



Sponsorship by  northern  
education

# Transformational Governance

Barnsley Governors Association June 7<sup>th</sup> 2014

Les Walton CBE Chair Northern Education Trust

## Transformation is a minimum requirement

- "Transformation requires a shift in assumptions made by the organisation and its members. It can result in an organisation that differs significantly in terms of structure, processes, culture and strategy. It may, therefore, result in the creation of an organisation that operates in developmental mode - one that continuously learns, adapts and improves."

# Transformation is *the* true aspiration

School performance and all children and young people attending at least “good” provision is essential but we want **more**:

- ✓ All schools are and will always be fully inclusive
- ✓ Commitment to every child and young person within our schools and local communities is paramount, with all going on to greater things
- ✓ “Total quality” from Reception, throughout every corridor and classroom is an essential driver for change
- ✓ Minimum expectation that all teaching and learning is at least good and with all teachers and leaders aspiring to be even better
- ✓ Every adult who attended one of our schools, hand on heart, saying that their school days were the best days of their life

# Transformation requires transcending self interest

“Our approach focuses on working towards a common goal with all members of the school community. We wish students and staff to be inspired to transcend their own self interests in achieving superior results. We wish to return to the concept of ‘vocational professionalism.’”

“As a parent, raising a child, we will provide a service which is unconditional, dedicated and committed. We would like to play a major role in shaping students and staff’s future life which adheres to the Nolan principles of public life.”

# Always 'begin with the end in mind'.

Our picture of the future is :

- not limited to Ofsted 'Outstanding Status'
- not constrained by the school boundaries or even the communities within which our schools are based

We don't hammer away at improvements without any agreed- upon destination in mind

**We would know we have accomplished a transformation and become ‘world class’ when:**

“you walk through the door of the school and discover something special that lets you know that this school is different from others....there is total quality from the reception, through every classroom, corridor to the playground”

# At the centre of transformation are values that drive our mission, leadership policies, structures and strategies”

“We want our children, staff and school community to be *caring confident and capable*”

“We value self managing, self sustainable, self confident, high achieving, high self esteem, happy, fulfilled, health conscious, caring, schools because we want children to be the same”

# In order to achieve our mission our aim is to ensure we have ....

“Self-improving, self-sustaining and self-managing schools of the highest order with strong governance which supports and holds school leaders to account, enabling them to ensure our young people enjoy their school experience and achieve beyond expectation, going on to live happy, fulfilling and successful lives.”



# We want *sustainable* transformation

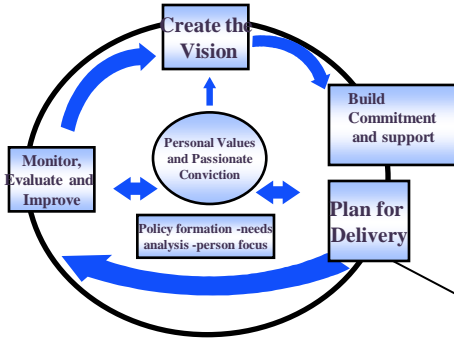
.....by avoiding policy overload, focusing on accountability, building capacity and working in harmony with the community

“

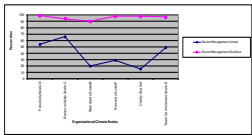
“*Building Successful Learning Communities*”

# NET Model of Sustainable Improvement

## Leadership



## Climate



Progression



Performance



Sustainability

Ofsted

ISO 9000

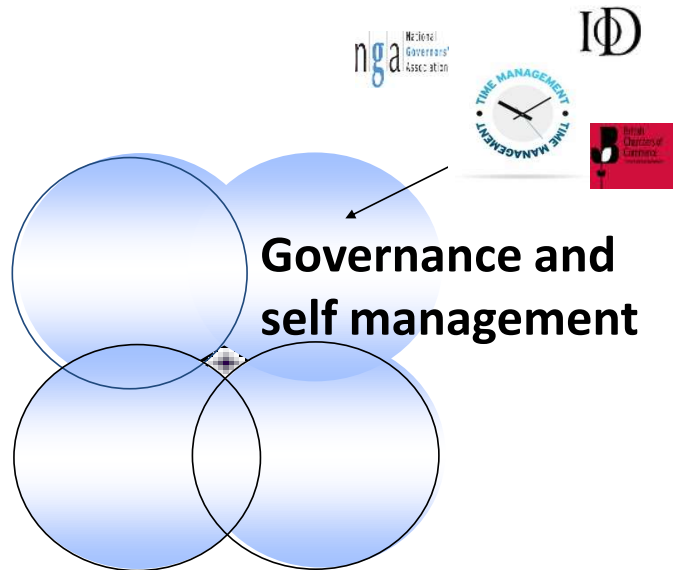
Quality Mark

European TQS

External and Internal Audit

# We start with governance and self management

## NET Model of Sustainable Improvement



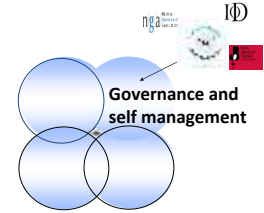
Working in partnership with .....

NGA

IOD

NECC

*“Building Successful Learning Communities”*



# The Northern Education Trust Board ensures skills and representation, *empowering* individual School Boards

**Chair - Les Walton CBE - former Headteacher and Director of Education**

**Vice Chair - Chris Roberts – former National Director for the Skills Funding Agency**

**Chair of Audit and Risk - Mark Sanders OBE – former CX of a Local Authority**

**Senior Director within the Audit Commission – Ian Hickman**

**CX and Principal of an FE College – Suzanne Duncan**

**Chairman of the Leighton Group – Paul Callaghan CBE**

**Baroness Hilary Armstrong – former Minister for Inclusion**

**June Foster OBE -former primary headteacher**

**Roger Alston OBE (CX) – former secondary headteacher**

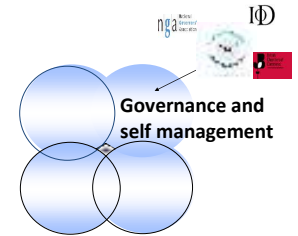
**NET Secondary Principal**

**NET Primary Principal**

**NET Secondary Chair of Governors**

**NET Primary Chair of Governors**

# Our model of School Boards ensures skills and community representation are central



## A skills and representative based board

For example in North Shore Academy, Stockton:

### Portfolio holders:

1. Chair (NET)– governance and Leadership *and remaining areas including non-teaching staff*
2. Vice Chair (NET)- finance, resources, pupil premium and performance management *and Science*
3. Portfolio holder - behaviour and Attendance *and SEN*
4. Portfolio holder – achievement *and Humanities*
5. Portfolio holder – teaching and learning *and English*
6. Portfolio holder – planning *and Mathematics*

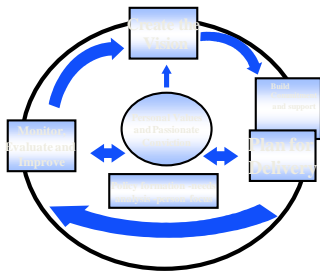
### Community Representation

1. Parent – parent voice
2. Councillor – community voice
3. University Professor – further and higher education and child protection
4. Health Service Executive – student voice
5. Principal - governance and leadership
6. Local Authority \* partnerships \* *local authority attends as an observer in a non voting capacity*

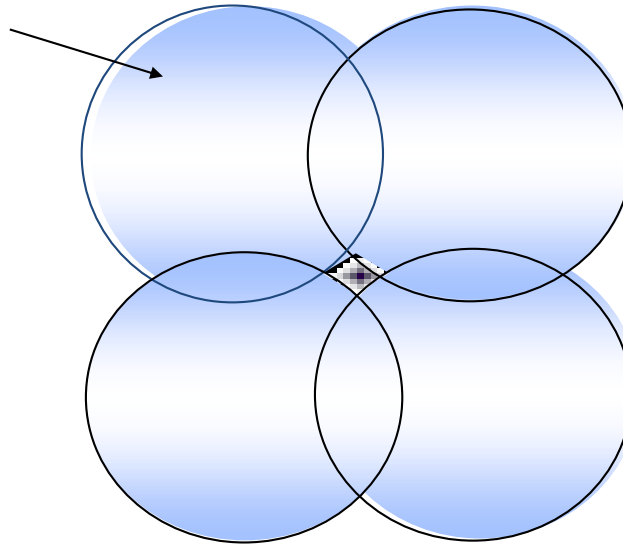
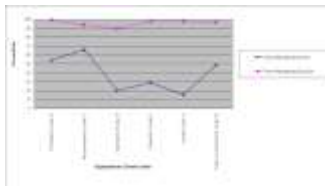


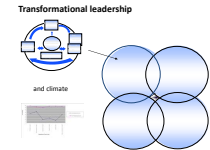
# Values driven transformational leadership is at the heart of everything we do

## Transformational leadership

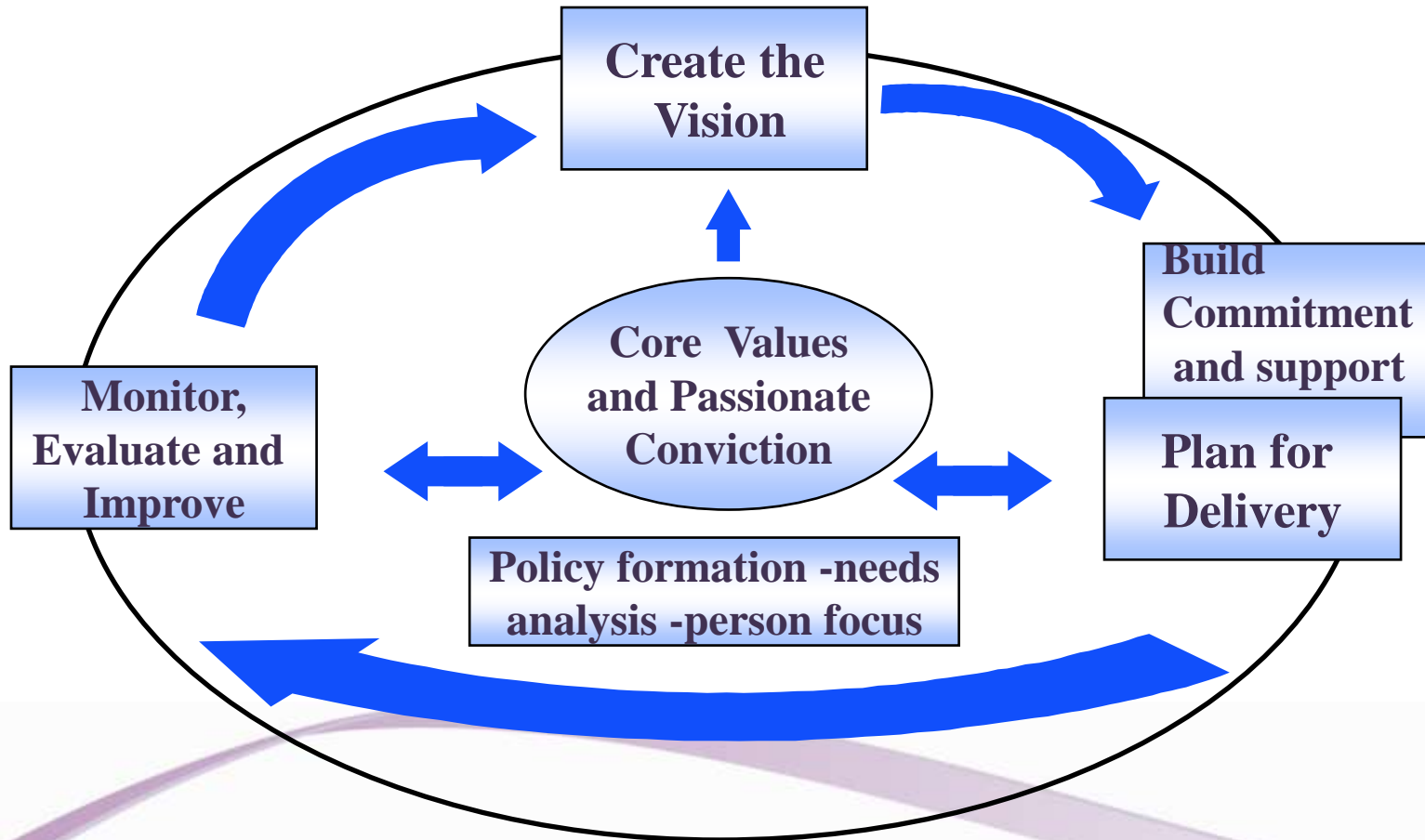


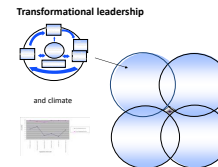
and climate



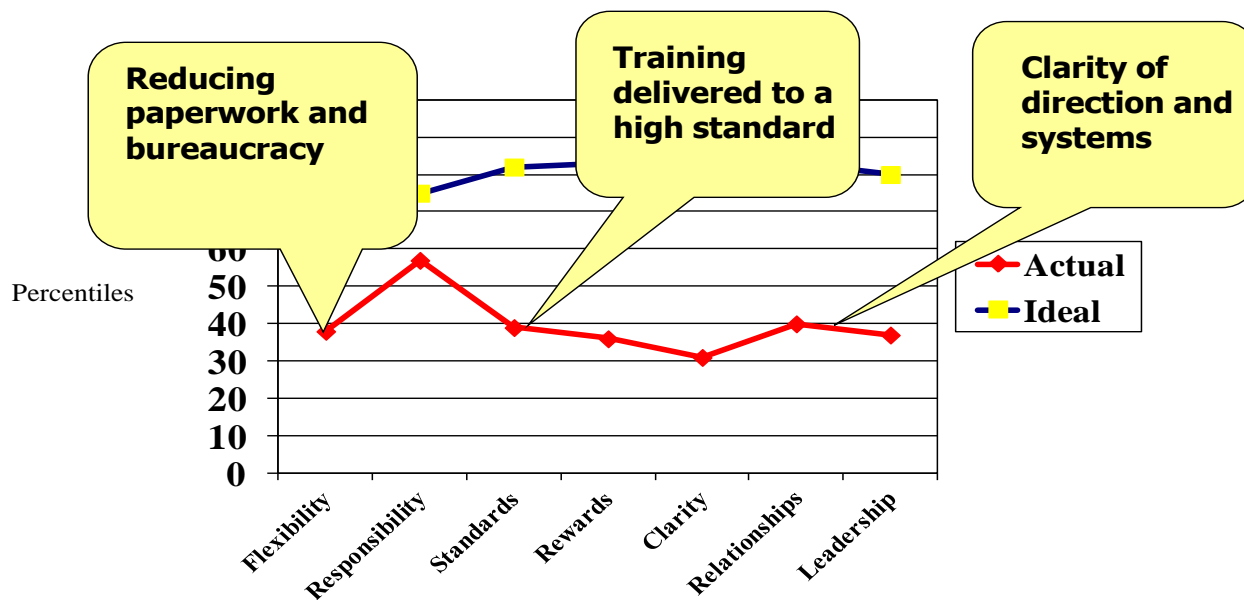


# Leadership which focuses on developing a shared vision and supports students and staff to achieve





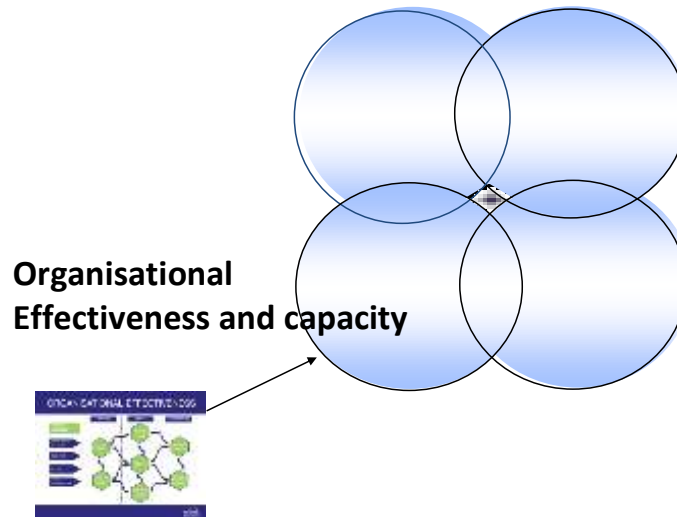
## Developing a climate for improvement for students and staff, ensuring that sustainable improvement will come from *within* the organisation





# Build the capacity of the organisation to be effective

## NET Model of Sustainable Improvement



**PESTLE**



**Planning**



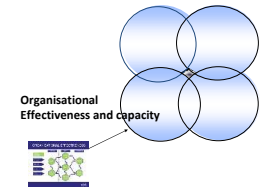
**People**



**Performance**

*“Building Successful Learning Communities”*

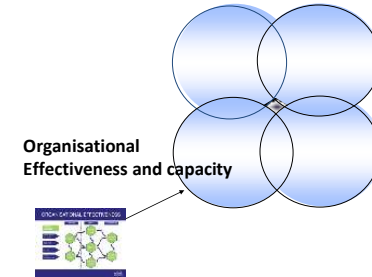
# Building capacity throughout every part of the organisation..... and beyond



At the core of all successful transformation is capacity building—the painstaking development of individual and collective desire to develop and grow new skills, resources, and motivation. Transformation requires that the core strategy must focus on thorough and widespread capacity building, especially the collective capacity of groups of staff and their students.



# Governors and school leaders need to ensure support matches their needs



## Planning and Strategy

- Curriculum development
- Strategy and Planning support

## People and Systems

- Structure, job design and policies
- Professional development
- Resource and finance management

## Performance

- Ofsted/ Performance
- External Audit and scrutiny
- Progression and raising participation
- Climate for improvement

## Planning

- Due diligence and project management team
- NET Secondary and Primary Academy Directors

## People and Systems

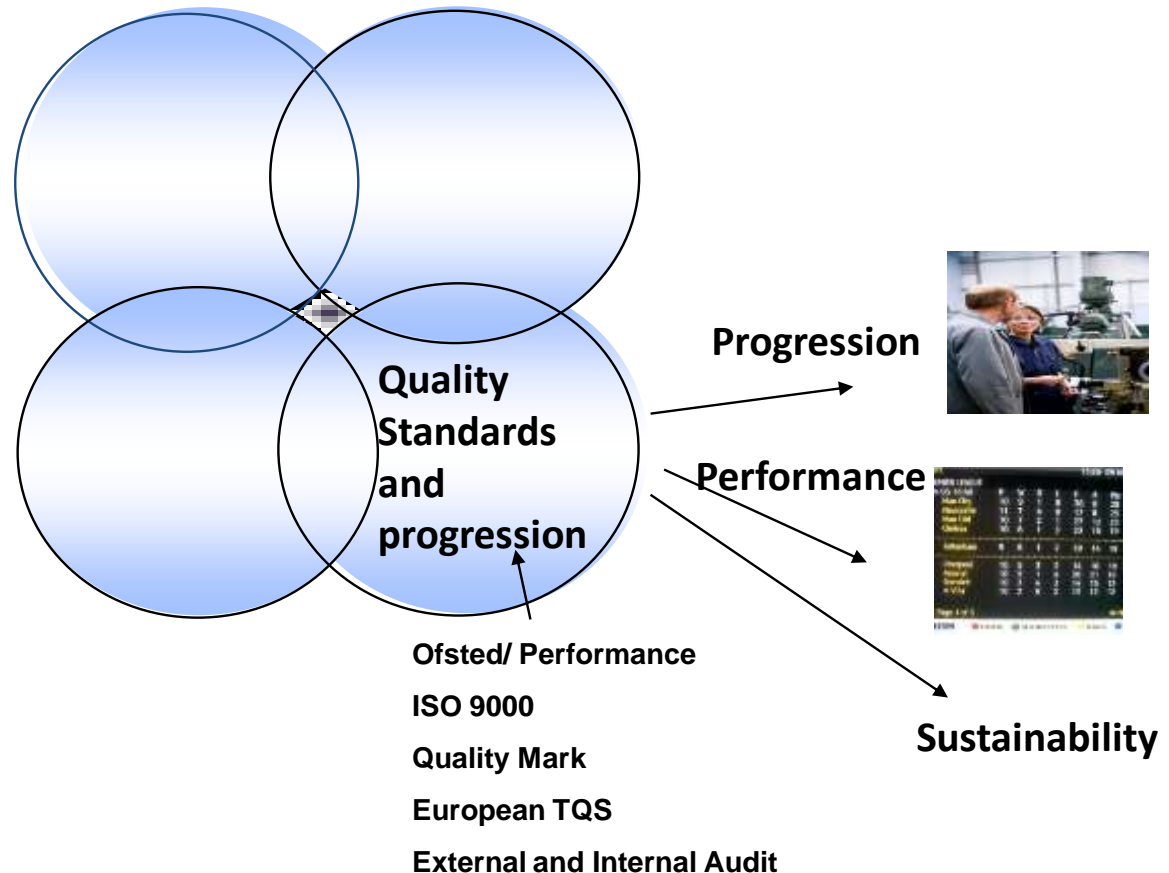
- Associate schools
- Interim Leaders
- Advanced skills teachers
- Property and maintenance
- Finance Team
- HR Team
- Central admin and support team

## Performance

- HMI review team
- Achievement Partners
- ICT and Data analysis
- Internal audit and risk
- Leadership performance support
- Governance performance support
- Climate improvement programme

*“Building Successful Learning Communities”*

# NET Model of Sustainable Improvement reduces the reliance on 'external inspection'



*“Building Successful Learning Communities”*

Finally..... sustainable transformation  
requires you looking at yourself rather than  
looking at the school. It is

more.....

Inside Out

than....

Outside In



## Building Successful Learning Communities

