Governor Induction part 2 SUPPORT AND CHALLENGE

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Core functions and governance roles

???

(recap from Induction part 1)

Core functions and governance roles

… ensuring that the vision, ethos and strategic direction of the school are clearly defined

… strategic leadership

… strategic engagement

… strategic responsibility

INDUCTION PART ONE

… ensuring that the headteacher performs their responsibilities for the educational performance of the school

… accountability and assurance

INDUCTION PART TWO – "SUPPORT AND CHALLENGE"

… ensuring the sound, proper and effective use of the school's financial resources

…maintaining effective financial management

… collective accountability

INDUCTION PART THREE

What is "support and challenge"?

As a governor, what do you think **"support"** and **"challenge"** could look like?

?

"Support and challenge" as a cycle

1. Recognising and celebrating the achievements of the school.

2. Recognising where the school has targets for improvement.

3. Supporting the school to research, develop and implement strategies for school improvement to meet targets – **WITH KEY PRIORITY FOCUS**

4. Monitoring the effectiveness and impact of these strategies - **OVER TIME**

Balancing "support and challenge"

Support

Challenge

Be receptive to 'blue skies' ideas

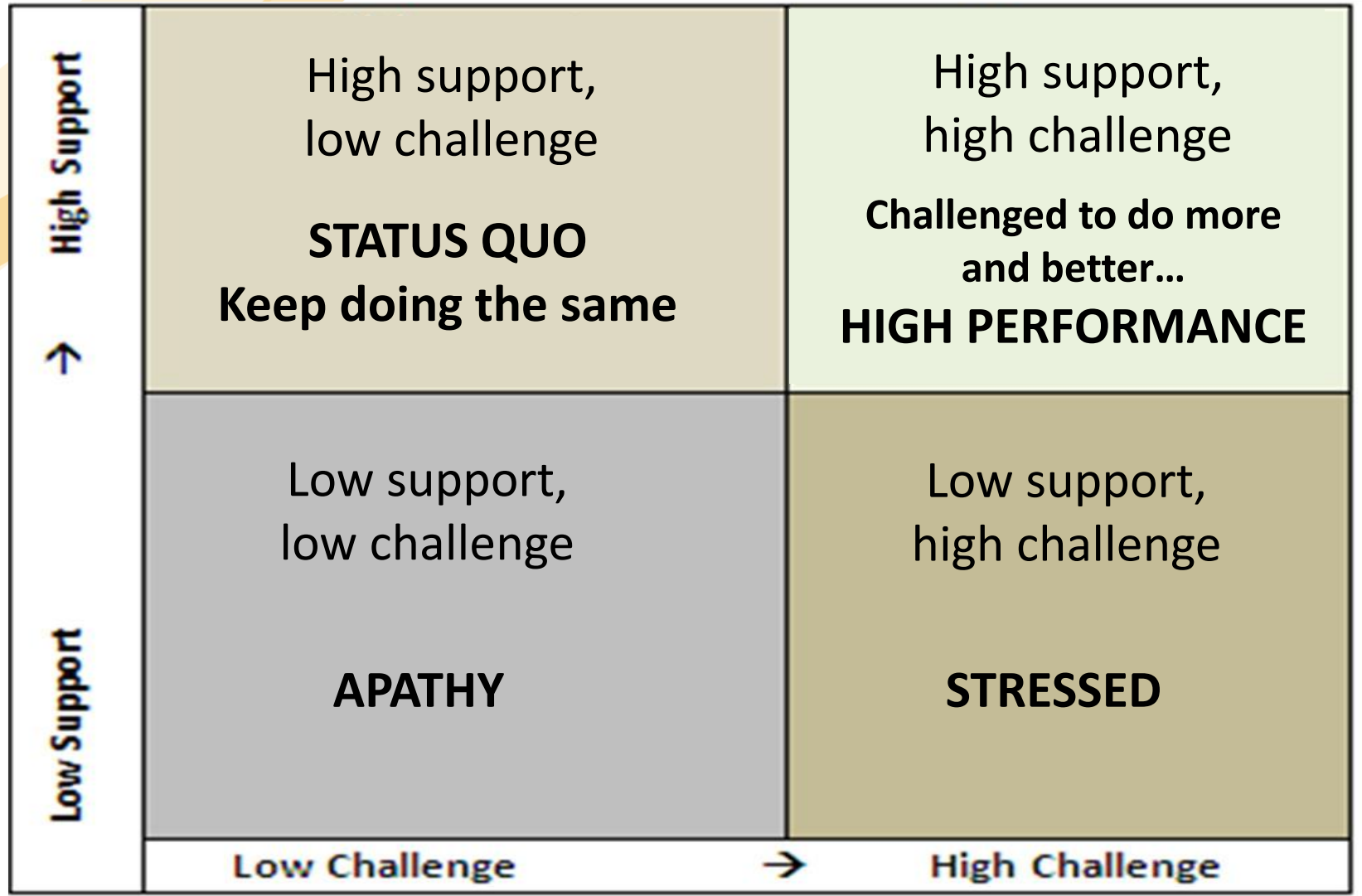Celebrate the successes

Step-up when needed (eg for panels)

Focus on the key priorities

Triangulate findings

Prepare well for meetings and understand the data

Balancing "support and challenge"

	Low Challenge → High Challenge	
High Support ↑	High support, low challenge **STATUS QUO** **Keep doing the same**	High support, high challenge **Challenged to do more and better…** **HIGH PERFORMANCE**
Low Support	Low support, low challenge **APATHY**	Low support, high challenge **STRESSED**

Getting to know your school

From Ofsted's research study "School Governance: learning from the best" (May 2011):

"Knowing their schools well was fundamental to the success of the effective governing bodies visited. They expected good quality information through detailed, regular reports supported by data analysis. This helped them to shape the direction for the school and hold leaders to account."

So, what inputs do we need?

Governance activity

Inputs

Knowing the school

- Pupil progress & attainment
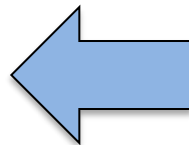- Behaviour & attendance
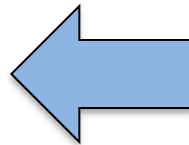- Quality of education and staff development

Reports from the leadership

Performance & other data

Governor visits to school

School self-evaluation

Ofsted reports

Strategic Direction

- Championing the vision, values and ethos
- Improvement priorities
- Governance structure

Local context

National standards

Parent and pupil voice

So, what inputs do we need?

Governance activity

Inputs

Commissioning action

- Agree improvement targets
- Consider resource availability sufficiency & allocation
- Review progress

School Development Plan

Budget Plans

Performance managing our school leaders

- Appoint & support leadership
- Hold leaders to account for progress and outcomes
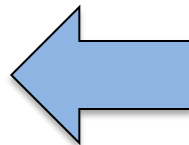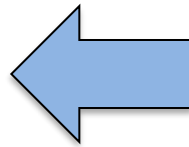- Ensure financial probity & efficiency

Performance & other data

Financial data

Governor visits to school

The school development plan

The school development plan is a tool for **monitoring progress** and for supporting the school leadership's and governing board's evaluation of what has been achieved.

It should specify the school's key improvement priorities – the targets, actions and the lead people responsible for implementing them. It should indicate timescale, the resources needed and success criteria.

The key priorities on the school development plan will be a focus at governor meetings.

IT IS A WORKING DOCUMENT

School development planning made easy

1. What is the issue? KEY PRIORITY
   • Years 5 and 6 are below target in reading

2. What do we want?

   ?

School development planning made easy

1. What is the issue? KEY PRIORITY
   - Years 5 and 6 are below target in reading

2. What do we want?
   - Improve the progress in reading

3. How do we do this?

   ???   *School leadership's remit (operational)*

School development planning made easy

1. What is the issue? KEY PRIORITY
   - Years 5 and 6 are below target in reading

2. What do we want?
   - Improve the progress in reading

3. How do we do this?
   "staff CPD for this term includes guided group work in reading and sharing good practice, and…"

4. What will the success criteria look like?
   ??? *a range of targets – including data targets*

School development planning made easy

1. What is the issue? KEY PRIORITY
- Years 5 and 6 are below target in reading

2. What do we want?
- Improve the progress in reading

3. How do we do this?
"staff CPD for this term includes guided group work in reading and sharing good practice, and…"

4. What will the success criteria look like?
"… and x% will achieve the nationally expected level in reading at end of Yr 6" (plus other targets)

An effective school development plan…

- focuses on key priorities (not too many)
- targets are SMART
- named people are responsible for actions
- links to the school budget
- identifies training and support needs
- states the evidence that will demonstrate success
- makes clear how, when and by whom progress will be monitored and evaluated
- **drives the agendas for governing body meetings**
- informs staff objectives (performance management)

Governance review of the SDP

Taking a key priority on the school development plan:

What questions could we ask when reviewing the progress to date for that key priority?

Governance review of the SDP

- Is the progress where we expected it to be?
  If not, do we know why not? Is it time for a change in strategy?

- How is success / impact being evaluated?

- How do we know whether this milestone is met?
  What evidence supports this?

- What are the next steps?
  And when and how will these be reported back to the governing board?

Staff performance management

Commissioning action

- Agree improvement targets
- Consider resource availability sufficiency & allocation
- Review progress
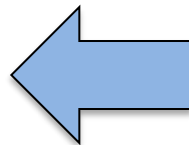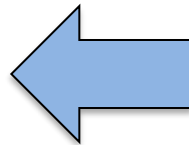
School Development Plan

Budget Plans

Performance managing our school leaders

- Appoint & support leadership
- Hold leaders to account for progress and outcomes
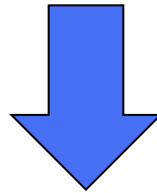- Ensure financial probity & efficiency

Performance & other data

Financial data

Governor visits to school

Staff performance management

The governing board is responsible for the headteacher's appraisal
(*Local Governing Boards/Academy Committees – this will depend on your MAT's Scheme of Delegation)

The headteacher is responsible for staff appraisal

Back to the 'inputs' – any questions on… ?

1. The Headteacher's report to the Governing Board
2. Other reports (eg from subject leads)
3. Pupil data – progress & attainment, attendance, behaviour …
4. Feedback from pupils / parents / staff (eg surveys)
5. School policies
6. The school's last Ofsted report
7. External reviews / moderation reports
8. Minutes of previous governor meetings
9. Budget plans and year-to-date monitoring reports
10. Governor visits to school

Triangulation
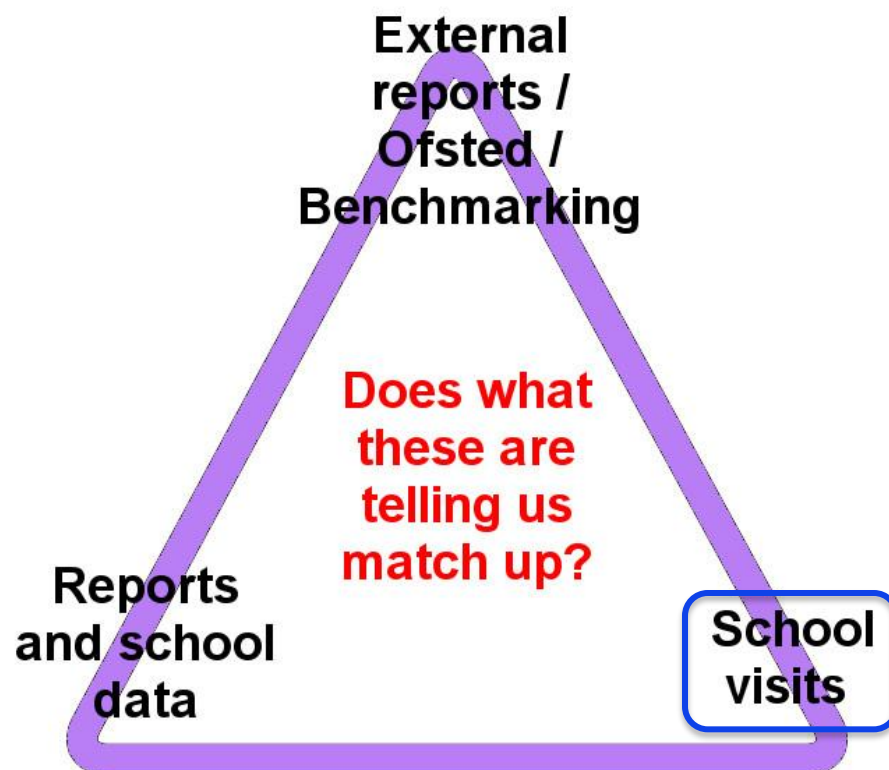
Governor visits to school

From Ofsted's research study "School Governance: learning from the best" (May 2011):

"All the governors who were interviewed visit their schools regularly and talk with staff, pupils and parents.

Clear protocols for visits ensure that the purpose is understood by school staff and governors alike.

Alongside the information they are given about the school, these protocols help them to make informed decisions, ask searching questions and provide meaningful support."

Key characteristics of effective governing bodies (from bullet 7)

Governor visits to school

What do we do when we carry out a visit?

?

GOVERNOR VISITS TO SCHOOL QUIZ

When undertaking a governor visit to school, should you…

		Do	Don't	Maybe
1.	Agree the purpose of the governor visit with the governing board and headteacher?			
2.	Arrive unannounced?			
3.	Prepare carefully?			
4.	Talk to the teacher while they are teaching?			
5.	Sit at the back taking notes?			
6.	Discuss any issues that arise with the headteacher?			
7.	Try to attend special school functions?			
8.	Develop links with a subject lead or a class or a year group?			
9.	Produce a written governor visit report for the governing board?			

Recap - getting to know your school

- Undertake governor visits to school

- Look at the school's website

- Be familiar with the school development plan - **with key priority focus**

- Look at the school's most recent Ofsted report

- As a board – engage with the school community

- Attend school events

Recap - getting to know your school

- Read the reports and documents sent to you

- Expect to ask, 'how do we know?'

- Expect to see a range of inputs (triangulation)

- Ask the 'stupid question' – there is no such thing !

- Look at the data – wrestle with the numbers.

- Ask for tables, graphs and charts

And above all…

… remember to be supportive:

- celebrate the good

- be positive

- 'well done' goes a long way

Any questions?

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