

Being Strategic

“Those who have the privilege to know have the duty to act” - Albert Einstein

Trainer: Alan Richards

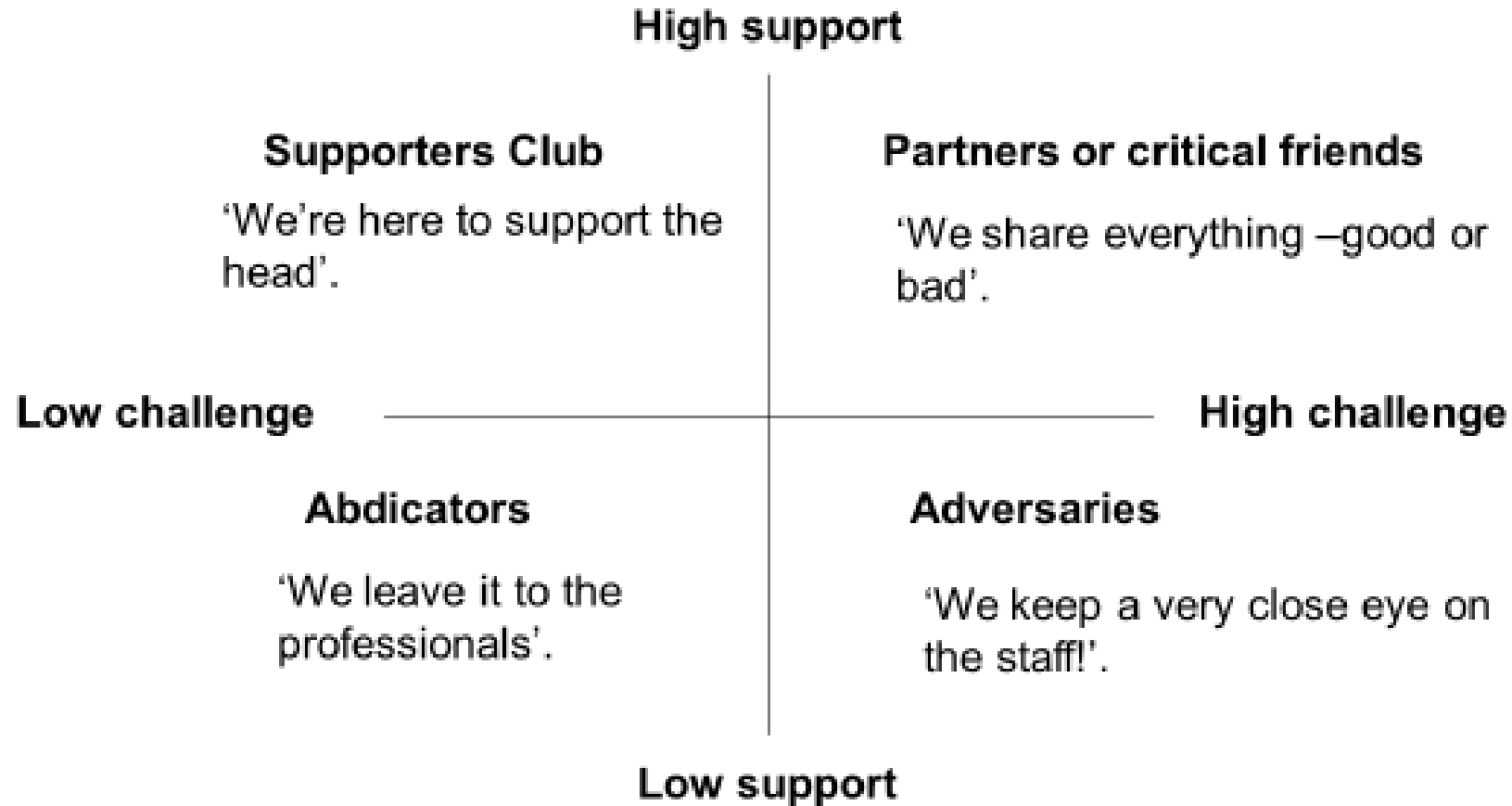
Action
4
Results

Learning Objectives

By the end of this session participants will be able to:

- Identify what constitutes strategic governance
- Prepare for strategic and focused meetings
- Recognise and use the tools required for strategic thinking
- Understand the difference between being strategic and being operational

Introductions House Rules and Success Criteria



Our Moral Purpose

KCSiE 2022

The School Run – Operational?



Holly and Jessica

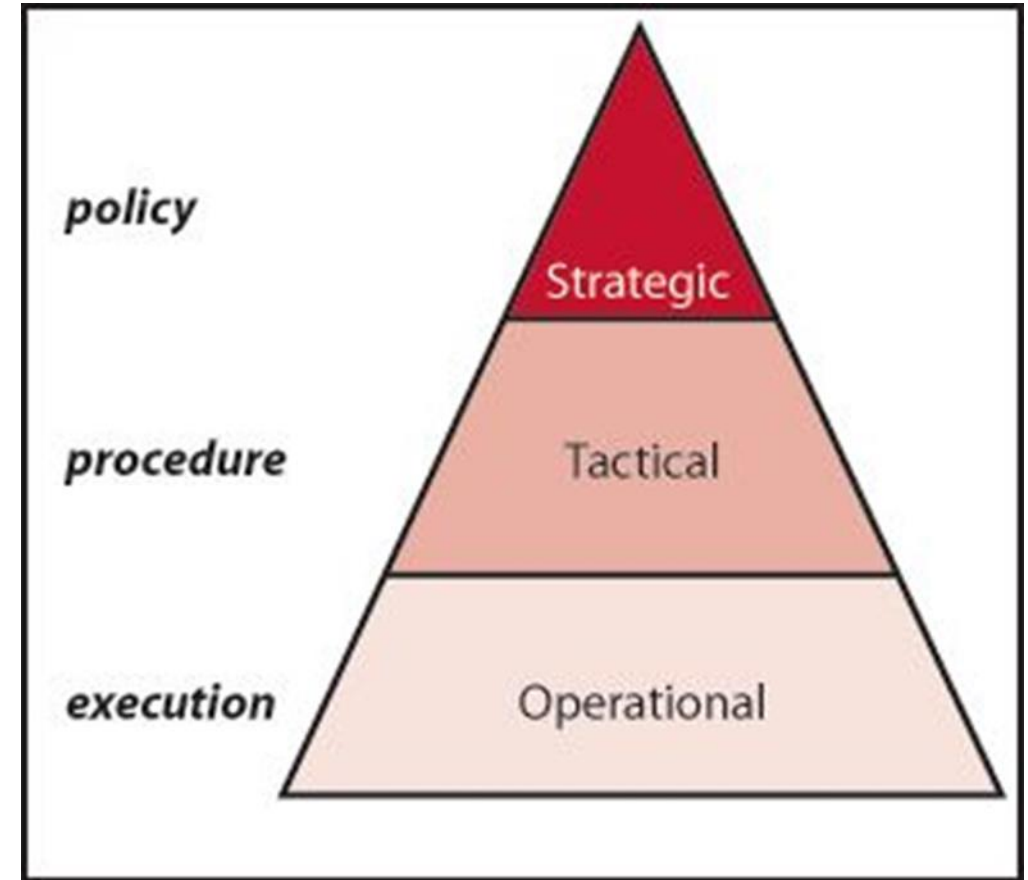
Maxine Carr and Ian Huntley

The Soham Murders

Strategic?



Strategic Approach

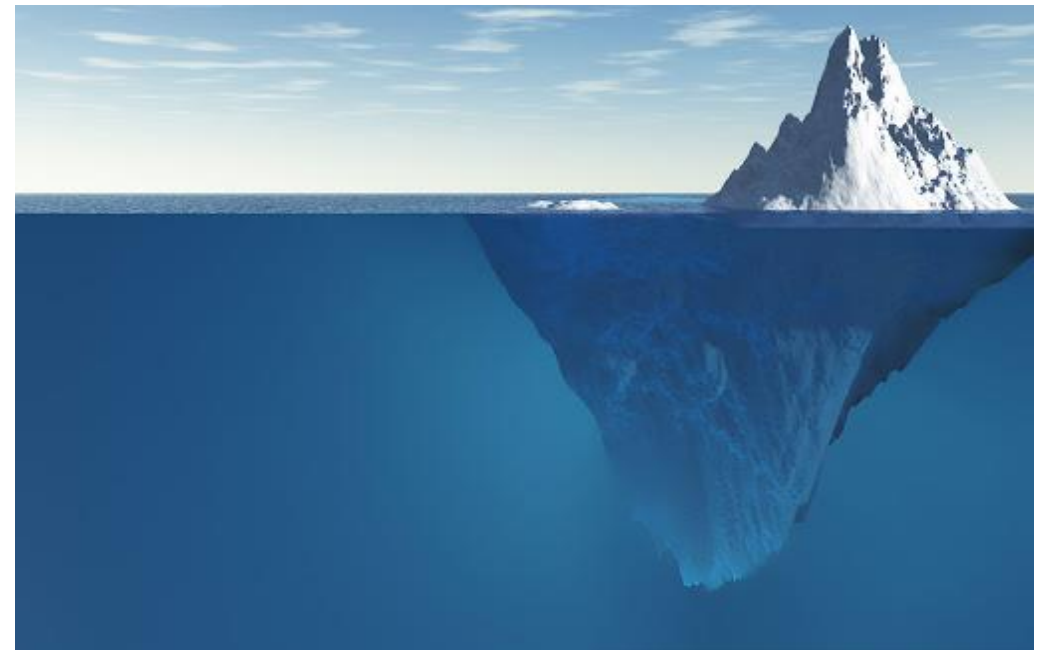


Importance of Questions and Challenge

- Know your school story and where it is in its journey
- How do you know? – Triangulation
- Pursue High Expectations
- Know it's culture, leadership and relationship patterns
- Know the teaching profile over time
- What does this illustration suggest in terms of strategy?

Activity

In small groups discuss what being strategic means to you...



Strategic Questioning



Questioning Framework – Scaffolding

- Clarify - as is
- Probe - should be
- Challenge - barriers
- Commit - pay back

Strategic Link Roles

- The minimum expectation is that each Board appoints link members for:
 - Safeguarding
 - Finance
 - Special Educational Needs (SEND)
 - The Pupil Premium

Boards may also appoint additional link governors to align with the school's priorities.

- As a group, discuss what these priorities might be and have a think about which roles each of you would like to take on.

Strategic issues to Monitor and Evaluate

- National Curriculum assessments and tests and/or secondary examination results
 - attainment and progress of specific groups of children e.g. boys/girls, children in receipt of free school meals, children from ethnic minority groups, looked after children, children with special educational needs
 - quality of teaching and learning
 - pupils' independence as learners
 - pupil attendance
 - pupils' behaviour, attitudes and self-esteem
 - pupil exclusions
 - pupil involvement in extra-curricular activities
- number of applications for admission
- destinations of school leavers
- leadership and management
- school ethos/culture
- staff morale, attendance and commitment
- partnership with parents, agencies, and the wider community
- views of parents, pupils, staff and the community
- information on the school's curriculum, staffing and budget
- the learning environment.

Strategic Tools

SWAT Analysis

- Strengths
- Weaknesses - Areas for development
- Opportunities
- Threats

INTERNAL / EXTERNAL

Strategic Tools

PEST / PESTLE / STEEPLE Analysis – Issues and impact

- Societal
- Technical
- Economic
- Environmental
- Political
- Legal

so, what's the last E

Strategic Exercise

In two groups, what are the big strategic questions you would ask?

Scenario A:

- The Headteacher has told you that the school is predicted to have a deficit because not enough children are coming to the school – the school's profile is very low! The school wants to cut its non-teaching budgets to address the deficit.

Scenario B:

- A new school has just been approved to open a mile away from your school. The Council says that there is place need across the city, but that this was the only vacant plot of land on which it can be built.

SCENARIO 1

During one of your regular visits to school three teachers independently come to talk to you about some concerns being discussed by staff. The Headteacher has indicated during a staff meeting that a review of staffing is being considered to ease budget pressures resulting from a reduced intake during recent years. You are aware that a number of budget-saving proposals will be discussed at a forthcoming meeting, with staffing being just one consideration.

How do you respond to the members of staff?

Where might you go for guidance if you are unsure?

What might you need to think about to support the school given the context of the conversations?

SCENARIO 2

You are attending a governors' meeting which is focused on recently received SATs attainment data. Following some disappointing results in the previous year, the Headteacher has presented data which shows some marginal gains for the school. This is being celebrated as evidence of improvement, but you are aware that the school continues to fall below national attainment, which has also seen improved outcomes. The national comparisons have not been included in the data, meaning that governors are not fully aware of the context of the reported improvement.

What do you do?

How do you ensure that you have the necessary knowledge to be able to understand performance data?

Why is it important for governors to receive information in an understandable, agreed format in advance of meetings?

Exit Ticket

What have I learned today?

What impact will this make to my governance?

EXIT TICKET

What is something important you learned today?
