

Governor Support Service

Understanding the School Development Plan (SDP): The governance role

Thursday, 25th June 2020



Aims of the session



1. What is the SDP for? How does it fit into strategic planning.
2. What role should governors play in the SDP?
3. What should it contain and what should it look like?
4. How does it support school improvement and good governance?

Etiquette



We will take it in turns to speak and when not speaking we will keep ourselves on **mute**.



It is good to see colleagues but you can turn your **camera** off if you wish.



You can use the **chat** feature to make comments or ask questions.

Sian Mathias

Leadership and governance consultant

- Working with MATS and Local Authorities (LA's) across London as an independent trainer and consultant
- Currently Chair of the Trust Board of a multi-academy trust (MAT)
- Chaired two maintained schools governing boards
- Worked as head of governor services in a successful LA school improvement team
- Worked on numerous task groups supporting schools causing concern



Governance handbook

**For academies, multi-academy trusts
and maintained schools**

March 2019



A Competency Framework for Governance

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

January 2017

Three Core Functions

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

Governance Handbook, March 2019



School Improvement

Boards must be ambitious for all children and young people and infused with a passion for education and a **commitment to continuous school improvement** that enables the best possible outcomes. Governance must be grounded in reality as defined by both high-quality objective data and a full understanding of the views and needs of pupils/students, staff, parents, carers and local communities



Everyone on the board:

Knowledge

- *the key principles, drivers and cycle of school improvement*

Skills and effective behaviours

- *seeks evidence from executive leaders to demonstrate the appropriateness and potential impact of proposed improvement initiatives*

School improvement and the role of the school development plan (SDP)



Strategic role

1. Ensuring clarity of vision, ethos and **strategic** direction;

- Agreeing culture and ethos
- The bigger picture, a vision for the school
- Setting expectations for the future

How do you do this on your governing board? 5 mins

Vision, values and strategy

- Collaboration with executive leaders
- Pupil progress and achievement at the heart
- Timescale – 1,3,5,10 years?
- Understood by all in the organisation
- Monitor and review
- Refresh vision
- Listening to stakeholders
- Leading change in the best interest of pupils
- Managing risk
- Taking into account changing school structures

Evaluation – how well do you know your school ?

- Results ASP (Analyse School Performance)
- Ofsted report
- Stakeholder views
- SLT self review – staff, pupils, parents
- Link advisor/LA reports
- External advisor/consultant reports
- Comparison with similar schools locally
- Audit and financial position
- Other

Improving your school

- What is the quality of teaching like overall?
- How effectively are the school's financial resources used?
- How do we hold the school to account for pupil outcomes?
- What are the principles behind our curriculum choices?
- What has been the impact of recent changes to local services and changing school structures?

School Development - Being strategic

1. What are the 3 key development priorities for the school?
2. What are the 3 most important challenges/risks that the school will face in the next 3 years?

The SDP – the road map to improvement? Whose SDP is it?

Who writes it?

How is it agreed?

Who will see it?

A working document for the SLT, staff and governors?

Questions?



Good SDP's have these elements

1. A clear strategic vision for the school
2. Limited number of specific key priorities based on thorough and moderated evaluation.
3. A strand on pupil progress
4. SMART
 - Specific
 - Measurable
 - Achievable
 - Realistic
 - Time-framed

Strategic priorities

My example - Primary

These are our School Improvement Priorities for 2019-2020

- **Priority 1-** To maintain high levels of attainment and progress in all year groups through the identification of **vulnerable pupils** in all core subjects
- **Priority 2-** To ensure clear progression in **knowledge and skills** for all subjects leading to high outcomes for all children in all subject areas.
- **Priority 3-** To provide an ambitious, **broad and balanced curriculum** that is designed to be meaningful and challenging **for all** our learners and reflects our local needs.
- **Priority 4-** To embed **SDG 3** (good health and well being) across the curriculum, to raise pupils' awareness of individual and collective impact on the well-being of themselves and others.

Chesterton Primary School, Wandle Learning Trust

Covid – 19

- What questions do we need to ask now?
- How will this impact our SDP?

5 mins?

As all pupils return – do we need to adapt our SDP?

- How are pupils been supported in re-engaging with learning?
- How is the curriculum being adapted to start to bridge gaps?
- What are the curriculum priorities in the short-term?
- Which pupils have been most disadvantaged and how will we address inequalities?
- How are staff being supported with the recovery plans?
- How will we know what good outcomes next year look like?
- What have we learnt about on-line/home learning?
- How will we use on-line support in the future and during staged reintegration?
- How can we support our senior leaders and the wider school community with this challenge?

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).

What governing boards can expect from their school leaders and what school leaders can expect from their governing boards (NGA, ASCL and NAHT) November 2019 – 5th Edition



SDP's - key driver for school improvement

Can be based on:

- Current Ofsted framework
- The school's latest Ofsted report priorities
- The school's strategic plan
- Phase based
- Curriculum subjects
- Other

What model does your SDP use?

How many key priorities does it have?

Does it include a governance strand?

Is it backed up with a clear SMART action plan?

Example

SIP Priority 3 (linked to 2b)	Issue	Action	Impact Autumn Term 2019
<p>Curriculum development: To continue to link learning and topics to ensure relevance for pupils.</p>	<p>Ensure our curriculum suits our pupils, is relevant and language-rich (with a particular focus on our PPG pupils and our SRP pupils)</p> <p>To engage our reluctant learners and use the wider curriculum to talent spot, so all pupils have a sense of what they are good at and what they shine in.</p>	<p>To plan and deliver a more creative curriculum which promotes linked learning and engages pupils.</p> <p>To continue to start with the end product in mind, which is made explicit to the pupils, so they know where their learning is going.</p> <p>To seek pupils' views so they feed into planning and have ownership of their learning.</p> <p>To make cross-curricular links with History, Geography and Science as the key drivers and link with English (including writing).</p> <p>Implement a fortnightly timetable – Week A and Week B – across KS2 to ensure that the afternoon is extended to allow optimum learning time and ample time for pupils to produce quality outcomes.</p>	<p>New topic records have been introduced, with a bigger focus on skills and knowledge rather than task.</p> <p>Knowledge Organisers have been shared with teachers to help them develop their subject knowledge and help them to be clear on what they want the children to know by the end of the topic.</p> <p>KS2 have been using the 2-week timetable to allow more in-depth work on the subject. This has improved with the quantity and quality of work produced, in most year groups.</p>

How will we know if we are making progress?

- What sort of reporting should we have?
- Are we clear what success looks like for each priority?
- Will it be flexible if situations change?
- How often should we review our SDP?
- Should we assess whether it has had an impact on the school community? Staff?
- How will we know if the strategies are working?
- How will we organise governor business to prioritise monitoring the SDP?

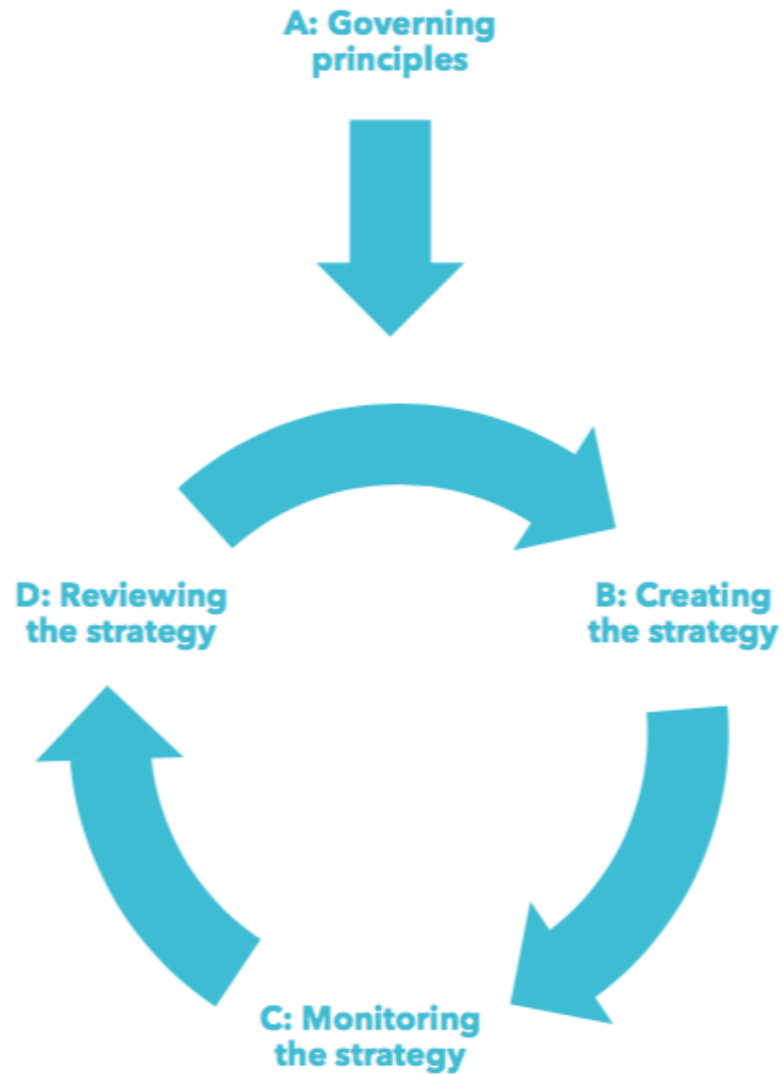
How should the priorities in the SDP influence our practice?

- Agendas
- Committees – finance, standards
- Policy reviews
- Governor recruitment
- Governor training

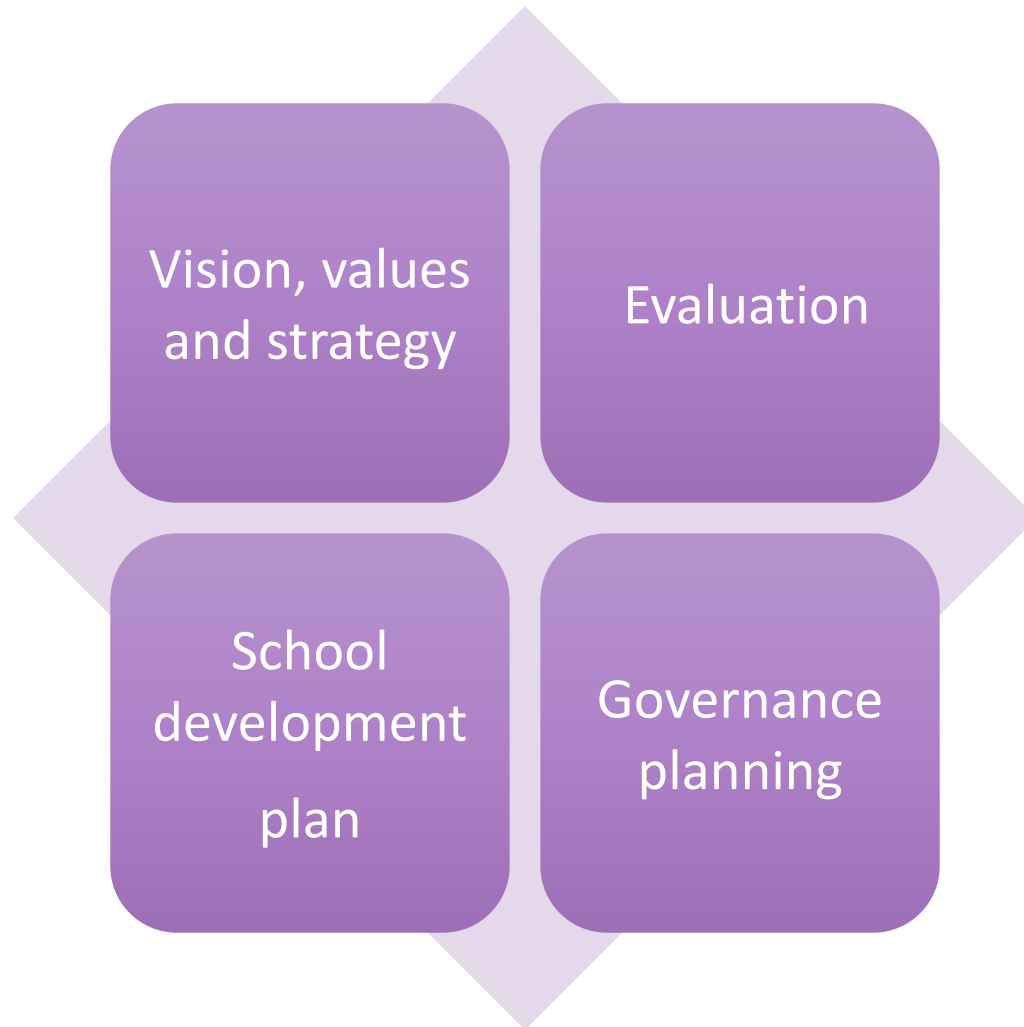
Questions?



Four stages of the annual strategic cycle



School improvement and the role of the school development plan (SDP)



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