

## School Effectiveness Impact Evaluation 2016

### Achieving Excellence Together

<b>Report title</b>	<b>Governor Development</b>
<b>Lead</b>	<b>Therese McNulty</b>
<b>Key objectives 2015- 2016</b>	<ul style="list-style-type: none"> <li>• <b>Ealing will be recognised as leading LA in promoting educational excellence - brokering, commissioning high quality services, supporting innovation and leadership development</b></li> <li>• <b>Systems to recruit, retain and develop high quality leaders and governors are developing</b> <ul style="list-style-type: none"> <li>- Ensure governors and clerks are kept informed and have access to statutory information and quality communication/guidance on governance issues</li> <li>- Deliver/commission high quality training and induction,; nationally recognised programmes; increased levels of satisfaction</li> <li>- Support with high quality recruitment and retention of new and existing governors</li> <li>- Support new, aspiring and existing chairs so more effective</li> <li>- Support the development of professional clerking,</li> <li>- Build capacity for sustainable improvement</li> <li>- Deployment of high quality governors to support schools with risks</li> </ul> </li> </ul>

#### **Impact Evaluation**

##### **What schools say – Governance Survey 2016**

100% of schools who responded to the school effectiveness governance survey rated the overall quality of governance training, support and guidance as good or outstanding. Comments included: *'The support has helped governors question more the things we are doing for the children, which in turn has promoted better outcomes.'* *'Support has turned the governing body into a much more effective group that now challenges the school and helps it to improve.'* *'The range of courses and the quality of these is outstanding.'* *'Governance help by email is invaluable.'* *'Directors Report to Governors and Gatekeeping communications are really helpful for keeping governors up to date.'* *'I would not be nearly so well informed as a governor without you.'* 97% said communications, value for money, and the difference the service makes were good or outstanding. Areas where we required improvement were as follows: Cost of bespoke governance work; more Induction sessions with a focus on the strategic elements; variety of training delivery styles; support for finding clerks. Overall the survey reflects that governors and clerks feel the quality of the service has improved (2014/15, 96% good or outstanding).

##### **Statutory Requirements**

All statutory requirements required by the local authority (LA) have been carried out– areas below.

##### **Provide Training for School Governors/Clerks**

Delivery of professional workshops, training and information sessions enable schools to be fully updated on national/local priorities and enable them to be compliant with statutory duties. They also provide support for individual governors. The governor 2015/16 central training programme was revised so more specific and targeted with focus on support for leadership at all levels e.g. chairs'; SEND leads, around key issues e.g. complaints. More emphasis was also placed on joint governors/SLT training e.g. HTs/chairs (Leading in partnership/new HT induction; conference); chairs/clerks (GB meetings/joint briefings) to promote and build collaborative and strategic ways of working.

In 2015/16, there were 33 governor courses with 483 governors attending. This was an improvement on 2014/15 with 54% as opposed to 46% of governors attending sessions. Although attendance figures have improved there was huge variance in attendance with some sessions attracting 30+ and others only e.g. four. 2016/17 we have used the data to further develop the [central training programme](#), ensuring it still covers the more popular courses but focuses on the core governance functions. It will still be responsive to new statutory initiatives e.g. academisation, assessment changes in order to build skills, confidence and capacity. With sufficient interest we will also be running the National College chairs development programme and the clerks' development programme – certified nationally recognised programmes to support the work of chairs and clerks.

Whilst the course evaluations show 99% would recommend training to others, we have taken on board comments regarding the need to review the range of activities/delivery styles within some sessions and relevance. We hope this approach will result in more consistency of attendance and the potential to make a difference.

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The termly briefings/networks for chairs and clerks continued to provide information and guidance on current themes. The chairs briefings saw a decrease in the numbers attending from an average 27 in 2014/15 to 20 in 2015/16. In contrast the clerks briefings attendance increased from 22% to 26%. Evaluations for both were all good or excellent. Reasons cited for the decrease in the chairs' briefings were the demands on chairs time and for special/secondary chairs the relevance of agenda items. We will work to ensure agenda items are relevant to all phases and where phases need specific information that these are run separately.

Our third governors' conference held in June 2016 attracted 93 governors with representation from 9 high schools, 4 special schools and 38 primary schools. The themes this year as identified by the conference planning group – representative headteachers, governors and officers - were the future of school services, academisation and governors knowing the quality of education in their school. 100% of those who completed the evaluations (54 governors) rated the conference as good or excellent. What went well: *'Informative, helpful, the best one yet!'* *'Addressed key themes of the moment.'* *'Good opportunity to bring Heads and Chairs together to hear the same messages and network.'* Improvements for future include: *'Size of PowerPoints (PPT) in packs and amount of content on slides.'* *'Set more time aside for activities and discussion involving the participants.'* *'Q & A session.'*

#### **To Provide Information for School Governors /Clerks**

Advice, guidance and information from the team support governors with areas of concern or enquiry, enabling them to make informed decisions and/or ensure they operate within the legal framework. High quality materials and communication/information means governors and clerks are well informed on statutory/changes and have tools to support school improvement and self-review. The following are areas GBs have been supported with:

- Ealing Grid for Learning (EGfL) governance section [www.egfl.org.uk/governance](http://www.egfl.org.uk/governance) has continued to be reviewed and updated on a regular basis to reflect changes to statutory regulations and to provide new and improved resources. This has included revised parent, staff governor election and LA governor nomination guidance (see below); [Induction guidance incl. PPT slides](#) developed for GBs to use with new governors (Spring); revised [HT appraisal](#) and in collaboration with Schools HR, [HT recruitment](#) guidance
- Continued development of the bi-annual Director's Report sent to all 1000 (approximately) governors. Copy also available on [EGfL](#) and newsletter (workforce and governance) also available on EGfL. From autumn 2016 this will become an electronic report in the style of Gatekeeping
- Regular e mail updates in addition to telephone and email support, advice and guidance including Gatekeeping from team on membership, statutory regulations/guidance, complaints and best practice
- For the fifth year we negotiated a 20% discounted rate with [The Key for School Governors](#) (30 schools took up the offer). We also negotiated again a discounted deal with [The National Governors Association](#) (14 schools took up this offer)

#### **To Appoint Parent Governor Representatives to Local Authority Committees Dealing with Education**

This process is now managed by the scrutiny and committees section with support from school governance as appropriate.

#### **To Nominate Local Authority (LA) Governors to all Maintained School Governing Bodies**

As a result of feedback we amended the application form and [process for nominating an LA governor](#). All applicants now complete a skills audit, as part of the process (adapted from the National Governance Association). This can then be used to help GBs identify the skills and any additional personal qualities /experience that the applicant may offer. In addition we have made clearer that once a LA nominee has been found the chair/clerk needs to respond within four weeks (28 days).

We have nominated 16 LA governor/citizen governors in 2015/16. However, according to our records there are 20 LA/citizen governor vacancies some of whom are as a result of non-response from schools to nominated candidates others due to lack of suitable candidates. We will continue to work closely with the chief whips to secure suitable nominations and where suitable candidates are not available we will continue to develop our relationship with SGOSS and now Inspiring Governors to support GBs with

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finding LA citizen governors.

#### **To Make the Instrument of Government (IoG) for all Maintained Schools and Federations of Maintained Schools**

By 1<sup>st</sup> September 2015 all maintained schools had successfully reconstituted. We continue to provide support and guidance to GBs who wish to make changes to their IoG especially where it has become apparent the current constitution does not support the strategic priorities for the school.

#### **Support for Schools Causing concern**

The 'securing good' programme supports primary schools which have been identified as needing support. In 2015/16, 15 schools benefited from support. Of these three had governance as the driving factor and nine others had governance as an area needing development. In addition to the termly meetings support has been provided by external consultants to provide governance reviews, action planning and training specific to needs as appropriate. In 2015/16 the LA has brokered nine governance primary reviews for schools by external consultants as a means of identifying areas of strengths and for development with action plans.

#### **To Set up Temporary GBs for new Maintained Schools**

No new maintained school in 2015/16

#### **Other**

##### **Governor Data/information**

We have continued to develop the governor data base to monitor membership, vacancies and terms of office more accurately. This enables us to better support GBs where they have LA and/or co-opted governor vacancies in addition to advice and guidance when reconstituting. The number of governor vacancies has dropped slightly from 19% to 18%. Of these 8% are co-opted, 4% parent, 3% foundation and 2% LA governors. We have revised the [staff and parent governor elections guidance](#) in collaboration with the elections team and the [LA governor nominations process](#). We will develop recruitment guidance in 2016/17 to support GBs when appointing/electing new governors. In addition we need to ensure that clerks inform the local authority when vacancies are filled. This is something we will continue to work with clerks and governing boards to improve.

##### **Governor recruitment**

We continue to work together with [SGOSS](#) to support filling governor vacancies. Together, we ran a second recruitment campaign targeting Ealing businesses and the local community. The information event (March) attracted 66 registrations with 53 attending (2015 43 attended). The new matching event (May) attracted 28 potential new governors and 13 schools (11 primary, 1 high and 1 special). As a result of both the information (March) and matching (May) events 50 new people have applied through SGOSS to be a governor in an Ealing school. Six of these have been placed and 10 have been referred to/awaiting responses from schools. Two of the six placements and all 10 of the referrals attended one or both of the Ealing events. A further 34 people have started/ completed an application.

Governors have reported an improvement in the quality of governors as a result of both the SGOSS campaign and improved information available via EGfL and briefings. SGOSS having been successful in securing alternative funding so we will continue to work with them in 2016/17 in addition to building a relationship with the new DfE provider [Inspiring Governance](#). In 2016/17 we will also develop support to recruit clerks which will involve some type of information event TBC.

##### **Building Capacity**

We have continued to build capacity through the use of governor associates. This has supported project work e.g. Conference, toolkit on EGfL, governance reviews and bespoke support. Areas that governing boards have been supported with, in 2015/16 have included mentoring for new chairs and chairs dealing with 'difficult' situations, reviews of governance, preparing for Ofsted and support with dealing with parental complaints.

Link officers/ consultants are briefed twice termly on key governance issues so that they can better support GBs esp. HT appraisal and HT recruitment. In addition the key officers and associates working with schools on governance issues have met termly to share information and feedback. The

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intelligence/outcomes from LOs and associates has helped to identify support needed e.g. HT recruitment and HT appraisal support, GB reviews, securing good support.

The LA has also made use of experienced governors and national leaders of governance to support GBs experiencing difficulties. This has included interim chair/vice chair to build capacity and model how the roles should be carried out; mentoring and coaching to develop relationships between chairs and SLTs.

**Ealing leaders of governance (ELG)** pilot was launched 2015/16 to provide governor to governor support on a short term basis for HTs, governors and GBs. Eight governors inducted with five delivering support and advice, mentoring a new chair; supporting individual governors on specific issues; providing new governors with one to one induction; identifying training needs and being a coaching/mentoring chairs when dealing with 'difficult' issues. Using the lessons learnt we will relaunch the initiative to grow and develop ELGs in 2016/17 starting with an information event to provide information for those interested in becoming an ELG or finding out more.

#### **Bespoke support – how many sec good in for governance**

As part of the primary collaboration agreement governors were supported by 9 days of bespoke support in 2015/16. This year there has been more requests for support with issues related to parental complaints and in addition to bespoke training on clarity of role and appropriate challenge and preparing for Ofsted. In addition the LA has brokered nine GB reviews and PAYG support. In 2015/16 40 primary schools ? high schools and ? special schools used the LA to facilitate the external reviewer role for HT appraisals. In addition school effectiveness supported the GBs of 13 primary schools; 1 special school and ? secondary school with HT recruitment. This has been supported with revised, simplified guidance for both [HT appraisals](#) and [HT recruitment](#) on EGFL (September 2016 and promoted via the autumn Directors' Report).

#### **Priorities for 2016-2017**

As part of School Effectiveness team plans and as directed by the School Improvement Strategy Group and Chairs briefings as appropriate

1. Support with recruitment, induction and training of new governors and clerks
2. Building capacity for sustainable improvement e.g. governor to governor support
3. Provide support/advice as appropriate for developing training and support for existing governors including clarity of role and purpose governors, succession planning.
4. Use data from reviews etc. to provide intelligence on effective governance models