

School Effectiveness Impact Evaluation 2015

1. Raise standards, close achievement gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people
2. Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnerships

Report title	Governor Development
Lead	Therese McNulty
Key objectives 2014-2015	<p>Build capacity for sustainable improvement</p> <ul style="list-style-type: none"> • Governors and clerks are kept informed and have access to statutory information and guidance on governance issues • Continue to deliver/commission high quality training; develop links with other LAs to deliver/facilitate nationally recognised programmes; increased levels of satisfaction • Continue to develop support for chairs and clerks • Continue to increase capacity for supporting governors/ GBs including improved intelligence, use of link officers and associates to develop projects as appropriate to support priorities • Expert advice, guidance and support from or commissioned by the school effectiveness team, supports governing bodies in schools with identified risks or specific needs • Deployment of high quality governors to support schools with risks
<p>What schools say – Governance Survey 2015</p> <p>2014/15, 100% of schools who responded to the school effectiveness governance survey rated the difference this area is making to the work of the school as good or outstanding. Comments included: <i>‘I think GB services have really improved and there is high quality delivery and energy around this area’</i>; <i>‘Training delivered has been excellent’</i>; <i>‘As a new chair I needed I had a lot of questions and I found that the services on offer supported me completely and never made me feel foolish for asking so many questions.’</i> 96% said the 1. Quality of training, support and guidance 2. Communications and 3. Value for money, were good or outstanding. Areas where we required improvement (one school for each of these the areas) were as follows: one on time taken to nominate LA governors; one about not being aware of bespoke support for governors and one regarding value for money of bespoke services. Overall the survey reflects that overall governors and clerks feel there has been an improvement in the quality of the service (in 2013/14, 72% good or outstanding).</p> <p>Statutory Requirements</p> <p>All statutory requirements required by the local authority (LA) have been carried out– areas below.</p> <p>Provide Training for School Governors/Clerks</p> <p>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. In 2014/15, there were 42 governor courses with 462 governors attending (46% as opposed to 38% of governors attending courses in 2013/14). Participants felt the overall usefulness of courses was good or excellent and that they had a potential to make a difference. Attendance however was more variable during 2014/15. As such for 2015/16 slimmed down the training programme to cover the more popular courses whilst also ensuring governors’ core responsibilities and new statutory initiatives are available in order to build skills, confidence and capacity. Whilst the annual surveys rated training overall as good, we have taken on board comments regarding the need for more discussion time, to review the range of activities within some sessions and relevance. We hope this approach will result in more consistency of attendance and the potential to make a difference.</p> <p>The briefings/networks for chairs and clerks provide a strong platform for sharing information, raising concerns and communicating more widely. This year the briefings were used as part of an informal consultation to gain feedback on key priorities for governors and training in 2015/16. The termly chairs briefings, revised to be more like the headteacher briefings, saw an increase in the numbers attending from an average of 16 in 2013/14 to 27 in 2015/16 with a total coverage of 50 schools attending one or more session. Likewise for the clerks briefing where there was on average increase from 17% of clerks attending in 2013/14 to 22% in 2014/15.</p> <p>High quality professional clerking is crucial to the effective functioning of the governing body (GB). We have continued to raise the profile of clerks and support schools with dedicated training, briefings and guidance for</p>	

School Effectiveness Impact Evaluation 2015

1. Raise standards, close achievement gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people
2. Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnerships

recruiting clerks and where possible facilitating 'emergency' clerking. In 2014/15 we ran four dedicated training sessions for clerks with an average of 10 attending each session. We have also continued with one to one induction sessions where requested. Evaluations rate all these sessions as good or outstanding.

Our second governors' conference held in June 2015 attracted 89 governors. The themes this year were the new 'Prevent' duty as part of safeguarding and governors/senior leaders working in collaboration. 92% of those who completed the evaluations (43 governors) rated the conference overall as good or excellent. We are mindful though that timekeeping will need to be improved at future events to allow for the planned activities and table discussions to take place. Comments from the conference included: *'Overall, a great experience'*; *'Helpful and meaty - and a good chance to network too'*; *'A fantastic conference, well organised, very relevant content, simplified and all put into context. Thank you!'*

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 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 a headteachers report template, register of interests and a revised governor induction checklist
- Continued development of the now bi-annual Director's Report sent to all 1000 (approximately) governors. Copy also available on [EGfL](#) and a bi-annual newsletter (workforce and governance) also available on EGfL
- Telephone and email support, advice and guidance including Gatekeeping from team on membership, statutory regulations/guidance and best practice
- For the fourth year we negotiated a 20% discounted rate with [The Key for School Governors](#) (26 schools took up the offer). Also negotiated discounted deals with [The National Governors Association](#) (13 schools) and [GEL e learning](#) on line CPD for governors and clerks (new) 14 schools.

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

We have successfully managed the process of appointing parent governor representatives (PGR) for both special schools and high schools. An issue with the nomination process and the requirement for each nominee to have two other parent governors support the nomination had been impeding progress for electing a special school representative for some time. Working with the elections team we were able to change the process to allow for self nominations which resulted in successfully recruiting for both special and high schools. The primary election was unsuccessful after its first round so will need to be repeated at the end of 2015. This process will in future be managed by the scrutiny and committees section with support from school governance as appropriate

To Appoint/Nominate Local Authority (LA) Governors to all Maintained School Governing Bodies

In response to feedback, in May 2015 we amended parts of the LA governor nomination process. This was primarily to clarify and simplify the process agreed January 2014 particularly in relation to the clerk/chair informing the LA regarding the skills required as per the [The School Governance \(Constitution\) \(England\) Regulations 2012](#) and the time frame for letting the LA know if the nominee is acceptable. In total 16 LA governors were appointed to schools in 2014/15. According to our records there are 21 LA/citizen governor vacancies (23% vacancy rate)/As above we will be working with GBs to reduce the vacancy rate and improve the timing and clarity of information given to the LA. We are very aware that the LA governor nomination process still needs to improve further. We will continue to work closely with the chief whips but where suitable candidates are not available we will continue to develop our relationship with SGOSS to support GBs with finding LA citizen governors.

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

By 1st September 2015 all maintained schools were required to be constituted under [The School Governance \(Constitution\) \(England\) Regulations 2012](#). All schools have successfully managed the process and we are only waiting on incomplete information from four schools before sealing these instruments of government. This was

School Effectiveness Impact Evaluation 2015

1. Raise standards, close achievement gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people
2. Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnerships

achieved by ensuring clear information and advice for all schools on the statutory regulations was regularly sent via e mail, Gatekeeping and made available on [EGfL](#). This was in addition to e mail/ telephone support and reminders at both chairs and clerks briefings and at whole GB bespoke sessions. HTs at the workforce steering group confirmed that the guidance notes really supported the process and showed GBs what they needed to do. This has been a huge undertaking but we are confident 100% of all schools will have reconstituted ready for September 2015 and that the process has enabled many GBs to look critically at their membership and the skills and experience they need to progress

Support for Schools Causing concern

This year the 'schools causing concern' programme has been revised to become the 'securing good' programme. As part of this process governance is increasingly becoming an area for development and where appropriate, schools can be moved into this process for governance issues – one school in 2014/15.

To Set up Temporary GBs for new Maintained Schools

- No new maintained school in 2014/15

Other

Governor Data/information

We have continued to develop the governor membership data base to monitor 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 remained the same as in 2014 at 19%. This rate is still too high but we know from other work that clerks do not always inform the local authority when vacancies are filled. This is something we will highlight in 2015/16 and work with clerks and governing bodies to improve.

Governor recruitment

We continue to work together with [SGOSS](#) to support filling community/co-opted governor vacancies. Together this year we ran a recruitment campaign targeting Ealing businesses and the local community. Since the beginning of the campaign, November 2014 to the end of March 2015 we have captured the interest of over 117 people on the SGOSS website. Of those 12 applicants have been placed in schools; 33 'in progress' currently suggested to schools or waiting to be suggested; 8 'referred' to schools and are in talks about a future appointment; 48 incomplete applications which we are following up and 16 expressions of interest (have called or e-mailed to say are interested but not yet started an application) and 10 additional council staff have also expressed interest.

The campaign culminated in an event at Ealing Town Hall In March which 43 people attended which we were able to fund from surplus from the workforce buyback. This event was the first such partnership event for SGOSS. We intend to repeat a similar campaign for 2015/16 but with a follow up event where potential governors and governing bodies with vacancies can meet.

Building Capacity

We have increased the level of support for GBs by continuing to build capacity through the use of governor associates. This has supported project work e.g. Conference, toolkit on EGfL including templates for governance reviews, headteacher reports. It has also supported ongoing delivery of bespoke support and training. Areas that governing bodies have been supported with, in 2014/15 have included mentoring for new chairs and chairs dealing with 'difficult' situations, reviews of governance, one to one interviews with chairs/governors to clarify role and appropriate challenge, preparing for Ofsted and support with dealing with parental complaints. In addition the key officers and associates working with schools on governance issues meet termly to share information and feedback. This supports a more joined up approach to identifying any issues but also solutions and project work that will support governors/ clerks.

Discussions on governance continue to be a focus of link officers visits with HTs being recommended to share the reports with their chair/GB. The information gleaned has been used to support schools to strengthen governance, inform chairs briefings and training. We have also gained valuable information and a better understanding of GBs through the termly collection of minutes this year. These have been analysed and common issues/good practice

School Effectiveness Impact Evaluation 2015

1. Raise standards, close achievement gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people
2. Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnerships

reported back to link officers for follow up. This is still an area of development and improved returns will support this area of work in the future.

Ealing Leaders of governance pilot

In 2014/15 a pilot initiative, Ealing leaders of governance (ELG) governor to governor support was launched. This pilot was developed to provide governor to governor support for headteachers, governors and governing bodies (GBs) with advice on specific issues on a short-term basis. All eight governors on the pilot are highly experienced and have completed a short induction with the local authority in order to undertake this work, all of which is evaluated. To date five schools/GBs that has been supported. The support and advice provided to date has included: 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.

Some of the feedback received has included: *'Offered great support in listening/sounding board for chair'; 'I value the mentoring I received in my new role as chair'; 'I have received good advice on keeping standards and school improvement during a period of change'; 'Support in working collaboratively with head, senior leaders and governors well received'*

The pilot will run for another term, after which the results of its success and potential for the future will be

Bespoke support

As part of the primary collaboration agreement governors were supported by 33 days of bespoke support in 2014/15. This is a slight increase from 29 days in 2013/14. Popular areas included bespoke training on clarity of role and appropriate challenge and preparing for Ofsted. There has also been PAYG support. This year there has been more requests for support with issues related to parental complaints and for governance reviews. In 2014/15, 47 primary schools; 12 high schools and 4 special schools used the LA to facilitate the external reviewer role for HT appraisals

Priorities for 2015-2016 (this should feed KPIs and success measures in Securing Good...Moving to Outstanding

- Support for new, aspiring and existing chairs so that more effective
- Support the development of professional clerking
- Governors taking greater responsibility for setting own agenda (action plan) and carrying out self-review
- Support with recruitment, induction and training of new governors
- Building capacity for sustainable improvement
- As part of School Effectiveness team plans and as directed by the School Improvement Strategy Group
 - Develop effective governance
 - Provide support/advice as appropriate for recruitment and retention of teachers/ leaders and leadership development for teams and individuals including governance

For detailed actions and success criteria see 2015/16 draft team plan



Governance team
plan 2015 - 18.docx

Please note Schools Forum agreed in January 2015 to fund workforce and governance (universal for all schools) for one year 2015/16 with a mandate to review the service so that there is more of a focus on governance. The action plan will be revised accordingly for 2016+ depending on decisions made