

Governor Development and Planning

Barnsley

**20
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Introduction



- Worked in education since 1989, last 25 years in a school governance capacity.
- Joined BMBC in April 2022
- Currently Chair 2 x Governing Bodies voluntarily (1 x academy, 1 x LA Maintained)
- Chair 2 x LA Maintained School Governing Bodies in a work capacity
- Directly support 2 x Governing Bodies
- Provide clerking, advice and guidance for 36 schools and academies
- Undertake external reviews of governance
- Deliver Governor training
- Support the work of BMBC's School Evaluation Officers
- Work closely with Barnsley Schools' Alliance Board
- Work with Regional Governance Professionals as part of the YHGSG

Aim of the Session

The aim of this session is to:

- *ensure that Governors are equipped to plan their work through an effective monitoring and evaluation cycle/calendar*
- *successfully monitor and evaluate the work of the school through robust systems and processes*
- *evidence their work and the impact that that this is having on improving the outcomes and life chances of Barnsley children and young people.*

The Basics: Effective Governance



The work Governors undertake is based on 3 core functions, which are:

- **Ensuring clarity of vision, ethos and strategic direction**
- **Holding senior leaders to account** for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
- **Overseeing financial performance of the organisation** and making sure its money is well spent in supporting pupils and their education, for example SEND, disadvantaged pupils, pupil premium and sports premium

Vision, Ethos and Strategic Direction



Vision: a statement that clearly and simply states what your school aspires to

Ethos: the culture and character of your school. It is how people feel when they are there, and the shared beliefs you all hold. It is the environment you create to make sure people can achieve the vision, live the values and implement the strategy

Strategy: the specific actions you will take to achieve your vision

Holding Senior Leaders to Account

Governing Bodies are responsible for holding executive leaders to account for the:

- Educational performance of the organisation and its pupils
- The effective and efficient performance management of staff

It is your role to ask thoughtful questions about your areas of responsibility, rather than just accept everything school leaders tell you at face value. For example:

- When senior leaders tell you something's going well, you should ask how they know this and what they are doing to be sure of continued success
- When they say something isn't going well, then you need to know why, what they are doing to drive improvement and how they will know if their efforts are working
- When they give you facts and figures, you should be able to confirm those numbers independently and also know how to benchmark those numbers against local and national numbers.

Overseeing Financial Performance



All Governors have a part to play in monitoring school finance. Governors should receive a regular, concise overview of the school's finances so that they can make sure money is well spent.

Governors monitor finance through:

- Reports from the finance committee and/or individuals assigned with responsibility for financial oversight, such as the School Business Manager (who might also attend meetings)
- Link Governor reports to the Governing Body
- Asking questions at Governing Body meetings to hold committees and individuals to account, and to check that proper scrutiny and monitoring is taking place

The Competency Framework for Governance: 2017



Barnsley – the place of possibilities.

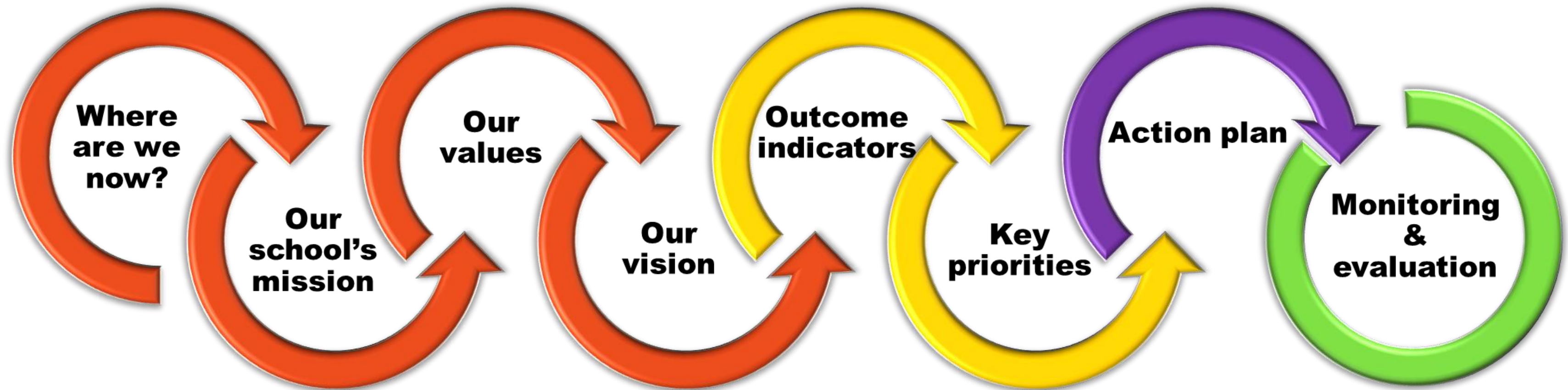


Adobe Acrobat Document



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Where are we now?



Effective Monitoring and Evaluation

(1)

Ofsted will judge how effectively governors monitor the school.

As well as ensuring that the school vision, ethos and strategic direction are right, Governors are also expected to monitor and evaluate the effectiveness of:

- Pupil progress
- Quality of teaching
- Assessment
- The Curriculum
 - Literacy
 - Numeracy/Maths
 - Other subject areas

Effective Monitoring and Evaluation

(2)

Also keep an eye on spiritual, moral, social and cultural (SMSC) development through:

- Behaviour
- British values
- Relationships and sex education (RSE)

Please also remember, that as you are monitoring improvement, you also need to monitor staff workload and wellbeing, including that of the Headteacher.

Effective Monitoring and Evaluation

(3)

Monitor the school's finances

The Governing Body monitors school finances to maintain regularity, propriety and value for money. Finance can be further broken into specific areas of focus, such as:

- Pupil Premium *
- Primary PE and Sport Premium *

* Governors should not only monitor how this funding is spent, but also what impact it is having on pupil learning and physical development.

Effective Monitoring and Evaluation

(4)

Monitor compliance

Though not named as a core function, you must monitor your school's compliance with statutory regulations very closely as a matter of law.

Ofsted will take any failure to comply with these seriously, especially in safeguarding. Other big areas include:

- Special educational needs and disability (SEND)
- Equality and inclusion
- Health and safety
- Suspensions and exclusions

Effective Monitoring and Evaluation

(5)

Compliance cont/d

Your school's statutory compliance is closely tied to its policies, so monitor:

- How closely the school adheres to those policies
- How effective they are in achieving their stated goals
- Be sure to review them as required by your school's policy review cycle.

Meeting Effectiveness

How are our meetings?

- Are Governors clear on the purpose of Governing Body meetings and what they are trying to achieve?
- Are Governors clear on the purpose of committee meetings (if the Governing Body has them)?
- Are papers sent out on time?
- Are Agendas clearly set out in a logical order?
- Do Governors understand how to prepare effectively for meetings?
- Do Governors know what's expected of them in meetings and how they can make a useful contribution?
- Are Governors' contributions relevant to what is discussed, and do they stay on track?
- Are Governors' contributions strategic and not about the day-to-day operations of the school?
- Are Governors' contributions positive and constructive?
- Do Governors hold the senior leadership team to account by asking challenging questions in meetings?
- Do meetings start and finish on time?
- Are Governors clear on what they need to do after meetings?

Areas of Development (Identified from External Reviews of Governance)



What are the main areas of Governing Body development identified from external reviews of governance?

- Lack of evidencing of Governors work (e.g. school visits not being recorded)
- Link Governors appointed to the wrong link roles
- Minutes of some meetings (e.g. committees) not taken or are of poor quality (professional clerk?)
- Governors not receiving enough or the right internal information (Headteacher's Report missing key headings, or not circulated prior to the meeting)
- Lack of external information (data/reports) to triangulate and validate the work of the school
- Lack of engagement with key stakeholders (e.g. parents, pupils, local community)
- Over reliance on the Headteacher for information (e.g. not inviting staff to speak/present at meetings of the Governing Body)

What do we need to be effective?

Governors need good quality, accurate and up-to-date information.

Internal

Headteacher's Report 

SENDCo Report

Microsoft Word
Document

Curriculum Leaders Reports

School Business Manager (SBM) Report

Designated Safeguarding Lead (DSL) Report

External

Building a Picture (BAP) – BMBC

Ofsted Report

Pupil Premium Review Report,

SEND Review Report

Safeguarding Report

Department for Education (DfE) – Compare School Performance: <https://www.compare-school-performance.service.gov.uk/>

National Governors Association <https://www.nga.org.uk>

Fischer Family Trust (Governor Dashboard )

Adobe Acrobat
Document

Next Steps

Produce an action/development plan

Action/development plans help Governing Bodies drive their own improvement, in the same way that schools develop their own action plans to improve areas that need it (e.g. specific subjects).

What makes a good action plan?

An effective Governing Body action/development plan:

- Is developed collaboratively with the school's senior leadership
- Links to the school improvement plan (SIP) or trust improvement plan
- Includes development areas for the Governing Body to work on
- Clearly outlines its aims/objectives/priorities
- Evidences the work of the Governing Body in meeting its aims/objectives/priorities

BMBC Governing Body Action/Development Plan



BMBC Governing Body Action/Development Plan for Governors

Draft



Microsoft Word
Document

Monitoring the Plan

- The Governing Body has responsibility for putting the plan in action, but monitoring and updating is usually done by the Chair (but if stored on GovernorHub/SharePoint could be a live document accessible to all).
- The monitoring and updating process will depend on the work to be undertaken, but regular reports to the Governing Body (by possibly having the plan as a standing agenda item) will help everyone keep track of progress.
- How often the plan is monitored also depends on the context in which the plan was created and the actions to be taken.
 - e.g., if the plan is in response to a poor Ofsted judgement, you'd need to monitor more frequently to evidence rapid change. However, if the plan sets out priorities over the course of a year (or more), then you might choose to monitor termly.

BMBC Support for Governors



For schools and academies which subscribe to BMBC's clerking, advice and guidance SLA, it is possible to access the Governing Body Action/Development Plan and other useful resources via the Resources section of GovernorHub.

<https://app.governorhub.com/s/barnsley/resources>

Questions?



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Thank You! 😊

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