

**Governor Support Service**

# **Intro to Governance**

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**Autumn 2020**

# Etiquette



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



We will all remain on mute unless we have a question we would like to ask.



If we wish to ask a question we will either use the raise hand function and/or use the chat. Please also use the chat facility to make any useful comments

# Course outline



Part 1 of the course will consider:  
The key roles and responsibilities of governors, and,  
Accountability of the governing board



Part 2 of the course will consider:  
Knowing about your school

# Knowing your school

- Core strategic functions
- Sources of data
- Using data
- How do you really know?

# Core strategic functions

- GBs should operate as **non-executive boards**.
- All boards, no matter what type of schools or how many schools they govern, have three core strategic functions.

## 1

### Ensuring clarity of vision, ethos and strategic direction

- Ensuring school's vision and ethos are strongly reflected throughout the school and in its delivery of education functions
- Engaging with stakeholders
- Meeting all statutory duties

## 2

### Holding executive leaders to account for the educational performance of the organisation and its pupils

- Using data to provide challenge and hold leaders to account for teaching, achievement, behaviour and safety
- Strengthening school leadership, inc GB skills
- Performance managing HT
- Contributing to school self-evaluation and evaluating GB's impact.

## 3

### Overseeing the financial performance of the organisation and making sure its money is well spent.

- Ensuring solvency
- Effective and lawful personnel practices
- Effective and lawful financial management
- Effective use of pupil premium and other resources to overcome barriers to learning

## Governors need to know their school...

*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.* DfE Governance Handbook, October 2020.

*Inspectors will seek evidence of the impact of those responsible for governance and how they carry out their function. In a maintained school, those responsible for governance are the school governors. In a stand-alone academy, it is the trustees.*

*Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high quality education for its pupils.* Ofsted School Inspection Handbook, September 2019

# Getting to know your school

## *It's your duty, but how do you go about it?*

- Visit the school and report back
  - Specific focus on an aspect of school life
- Know the different types of data
  - For example: reports on performance management, pupil achievement (Fischer Family Trust (FFT), DfE Analyse School Performance (ASP school data), staff and pupil attendance, behaviour, finance, benchmarking, statistical
- Read and question internal and external reports
  - School Development Plan (SDP), Self evaluation (SEF), Headteacher reports, Senior leadership (SLT) reports, External Adviser visits, Ofsted, Audit reports, Link governor reports
- Undertake annual surveys of staff and parents
- Look online at the school website and media profile

# School Visits

- Visiting, particularly during the day, is a recommended way to find out more about the school.
- ‘Governor hat’ – be clear what role you are in school for, if you have more than one role.
- Through pre-arranged visits that have a clear focus, governors can see whether the school is implementing the policies and improvement plans they have signed off and how they are working in practice.
- It is not about collecting more information, but about collecting the right information, understanding it, discussing it and using it to inform your actions.
- Report back to the whole Governing Board. Minute the discussion and record the impact of the visit.
- [DfE Understanding your school data: a guide for school governors and academy trustees](#) September 2019

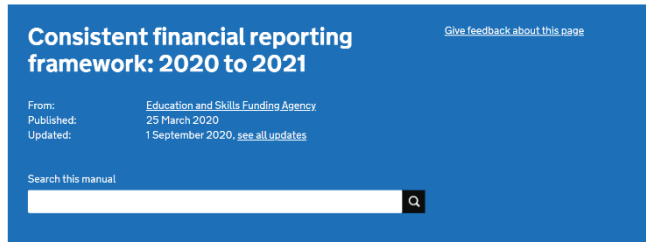


# DfE Expectations

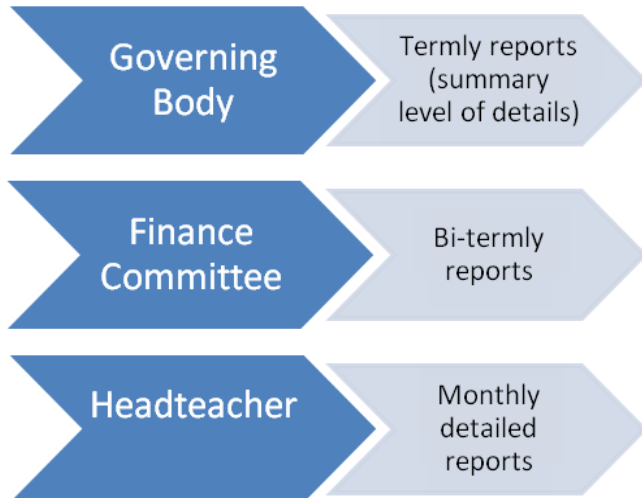
While governing boards may decide to establish a committee to look in detail at performance data, all governors should be able to engage fully with discussions about the performance of their school. It is essential that every governing board has at least one governor with the skills to understand and interpret the full detail of the financial and performance data available.

- The governors in this role should make sure that the wider governing board has a correct understanding of the school's performance and finances and should report back to the full board.
- They should identify from the data the most important issues that need to be discussed.
- Other governors should aim to undertake any available training to improve their confidence and skills in looking at data.

# Budget monitoring



- Income and expenditure budget codes
- The Governing Board and Finance Committee should be presented with budget monitoring reports on school spending against approved expenditure on a regular basis.



- Review expenditure against the planned budget.
- Revise expenditure plans where appropriate in the light of changes.
- Take corrective action to ensure planned intentions are achieved.

# Governing Board

- Approves the budget.
- Reviews regular budget monitoring.
- Reviews year-end outturn position.
- Approves financial policies and procedures of the school.
- Approves delegated powers to Finance Committee and Headteacher.

## Finance Committee

- Performs tasks as agreed under the scheme of delegation.
- Undertakes more detailed regular budget monitoring/planning.
- Develops financial policies and procedures for Governing Board approval.

## Headteacher

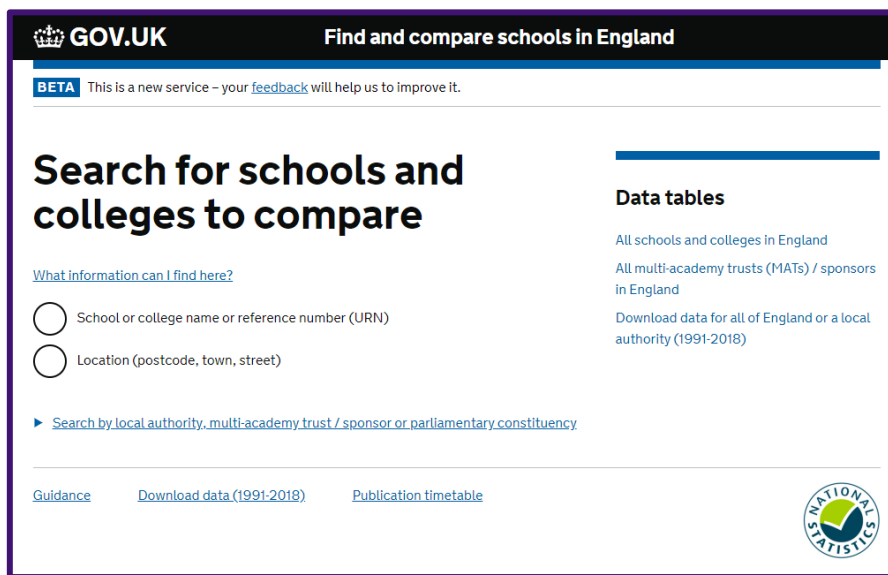
- Responsible for the day to day operational Management of the school's finances.
- Ensures Governing Board is given management information for decision making purposes.
- Advises the Governing Board of their roles and responsibilities.

## School Business Manager

- Prepares financial returns.
- Processes financial transactions.
- Provides budget reports.
- Operates financial systems/procedures.

# Sources of data: DfE school and college performance

- Provides public details of performance in a school.
- The dashboard can be used by governors to check performance of the school or provider in which they are interested.
- Covers achievement, absence, funding, staffing.
- Links to Ofsted report, school website, download the raw data.
- Comparison tool, how well is your school doing compared to others locally?



The screenshot shows the GOV.UK website interface for finding and comparing schools. The header includes the GOV.UK logo and the title 'Find and compare schools in England'. A 'BETA' badge indicates it's a new service. The main heading is 'Search for schools and colleges to compare'. Below this, there are two radio button options for searching: 'School or college name or reference number (URN)' and 'Location (postcode, town, street)'. A link for 'What information can I find here?' is provided. A 'Data tables' section lists three options: 'All schools and colleges in England', 'All multi-academy trusts (MATs) / sponsors in England', and 'Download data for all of England or a local authority (1991-2018)'. At the bottom, there are links for 'Guidance', 'Download data (1991-2018)', and 'Publication timetable', along with the National Statistics logo.

**GOV.UK** Find and compare schools in England

**BETA** This is a new service – your [feedback](#) will help us to improve it.

## Search for schools and colleges to compare

[What information can I find here?](#)

☐ School or college name or reference number (URN)

☐ Location (postcode, town, street)

► [Search by local authority, multi-academy trust / sponsor or parliamentary constituency](#)

### Data tables

- All schools and colleges in England
- All multi-academy trusts (MATs) / sponsors in England
- Download data for all of England or a local authority (1991-2018)

[Guidance](#) [Download data \(1991-2018\)](#) [Publication timetable](#)



# School finance and benchmarking data

- How the funding gets to your school.
- Governing boards' responsibilities.
- Overseeing the financial performance of the school, making sure its money is well spent.
- Pupil Premium, Sports Premium and Forces Children Premium
- Benchmarking.
- Budget setting and monitoring by governing board.
- Annual financial reporting to Local Authority(LA)/Education & Skills Funding Agency (ESFA), parents, community.
- Internal/external audit.

[Find your school Unique Reference Number \(URN\)/LA establishment number](#)

[Schools Financial Efficiency: Metric tool](#)

A tool to provide schools in England with an indication of their efficiency compared with similar schools

[Benchmarking Charts](#)

Compare similar schools

## Pupil population in 2018 to 2019

Showing 4 schools and colleges

School name	Type of school	Total number of pupils on roll (all ages)	Pupils with an SEN Education, Health and Care Plan	Pupils with SEN support	Boys on roll	Girls on roll	Pupils whose first language is not English	Pupils eligible for free school meals at any time during the past 6 years
School A	Maintained school	713	1.1%	13.3%	52%	48%	64.9%	16.6%
School B	Maintained school	669	2.4%	17.3%	48.1%	51.9%	36.5%	39.8%
School C	Maintained school	412	1%	10.9%	51.7%	48.3%	33.5%	17%
School D	Maintained school	274	2.6%	6.2%	50%	50%	15%	7.1%
England - state-funded special schools		121738	98.3%	1.6%	72.2%	27.8%	14.7%	50.3%
England - state-funded mainstream secondary schools		3327970	1.7%	10.8%	50.2%	49.8%	16.9%	27.7%
England - state-funded mainstream primary schools		4727089	1.6%	12.6%	51%	49%	21.2%	23%

# Sources of data: Analyse School Performance (ASP) & Fischer Family Trust (FFT) Governor Dashboards

- Assists school governors to hold their school to account, support and challenge the leadership team, and make more informed strategic decisions.
- It provides governors with information about:
  - Summary school performance: analysis of the main school performance indicators including attainment (pupil results), achievement (pupil progress) and a summary of strengths and weaknesses;
  - Subjects: an analysis of pupil progress in core subjects (primary) and GCSE subjects (secondary);
  - Pupil groups: a simple chart showing the progress made by different pupil groups over 3 years including pupil premium pupils;
  - School context: a breakdown of school cohort by pupil groups (school and national);
  - Attendance: an analysis of absence (by pupil groups) and attendance (by year group).

# Primary Inspection Data Summary Report

	URN: Laestab
Headteacher:	Type of education:
Local authority:	Phase of education:
Pupils:	Academy trust or sponsor:
Gender:	Date open/converted:
Admissions policy:	Chair of governors/trustees:
Ages:	School website:
Denomination:	Postcode:

## Areas of interest

**Release information:** Provisional 2019 KS2, KS1, Phonics - **Release date:** 09 October 2019

The following sections draw attention to only those areas which are meaningful or where statistical testing shows there is something significant to note (where they are not, text will be displayed in grey). For the criteria used to determine the sentences, see the guidance link alongside each section.

## Reading

### KS2 progress Guidance

- Key stage 2 progress in reading (8.5) was significantly **above** national and in the **highest** 20% of all schools in 2019.
- Reading progress has **improved** between 2017 and 2018.

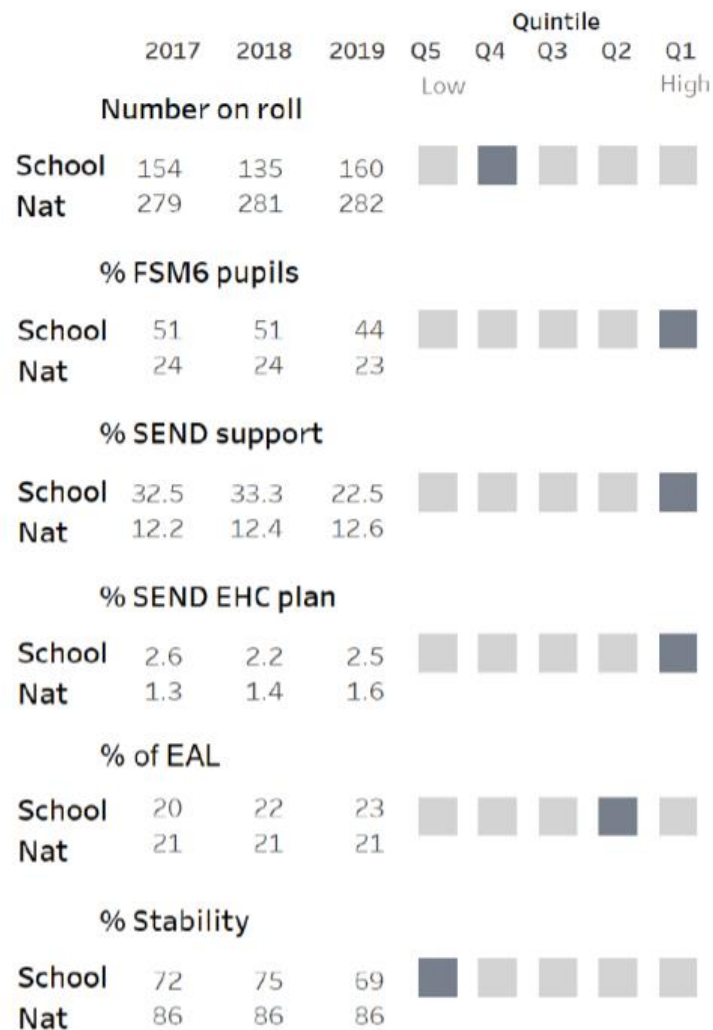
### Attainment (all key stages) Guidance

- Key stage 2 attainment of the expected standard (100+) in reading (93%) was significantly **above** national and in the **highest** 20% of all schools in 2019. Key stage 2 attainment of the high standard (110+) in reading (63%) was significantly **above** national and in the **highest** 20% of all schools in 2019.



## School and local context

### School level Guidance



### School workforce Guidance

As at November 2018, there were:

- 50% of teachers with at least one period of sickness absence compared with a national average of 54%.
- 2 days on average lost to teacher sickness absence compared with a national average of 4.0.
- no full-time vacant teacher posts in the school.

### Ethnicity Guidance

- This school has 10 out of 17 possible ethnic groups. Those with 5% or more are:
  - 62%: White - British
  - 16%: White - any other White background
  - 9%: Ethnicity not known

### Local area Guidance

- The school location deprivation indicator was in quintile 5 (most deprived) of all schools.
- The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.

### Finance Guidance

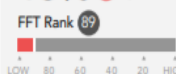
## Attainment & progress

### KS1 Attainment 2017

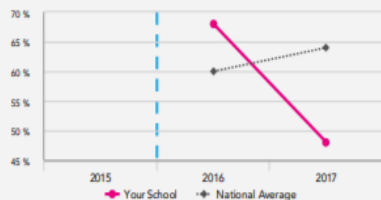
52 pupils

% Expected Standard + (Re, Wr, Ma)

48% ↓



Significantly below the national average (64%)

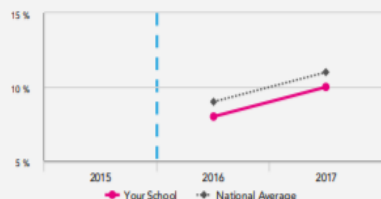


% Higher Standard (Re, Wr, Ma)

10%



In line with the national average (11%)

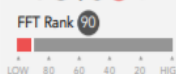


### KS1 Progress 2017

50 matched pupils

% Expected Standard + (Re, Wr, Ma)

-16% ↓



Significantly below the national average (0%)

% Higher Standard (Re, Wr, Ma)

+0%



In line with the national average (0%)

## Attainment & progress

### KS2 Attainment 2018

58 pupils

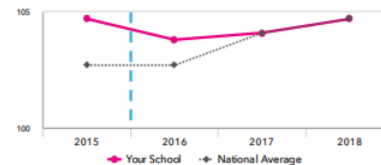
Average Scaled Score (Re, Ma)

104.7

FFT Rank



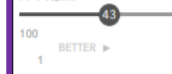
In line with the national average (104.7)



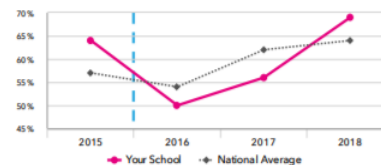
% Expected standard+ (Re, Wr, Ma)

69%

FFT Rank



In line with the national average (64%)



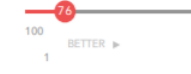
### KS2 Progress 2018

54 matched pupils

Average Scaled Score (Re, Ma)

-1.5 ↓

FFT Rank



Significantly below the national average (0)

% Expected standard+ (Re, Wr, Ma)

+0%

FFT Rank



In line with the national average (0%)

## Subjects

### KS1 subject performance 2017

	Actual results			Pupil progress			Actual results over time	
	2015	2016	2017	2015	2016	2017		
Number of Pupils / % Matched	61	50	52	80%	100%	96%		
<b>Reading</b>								
% Expected Standard +	-	84%	75%	-	+6%	-5%	<p>% Expected Standard + Reading</p>	
% Higher Standard	-	34%	21%	-	+12%	-2%		
% Level 2+	93%	-	-	-1%	-	-		
% Level 2B+	90%	-	-	+3%	-	-		
% Level 3+	31%	-	-	-5%	-	-		
Average Point Score	17.2	-	-	+0.1	-	-		
<b>Writing</b>								
% Expected Standard +	-	74%	56%	-	+5%	-15%	<p>% Expected Standard + Writing</p>	
% Higher Standard	-	16%	13%	-	+4%	+1%		
% Level 2+	89%	-	-	-2%	-	-		
% Level 2B+	75%	-	-	-2%	-	-		
% Level 3+	28%	-	-	+7%	-	-		
Average Point Score	15.9	↑	-	+0.0	-	-		
<b>Maths</b>								
% Expected Standard +	-	84%	63%	-	+8%	-15%	<p>% Expected Standard + Maths</p>	
% Higher Standard	-	22%	12%	-	+6%	-9%		
% Level 2+	97%	-	-	-0%	-	-		
% Level 2B+	87%	-	-	+1%	-	-		
% Level 3+	31%	-	-	+0%	-	-		
Average Point Score	17.2	-	-	+0.2	-	-		
<b>Science</b>								
% Expected Standard +	-	82%	75%	-	-	-	<p>% Expected Standard + Science</p>	
% Level 2+	90%	-	-	-5%	-	-		
% Level 3+	20%	-	-	-2%	-	-		
Average Point Score	15.2	-	-	-0.7	-	-		

## Overview

### KS2 Attainment 2018 · Actual results

58 pupils

### KS2 Progress 2018 · Value Added

54 matched pupils

Average Scaled Score (Re, Ma)

104.7



% Expected standard+ (Re, Wr, Ma)

69%



Average Scaled Score (Re, Ma)

-1.5 ↓



% Expected standard+ (Re, Wr, Ma)

+0%



### KS2 higher and lower performing pupil groups 2018

	Higher performing	Lower performing
Overall achievement pupil progress	Other Asian (8) Summer Term (10) First language not English (11)	Black Caribbean (6) Lower attainers (10) Autumn Term (23) ↓
KS2 reading achievement pupil progress	Other Asian (8) Joined in Y5 or Y6 (5)	Black Caribbean (6) Lower attainers (10) ↓ Summer Term (10)
KS2 writing achievement pupil progress		Lower attainers (10) ↓ FSM (10) ↓ Autumn Term (23) ↓
KS2 mathematics achievement pupil progress	Other Asian (8) Summer Term (10) First language not English (11)	Black Caribbean (6) ↓ Joined in Y5 or Y6 (5) FSM (10)
KS2 grammar, punctuation & spelling achievement pupil progress	Other Asian (8) Summer Term (10) First language not English (11)	FSM (10) FSM (ever) (17) ↓ Autumn Term (23) ↓

# How do you really know?

- What do you know about your school already?
- How do you know for sure?
- What will you do next to learn more about the school?
- What is the impact of knowing the school well?



Questions?





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