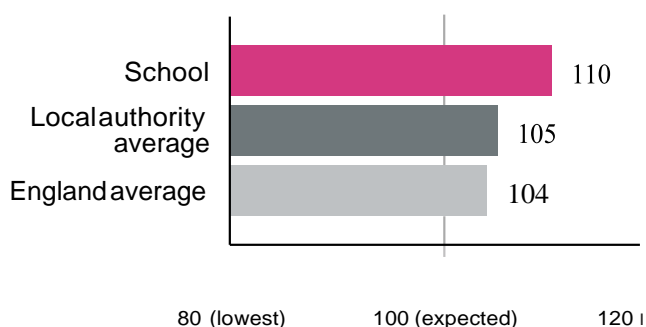
Results over time

These measures were first recorded in 2016, so 2 years of results are shown . You can also
download historical performance data back to 1991.

Progress in reading ⌄

Progress scores are not directly comparable between years because of changes in the distribution of scores . This means we have to adjust the thresholds for the progress bandings each year. However, a change in a school's progress banding is indicative of a change in its performance. For example, a school that had a progress banding of 'average' in 2016 and 'above average' in 2017 is likely to have improved the progress made with its pupils. This measure was first recorded in 2016.

	2016 final	2017 final
School	1.7 Above average (0.1 to 3.3)	2.3 Above average (0 .6 to 4.0)
Local authority	Above average 0.2	Above average 0.2
England state-funded schools	0.0	0.0

Progress in writing

Progress scores are not directly comparable between years because of changes in the distribution of scores. This means we have to adjust the thresholds for the progress bandings each year. However, a change in a school's progress banding is indicative of a change in its performance. For example, a school that had a progress banding of 'average' in 2016 and 'above average' in 2017 is likely to have improved the progress made with its pupils. This measure was first recorded in 2016.

	2016 final	2017 final
School	4.2 Well above average (2.6 to 5.8)	3.6 Well above average (2.0 to 5.2)
Local authority	Above average 0.3	Average 0.1
England state-funded schools	0.0	0.0

Progress in maths

Progress scores are not directly comparable between years because of changes in the distribution of scores. This means we have to adjust the thresholds for the progress bandings each year. However, a change in a school 's progress banding is indicative of a change in its performance. For example, a school that had a progress banding of 'average' in 2016 and 'above average' in 2017 is likely to have improved the progress made with its pupils. This measure was first recorded in 2016.

	2016 final	2017 final
School	4.1 Well above average (2.7 to 5.5)	4.3 Well above average (2.8 to 5.8)
Local authority	Below average -0.4	Below average -0.3
England state-funded schools	0.0	0.0

Pupils meeting expected standard in reading, writing and maths

This measure was first recorded in 2016.

	2016 final	2017 final
School	75%	85%

	2016 final	2017 final
Local authority	59%	65%
England state-funded schools	53%	61%
England all schools	53%	61%

Pupils achieving at a higher standard in reading, writing and maths

This measure was first recorded in 2016.

	2016 final	2017 final
School	25%	34%
Local authority	8%	12%
England state-funded schools	5%	9%
England all schools	5%	9%

Average score in reading

This measure was first recorded in 2016.

	2016 final	2017 final
School	106	108
Local authority	104	105
England state-funded schools	103	104
England all schools	103	104

Average score in maths

This measure was first recorded in 2016.

	2016 final	2017 final
School	109	110
Local authority	104	105
England state-funded schools	103	104
England all schools	103	104

Results by pupil characteristics

Disadvantaged pupils

Evidence shows that, overall, performance of disadvantaged pupils is Lower than that of other pupils. This data indicates how well a school does at tackling this difference. Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).

	School disadvantaged pupils	England state-funded schools other pupils
Progress in reading (score, description and confidence intervals)	2.3 Average (-2 .3 to 6.9)	0.3 Average (0 .0 to 0.0)
Progress in writing (score, description and confidence intervals)	6.5 Well above average (2.0 to 11.0)	0.2 Average (0 .0 to 0.0)
Progress in maths (score, description and confidence intervals)	2.6 Average (-1.6 to 6.8)	0.3 Average (0 .0 to 0.0)
Percentage of pupils meeting the expected standard	43%	67%
Percentage of pupils achieving a high standard	**14%**	11%

	School disadvantaged pupils	England state-funded schools other pupils
Average score in reading	102	105
Average score in maths	103	105

Prior attainment

Prior attainment is the attainment Level of a pupil at the end of the previous key stage - key stage 1. These figures indicate how well a school helps all of its pupils to meet their potential. Low prior attainers achieved an average point score of below 12. Middle prior attainers achieved an average point score of 12 or higher and below 18. High prior attainers achieved an average point score of 18 or higher. Pupils without key stage 1 results are not included in these figures. Read more about average point scores.

	All pupils	Low prior attainers	Middle prior attainers	High prior attainers
Pupils eligible for key stage 2 assessment	59	3	31	20
Progress in reading (score, description and confidence intervals)	2.3 Above average (0.6 to 4.0)	SUPP	2.0 Average (-0.2 to 4.2)	3.1 Above average (0.4 to 5.8)
Progress in writing (score, description and confidence intervals)	3.6 Well above average (2.0 to 5.2)	SUPP	2.9 Above average (0.8 to 5.0)	4.2 Well above average (1.6 to 6.8)
Progress in maths (score, description and confidence intervals)	4.3 Well above average (2.8 to 5.8)		3.8 Well above average (1.8 to 5.8)	5.0 Well above average (2.5 to 7.5)
Percentage of pupils meeting the expected standard in reading, writing and maths	85%		87%	100%
Percentage of pupils achieving at a higher standard in reading, writing and maths	34%		10%	75%
Average score in reading	108		105	114

	All pupils	Low prior attainers	Middle prior attainers	High prior attainers
Average score in maths	110		107	115

English as an additional language {EAL}

Pupils whose first language is not English.

	All pupils	EAL pupils
Progress in reading (score, description and confidence intervals)	2.3 Above average (0.6 to 4.0)	3.0 Above average (0.4 to 5.6)
Progress in writing (score. description and confidence intervals)	3.6 Well above average (2 .0 to 5.2)	4.4 Well above average (1.9 to 6.9)
Progress in maths (score. description and confidence intervals)	4.3 Well above average (2.8 to 5.8)	5.2 Well above average (2 .9 to 7.5)
Percentage of pupils meeting the expected standard in reading, writing and maths	85%	81%
Percentage of pupils achieving at a higher standard in reading, writing and maths	34%	26%
Average score in reading	108	107
Average score in maths	110	110

Girls and boys

	All pupils	Girls	Boys

	All pupils	Girls	Boys
Progress in reading (score, description and confidence intervals)	2.3 Above average (0.6 to 4.0)	3.2 Above average (0.9 to 5.5)	1.3 Average (-1.1 to 3.7)
Progress in writing (score, description and confidence intervals)	3.6 Well above average (2.0 to 5.2)	4.3 Well above average (2.1 to 6.5)	2.8 Above average (0.5 to 5.1)
Progress in maths (score, description and confidence intervals)	4.3 Well above average (2.8 to 5.8)	4.3 Well above average (2.2 to 6.4)	4.4 Well above average (2.2 to 6.6)
Percentage of pupils meeting the expected standard in reading, writing and maths	85%	94%	75%
Percentage of pupils achieving at a higher standard in reading, writing and maths	34%	45%	21%

Non-mobile pupils

Non-mobile pupils are pupils who were at the school throughout both year 5 and year 6.

	All pupils	Non-mobile pupils
Progress in reading (score, description and confidence intervals)	2.3 Above average (0.6 to 4.0)	2.3 Above average (0.6 to 4.0)
Progress in writing (score, description and confidence intervals)	3.6 Well above average (2.0 to 5.2)	3.6 Well above average (2.0 to 5.2)
Progress in maths (score, description and confidence intervals)	4.3 Well above average (2.8 to 5.8)	4.3 Well above average (2.8 to 5.8)
Percentage of pupils meeting the expected standard in reading, writing and maths	85%	84%

	AU pupils	Non-mobile pupils
Percentage of pupils achieving at a higher standard in reading, writing and maths	34%	31%
Average score in reading	108	107
Average score in maths	110	109

About this data

Abbreviations

- LOWCOV = Low coverage: shown for the 'value added' measure and coverage indicator where schools have less than 50% of pupils included in calculation of the measure
- NA= Not applicable: figures are either not available for the year in question , or the data field is not applicable to the school or college
- NE= No entries: the school or college did not enter any pupils or students for the qualifications covered by the measure
- NEW= New school or college
- NP= Not published: for example, we do not publish Progress 8 data for independent schools and independent special schools, or breakdowns by disadvantaged and other pupils for independent schools, independent special schools and non-maintained special schools
- SP= Small percentage: the number is between 0% and 0.5%
- SUPP= Suppressed: Where there are 5 or fewer pupils or students covered by the measure at the school or college (10 in the case of pupil or student destinations measures), we avoid making these figures public to protect the privacy of those individuals.

Further guidance

Read the guidance about using the school performance tables .

Read more information about the key stages and the national curriculum.

Print full information about this school/college

GOV.UK

Find and compare schools in England

Field Junior School

Address:	Watford Field Road, Watford , WD18 0AZ
School type :	Community school ❓
Education phase:	Primary
Gender of entry:	Mixed
Ofsted rating:	▉ Outstanding I 🛈 Inspected 24 Nov 2017
Local authority:	Hertfordshire
Headteacher/ Principal :	Mrs Julie Henley-Washford
Age range :	7to 11
Religious character:	Does not apply
Admissions policy :	Unknown
Unique reference:	117160
Website :	School website
Apply for a place :	Primary
Further information:	Get information about schools 🛈
Compare similar schools :	**Primary**

Pupil absence in 2016/2017

Absence data covers pupils aged 5 to 15 on 31 August 2016. and is for the full 2016/2017 academic year including the second half of the summer term. See the absence statistics guide for more information on how we collect and report absence figures.

	School	England state-funded schools
Overall absence ▶ more info	4%	4.0%

	School	England state-funded schools
Persistent absence ▶ more info	5.1%	8.3%

Pupil population in 2016/2017

The figures below are for the 2016/2017 academic year, which is the latest year for which performance results have been published.

	School	National
Total number of pupils on roll (all ages)	269	4998768
Girls on roll	51.3%	48. 7%
Boys on roll	48.7%	51.3%
Pupils with a statement of special educational needs (SEN) or education, health and care (EHC) plan	1.5%	2.9%
Pupils whose first language is not English	41.6%	20.8%
Pupils eligible for free school meals at any time during the past 6 years	18.6%	24.9%

About this data

You should be cautious comparing absence figures over time, as full academic year absence figures are only available for 2013 to 2014 onwards. In previous years absence data was based on the autumn and spring terms only.

Technical guidance
More detail is available in our methodology and technical documents

Print full information about this school/college

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Website :	School website
Apply for a place :	Primary
Further information:	Get information about schools 🛈
Compare similar schools :	**Primary**

Workforce in 2016/2017

The figures below are for the 2016/2017 academic year. based on the November 2016 school workforce census. which is the latest year for which performance results have been published.
School workforce   ⌄

	School	National

Teachers:

	School	National
Total number	15	

> This is the actual number of all full & part-time, qualified & unqualified classroom and leadership group teachers with a contract of one month or longer working in the school

Number of full-time equivalents	13.2	

> This is the full-time equivalent number of all qualified & unqualified classroom and leadership group teachers with a contract of one month or longer working in the school

Pupil to teacher ratio	20.4	20 .6

> This is the ratio of the FTE number of pupils and the FTE number of all teachers in the school. This is a change from previous years to better reflect the numbers of teaching staff in the school and the class sizes they managed.

Average salary per full-time equivalent	£39,033	£37,119

> This is the mean FTE gross salary of all teachers with a contract of one month or longer working in the school. This is a change from previous years to include part-time and unqualified teachers which better reflects average teacher salary.

Teaching assistants:

Total number	16	

> This is the actual number of all full & part-time teaching assistants (inc. higher level teaching assistants and other staff employed to provide classroom support) with a contract of one month or longer working in the school

Number of full-time equivalents	9.4	

> This is the full-time equivalent number of all teaching assistants (inc. higher level teaching assistants and other staff employed to provide classroom support) with a contract of one month or longer working in the school

	School	National

Support staff:

Total number	2

> This is the actual number of all full & part-time school support
> staff (eg bursars, secretaries, IT technicians etc) with a contract
> of one month or longer working in the school. It excludes
> auxiliary staff such as premises staff and catering staff

Number of full-time equivalents	1.9

> This is the full-time equivalent number of all school support staff
> (e.g. bursars, secretaries, IT technicians etc.) with a contract of
> one month or longer working in the school. It excludes auxiliary
> staff such as premises staff and catering staff

About this data ⌄

Data was collected from local authority-maintained nursery schools, primary schools, secondary schools, special schools as well as city technology colleges, academies (including free schools) and pupil referral units.

The census covered all teachers with a contract of 28 days or more, as well as all teaching assistants and other support staff members employed directly by the school. It did not collect data from direct grant nurseries, independent schools. non-maintained special and general hospital schools.

Finance in 2016-2017

The figures below are for the 2016-2017 financial year, which is the latest year for which performance results have been published. For further information on this school's finances, visit the Schools financial benchmarking service.

School income per pupil ⌄

	School	Local authority median	Non-London local authorities median	England median

	School	Local authority median	Non-London local authorities median	England median
Total income	£4,527.00	£4,500.00	£4,565.00	£4,800.00
Sum of grant funding and self-generated income				
Grant funding	£4,311.00	£4,244.00	£4,367.00	£4,606.00
Includes funds delegated by the LA. funding for 6th form students. SEN funding, funding for minority ethnic pupils, Pupil Premium. other government grants. Other grants and payments. pupil focused extended school funding and/or grants and Additional grant for schools				
Self-generated income	£216.00	£226.00	£172.00	£157.00
Includes income from facilities and services, receipts from other insurance claims. income from contributions to visits etc., donations and/or private funds				

School spending per pupil

	School	Local authority median	Non-London local authorities median	England median
Total spend per pupil	£4,500.00	£4,465.00	£4,583.00	£4,814.00
Teaching staff	£2,293.00	£2,145.00	£2,157.00	£2,203.00
Includes all teachers' pay				

	School	Local authority median	Non-London local authorities median	England median
Supply teachers	£108.00	£118.00	£109 .00	£117.00
Includes salaries for supply staff employed directly by the school, agency staff and insurance costs				
Education support staff	£605.00	£722.00	£765.00	£839.00
Includes salaries and wages of education support staff and insurance costs				
Bought in professional services - curriculum	£226.00	£101.00	£74.00	£83.00
Includes spending on professional services to support the curriculum				
Other staff costs	£95.00	£169.00	£160.00	£167.00
Includes cost of other staff. indirect employee expenses, development and training, staff related insurance.				
Learning resources (not ICT equipment)	£277.00	£237.00	£194.00	£198 .00
Includes books, classroom and learning equipment, school trips and payments to alternative provision services				
ICT learning resources	£73.00	£61.00	£53 .00	£54.00
Includes education software, cost of broadband, hire contracts and ICT revenue expenditure				

	School	Local authority median	Non-London local authorities median	England median
Back office (inc. staff costs)	£264.00	£292.00	£369.00	£384.00
Includes administrative and clerical staff, administrative supplies and bought in professional services for administrative functions such as finances or Legal				
Catering (inc. staff costs)	£52.00	£177.00	£177.00	£185.00
Includes spending on catering staff and catering supplies including providing free school meals and free milk				
Premises (inc. staff costs)	£344.00	£278.00	£28 7.00	£303.00
Includes building and premises maintenance and improvement, cleaning and caretaking, water and sewerage services including security and hygiene and includes salaries for employees of the school				
Energy	£82.00	£50.00	£54.00	£55.00
Includes all costs related to fuel and energy				
Other spending	£81.00	£76.00	£89.00	£91.00
Includes rates, exam fees, other insurance premiums, special facilities such as swimming pools, Loan interest, community focused school staff and school costs				

School spending per pupil over time

	2014-2015	2015-2016	2016-2017
Total spend	£4,234.00	£4 ,168.00	£4,500.00
Teaching and education support staff	SUPP	£2 ,699.00	£2,898.00

> The sum of all teachers' and education support staff pay and insurance costs, not including supply staff

	2014-2015	2015-2016	2016-2017
Supply teachers	£140.00	£109.00	£108.00

> Includes salaries for supply staff employed directly by the school, agency staff and insurance costs

	2014-2015	2015-2016	2016-2017
Back office costs	£282.00	£280 .00	£264.00

> Includes administrative and clerical staff, administrative supplies and bought in professional services for administrative functions such as finances and legal

	2014-2015	2015-2016	2016-2017
Energy	£101.00	£77.00	£82.00

> Includes all costs related to fuel and energy

	2014-2015	2015-2016	2016-2017
All other spending	£3,711.00	£1,003.00	£1,148.00

About this data

The finance section allows you to compare the outcomes schools achieve with how they spend their money, and so ask questions about how they could use their resources more efficiently and effectively.

Where possible, figures are shown as income or spend per pupil at the school to make comparisons easier. Some schools, such as academies and free schools, publish their financial information in different ways. You can find information about the income and spending of an academy or a free school in the annual report and financial statements provided.

To compare school incomes and spending fairly, you should consider the percentage of children eligible for free school meals (FSM), the type of school and whether a school is in London or not.

Local authority and England averages
Please note the England and local authority finance figures provided are all middle (median) values, the most appropriate type of average for this data. Using medians means that the figures for each

aspect of income or spending in a region may not add up to give the total spending value
(which itself is a median value).

[Print full information about this school/college](#)