



***‘CREATING  
POSSIBILITIES IN THE  
SCHOOL LED SYSTEM’***

**The NW School Led Conference 2015**

Tuesday 20<sup>th</sup> October, 9:00 – 3:45pm

The Point, Emirates Old Trafford, Manchester

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**A ONE DAY CONFERENCE FOR ALL SCHOOLS IN THE NORTH WEST REGION**

# Creating Possibilities Through Effective Governance

Ruth Agnew  
Andy Kent



# Education Act 1944

Stages and purposes of statutory system of education.

## THE THREE STAGES OF THE SYSTEM.

7. The statutory system of public education shall be organised in three progressive stages to be known as primary education, secondary education, and further education ; and it shall be the duty of the local education authority for every area, so far as their powers extend, to contribute towards the spiritual, moral, mental, and physical development of the community by securing that efficient education throughout those stages shall be available to meet the needs of the population of their area.

# Education Act 2002

“The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which—

(a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

(b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

# Model Academy Articles

“to advance for the public benefit education in the United Kingdom, in particular but without prejudice to the generality of the foregoing, by establishing, maintaining, carrying on, managing and developing a school offering a **broad and balanced curriculum**”.

In all types of schools, governing bodies should have a strong focus on three core strategic functions:



- a) Ensuring clarity of vision, **ethos** and strategic direction;
- b) Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- c) Overseeing the financial performance of the school and making sure its money is well spent.

## Outstanding Leadership and Management means:

- Leaders and governors have a **deep, accurate understanding of the school's effectiveness** informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.



# Outstanding Leadership and Management means:

- Leaders and **governors** focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are **uncompromising in their ambition.**

## Outstanding Leadership and Management means:

- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. **Governors do not shy away from challenging leaders** about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.

## Outstanding Leadership and Management means:

- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have **created a climate** in which teachers are motivated and **trusted to take risks and innovate** in ways that are right for their pupils.

# Effectiveness of leadership and management

In making this judgement in schools, inspectors will consider:

- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
- how well the school supports the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities

# Outstanding Overall Effectiveness

- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive (3/4)

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Governors' Handbook – September 2014

Albert Einstein

“Not everything that counts can be counted, and not everything that can be counted counts.”



So how can we measure what we value?



What do we value?

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“Despite an apparent increase in school autonomy over the last few decades, the goals that used to define the purpose of schooling appear have moved to the periphery. They have been overwhelmed by attainment-related accountability pressures and reduced to a by-line in National Curricula and in the Department for Education (DfE) and Ofsted’s thinking. It has been increasingly difficult for schools to think about anything other than short-term gains to short-term outcomes.”

“The league-table culture and compliance culture that Ofsted has brought in to the system has taken the soul out of schools.”

John McIntosh, London Oratory School

**The board**

**GBs as non-executive leadership focused on enhancing the effectiveness and efficiency of the school / charitable company**

**The localising influence**

**GBs as guardians of local vision that filter national policies and bring local knowledge to bear on what schools do**

**The vehicle for democracy**

**GBs as mechanisms for representing local people in decisions about the local delivery of education**

# A Framework for Governance: A flexible guide to strategic planning

January 2015



# Effectiveness of communication with parents

A school needs to understand its parents and their views of the education being provided for their children because parents care deeply about their children's future. They have an enormous influence on their children's learning and choose schools for their children to attend. Ofsted uses responses to Parent View when making inspection judgements, and will consider how effectively the governing body engages with parents

## **Evidence:**

- Parent surveys
- Feedback at parent evenings
- Number and nature of parental complaints
- Number of authorised/unauthorised absences

# Relationship with local community

All state funded schools are required in law to promote community cohesion. Developing a good relationship with the local community can benefit the school in many ways. It can open up experiences which support the curriculum and enhance pupils' learning; for example enhancing careers education via links with local businesses. It can improve cohesion between the different ethnic and religious groups within a school. The school's standing in the local community will also affect applications for places.

## Evidence:

- Admissions data
- Level of participation in community activities at the school
- Parent surveys
- (Secondary) Number of pupils gaining work experience in local businesses



# Future aspirations of pupils

Pupils with high aspirations are more likely to go on to university, apprenticeships and other forms of university education or training, leading to rewarding and successful careers. They are also more likely to work hard to achieve their aspirations and therefore reach their full potential academically.

## **Evidence:**

- Careers information, advice and guidance delivered to pupils and feedback from this
- Pupil surveys
- (Secondary) Proportion applying for degree programmes at universities (including elite universities), vocational programmes at colleges and apprenticeships
- (Secondary) Number of former pupils not in education, employment or training

# Preparation for next stage of education

Part of the role of schools is to give pupils the knowledge and skills they need to succeed in the future, both in the short and long term. Ofsted inspectors consider whether “teaching across the school prepares pupils effectively for the next stage of their education” (Ofsted School Inspection Handbook, July 2014) and this also forms part of the judgement for Achievement of Pupils

## **Evidence:**

- Surveys of former pupils
- Pupil exit interviews
- (Primary) discussions with the secondary school(s) pupils move on to
- (Secondary) Destination data for pupils up to three years after leaving and number of students who are not in education employment or training
- (Secondary) Options available for next stage of education (facilitating A level subjects etc.)

# Over to you

The thing that's most important for you – how do you measure it? (or how could you measure it?)

- We value what we measure
- How are we going to make sure that we measure what we value?

“We make our own destiny, but not in circumstances of our own choosing”



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