



South East Regional Conference

SPRING
2019

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An abstract graphic in the background featuring a network of light blue circles of varying sizes connected by thin lines on a dark blue gradient background. Some circles contain small white silhouettes of people, suggesting a community or professional network.

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South East Regional Conference

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Welcome

Emma Knights OBE
Chief Executive, National Governance Association

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Good governance =

ethical governance

+ effective governance

+ accountable governance

Framework for Ethical Leadership in Education

1. **SELFLESSNESS** School and college leaders should act solely in the interest of children and young people.
 2. **INTEGRITY** School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
 3. **OBJECTIVITY** School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
 4. **ACCOUNTABILITY** School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
 5. **OPENNESS** School and college leaders should expect to act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for so doing.
 6. **HONESTY** School and college leaders should be truthful.
 7. **LEADERSHIP** School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.
- Leaders should show leadership through the following personal characteristics or virtues:
 - a. **TRUST** leaders are trustworthy and reliable
 - We hold trust on behalf of children and should be beyond reproach. We are honest about our motivations.
 - b. **WISDOM** leaders use experience, knowledge and insight
 - We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
 - c. **KINDNESS** leaders demonstrate respect, generosity of spirit, understanding and good temper
 - We give difficult messages humanely where conflict is unavoidable.
 - d. **JUSTICE** leaders are fair and work for the good of all children We seek to enable all young people to lead useful, happy and fulfilling lives.
 - e. **SERVICE** leaders are conscientious and dutiful
 - We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
 - f. **COURAGE** leaders work courageously in the best interests of children and young people
 - We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
 - g. **OPTIMISM** leaders are positive and encouraging
 - Despite difficulties and pressures, we are developing excellent education to change the world for the better.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do.

Become a pathfinder for the Framework

Great reasons to be a pathfinder:

- Improve your school's ethical foundation
- Access to pathfinder resources and support
- Networking with similar-thinking schools: invited to attend two free events
- Lead the way as an exemplar of ethical leadership

Pathfinders will be required to:

- Commit to complete one of the 'paths' to explore ethical leadership;
- Respond to two light touch surveys to provide written feedback on your progress

Submitting your interest:

In order to receive your resource pack, please register your interest with NGA – email ethicalschools@nga.org.uk



inspiring governance

- Despite a trend towards smaller governing boards, recruiting volunteers is increasingly challenging
- Inspiring Governance is a free online recruitment service which connects volunteers interested in becoming governors and trustees with schools that need them
- Use the Inspiring Governance website to register a vacancy, make contact with local volunteers and invite them to interview

www.inspiringgovernance.org

- All governors and trustees recruited through Inspiring Governance receive 12 months free support from NGA

Inspiring Governance Volunteers



inspiring
governance

The school governance
recruitment and support service

Develop your governance skills and knowledge

Key topics: induction; strategy; team work; assessment; staffing; financial oversight; effective governance; compliance; collaboration, and much more.

Benefits

- Over 50 CPD training modules for clerks, governors and trustees
- Eight induction modules
- A certificate of achievement with every module
- Secure access - 24 hours, 7 days a week - a dedicated support service
- Multi-device access – desktops, tablets and smartphones
- Tracked learning – revisit content, take a break or pick up where you left off
- NGA governing board members can purchase Learning Link at discounted price:
GOLD £75 p.a. for whole GBs & clerk; standard members £110; non-members £150
- Call 0121 237 4600

Development *for* Chairs, Clerks & Boards

Don't miss out!

Development programme for chairs

This fully-funded programme (£500 paid by DfE) is available for chairs, vice chairs, committee chairs and future chairs, provides opportunities for developing leadership skills and improving effective governance. Part of a succession plan



Development programme for clerks

This accredited programme is designed for new and experienced clerks currently working in all school settings. The programme costs £75 if you take up DfE funding worth £350.

Find out more and register your place

- For more information visit www.nga.org.uk/leadinggovernance
- Call us on 0121 237 4600
- Email us at leading.governance@nga.org.uk

Development for Boards

This LG programme is designed for boards governing more than one school incl multi academy trusts or federations (or boards of schools in opportunity areas where the school is RI requiring or coasting).

This is a consultant-led bespoke programme tailored to your board's circumstances

This is free development (funded by the DfE) worth £2,000.

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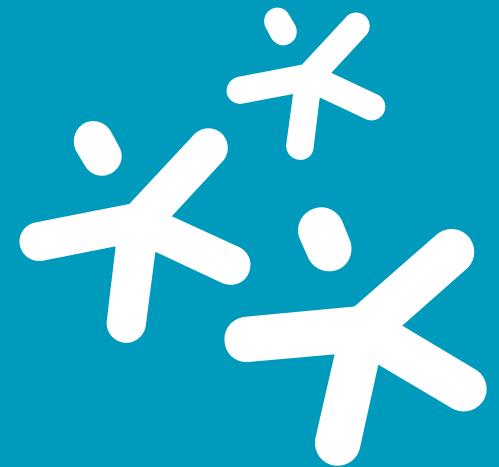
Matthew Purves
Deputy Director, Schools
Ofsted

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Education inspection framework 2019: inspecting the substance of education



Today's session

- Purpose and background to the consultation
- The proposed framework
- Proposals for changing how we inspect
- Emerging feedback to the consultation
- Further information



The new framework will be one of the main ways in which we implement Ofsted's strategy

Guiding principle	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	Children and students first We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost	Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour	Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny
Strategic approach	Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable	Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear	Focused We will target our time and resources where they can lead directly to improvement
	<p>The new framework is based on a solid evidence base relating to educational effectiveness and valid inspection practice.</p>	<p>We continue to be clear about our expectations and fight misconceptions.</p>	<p>We have removed any measures that do not genuinely assess quality of education and training. We will prioritise weaker provision and observe more outstanding practice.</p>

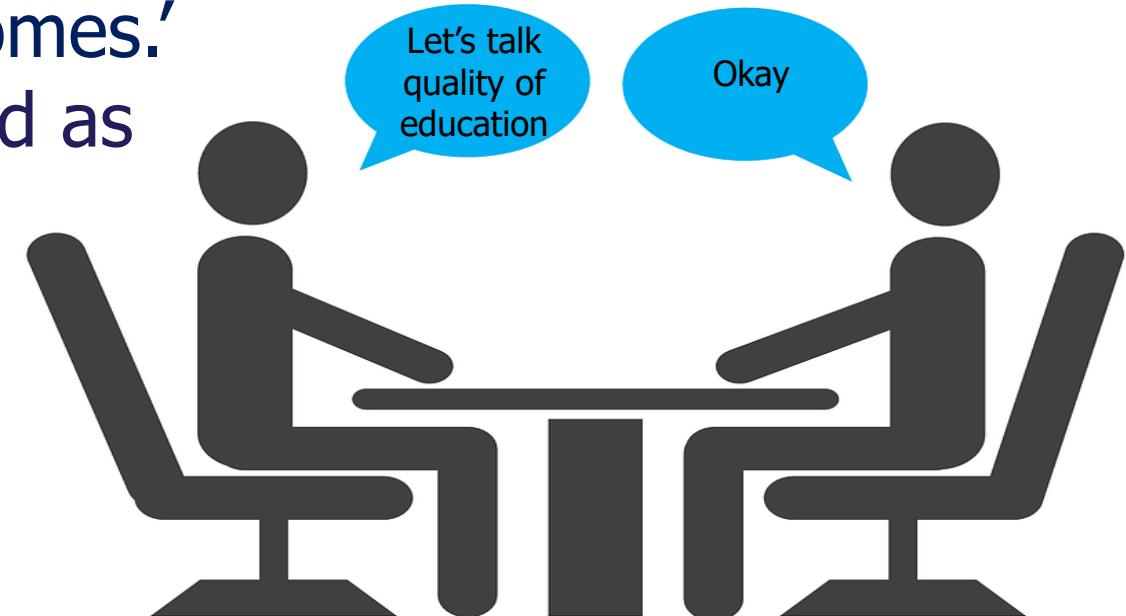
The case for change

- Currently, the accountability system can divert schools from the **real substance of education**.
- What young people learn is too often coming second to delivering **performance data**.
- This data focus leads to **unnecessary workload** for teachers.
- **Teaching to the test** and **narrowing of the curriculum** have the greatest negative effect on the **most disadvantaged** and the **least able children**.



The proposed framework:

- puts the **curriculum at the heart** of the new framework, bringing the focus of inspection back to the substance of education.
- does not include separate judgements on 'teaching, learning and assessment', and 'outcomes.' Instead these are considered as part of a broader view on **the quality of education** pupils receive.



How will the proposed framework help?

The proposed framework:

- **reduces the focus on data**, particularly internal progress data. We hope this will help reduce unnecessary workload for teachers.



EIF 2019 – proposed inspection judgements

Overall effectiveness

Quality of education

Behaviour and attitudes

Personal development

Leadership and
management

Has the content of the curriculum been learned long term?

'Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned.'

Sweller, J., Ayres, P., & Kalyuga, S. (2011). Cognitive load theory (Vol. 1). Springer Science & Business Media.





Knowledge does not sit as isolated 'information'
in pupils' minds.



A new 'quality of education' judgement



Quality of education

Intent

- Curriculum design, coverage and appropriateness

Implementation

- Curriculum delivery
- Teaching (pedagogy) – contribution to delivering the curriculum as intended
- Assessment (formative and summative)

Impact

- Attainment and progress (including national tests and assessments)
- Reading
- Destinations



'...an evolution,
not a revolution.'

Amanda Spielman on the 2019
inspection framework (Wellington
Festival of Education, 2018)

A continued sharp focus on safeguarding

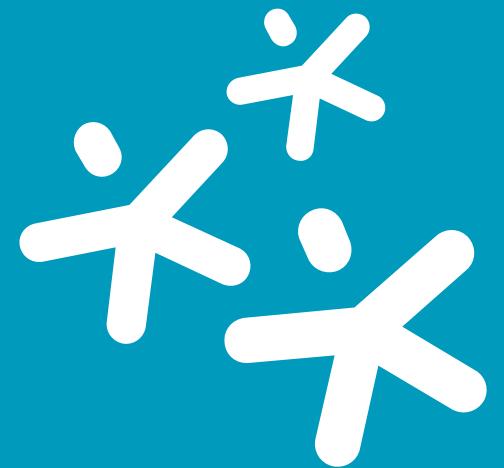


Our inspection of safeguarding will continue to be built around three core areas.

- **Identify:** how do leaders and other staff identify learners who may need early help or who are at risk of abuse?
- **Help:** what timely action do staff take to ensure that learners get the right support when they need it, including preventative work, and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and, in particular, how do they manage safe recruitment and respond to allegations about staff/other adults?

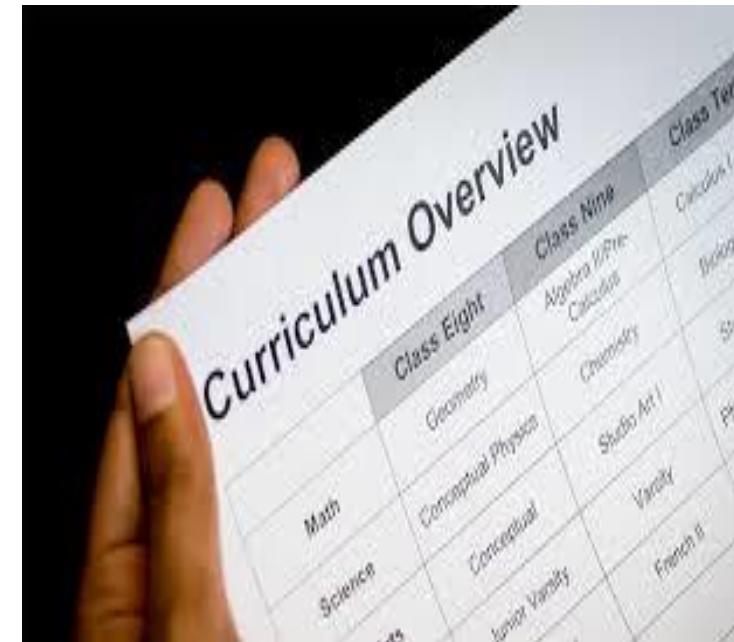
Inspectors will continue to judge whether safeguarding is effective or ineffective.

The quality of education



The importance of the **curriculum**

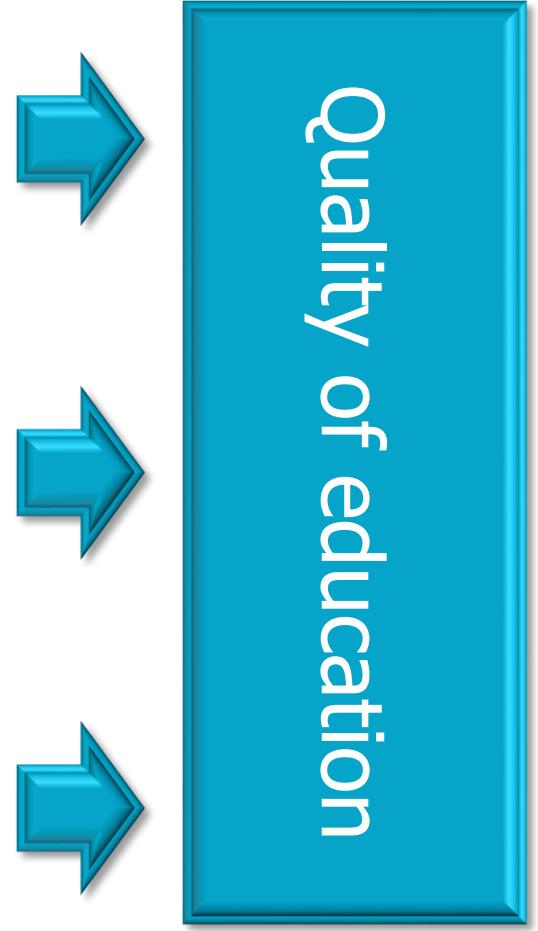
'If [children's] entire school experience has been designed to push them through mark-scheme hoops, rather than developing **a deep body of knowledge**, they will struggle in later study.'



Amanda Spielman, at the launch of Ofsted's Annual Report 2016/17

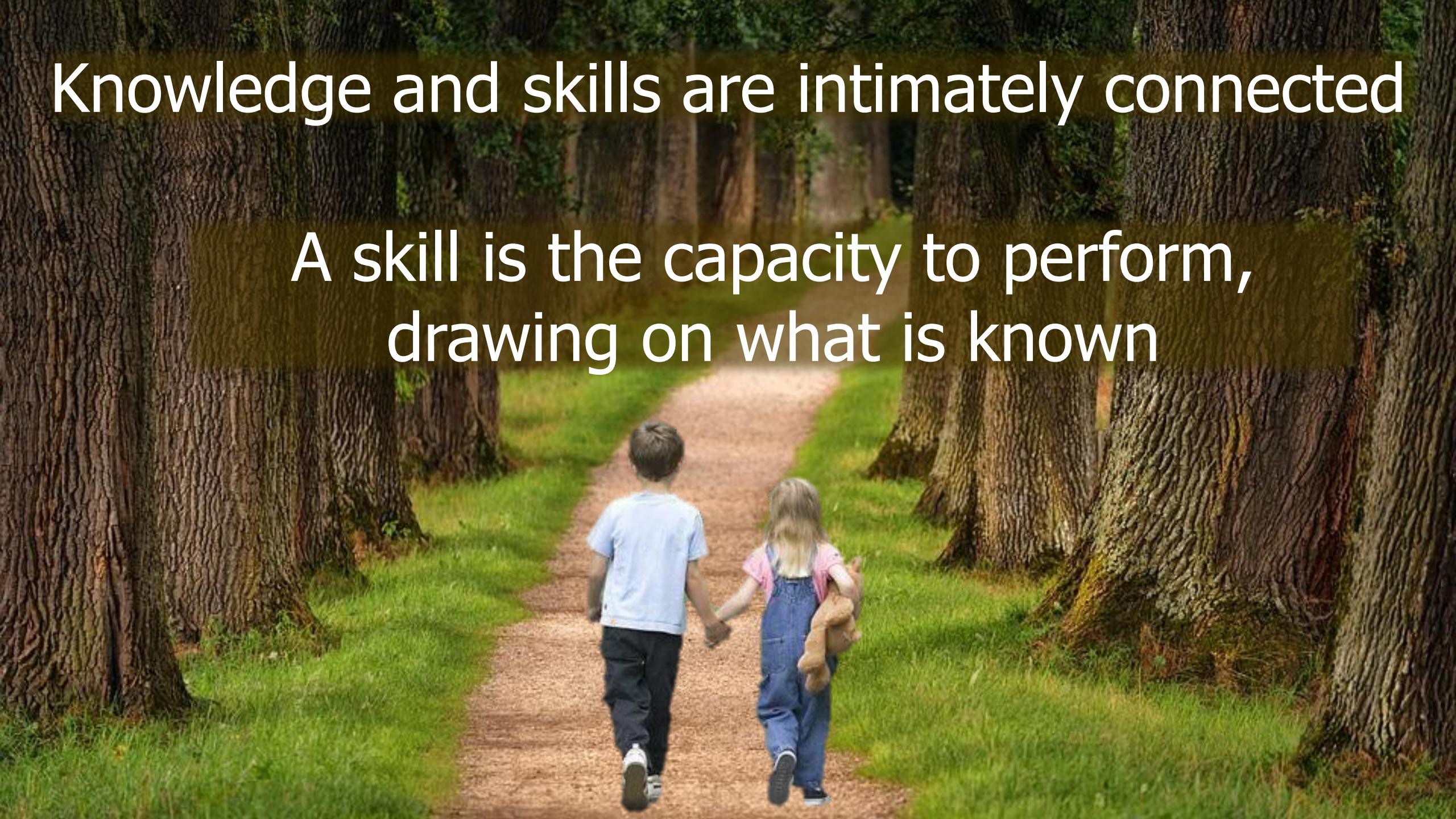
The curriculum is at the heart of the proposed new framework: Ofsted's working definition...

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and skills to be gained at each stage (**intent**)
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** pupils have **gained** against expectations (**impact/achievement**).'



Skills and knowledge: a false binary





Knowledge and skills are intimately connected

A skill is the capacity to perform,
drawing on what is known

Common questions

What if I'm in the process of changing my school's curriculum?

There will be a **transitional period**. We will review the position after a year.

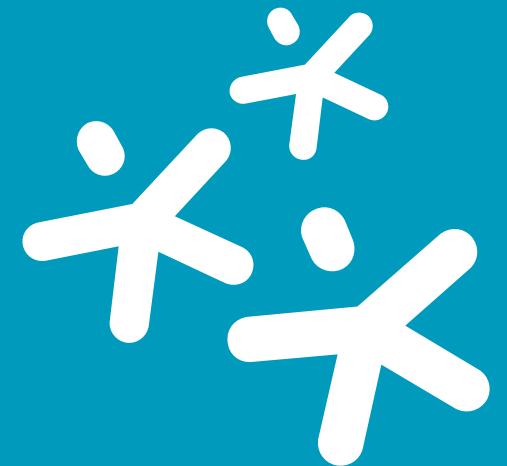
Is there an 'Ofsted curriculum'?

No. We support curriculum flexibility. Different schools taking radically different approaches to the curriculum will be judged fairly.

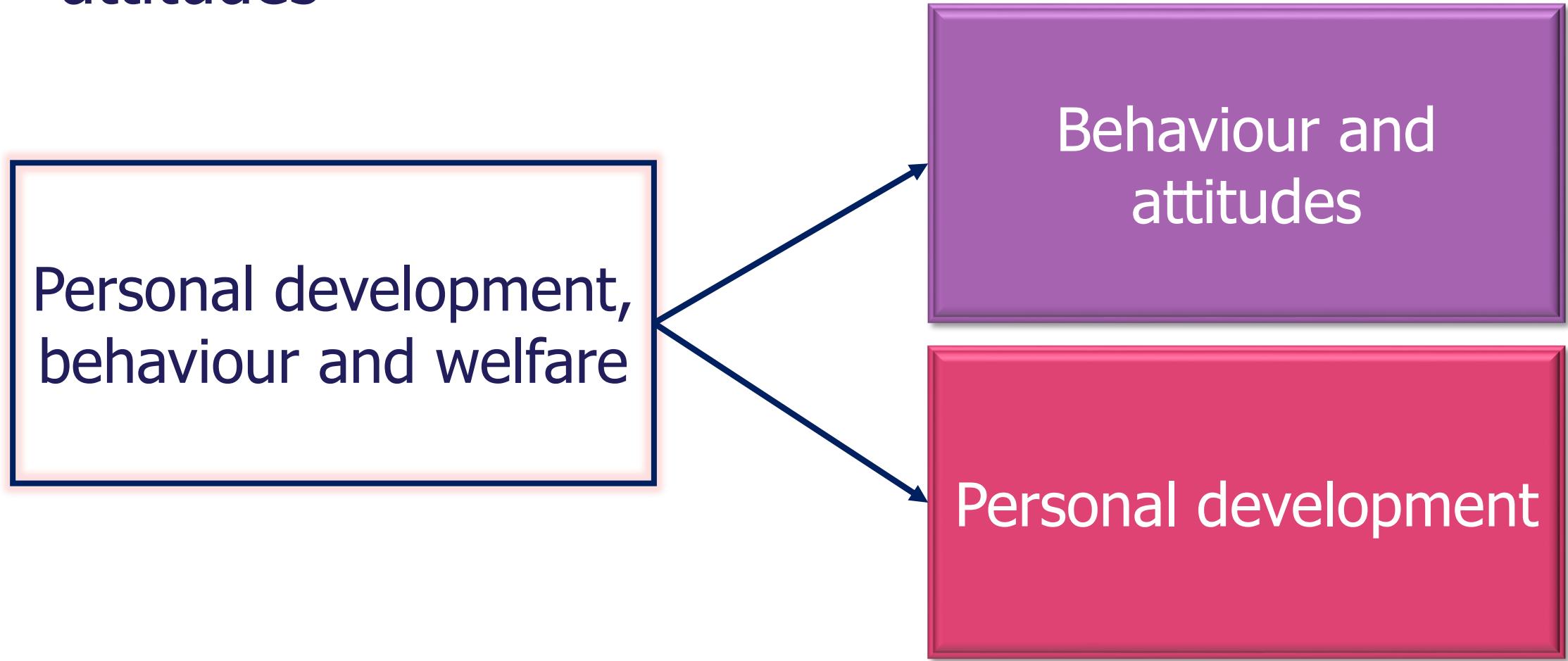
Should I get advice from a consultant or buy in specific products?

No! There is nothing mysterious here. The quality of education is about schools and trusts thinking about the curriculum carefully for themselves.

Behaviour and attitudes and personal development



'Personal development' and 'behaviour and attitudes'



Judging behaviour and attitudes

Behaviour and attitudes

- High expectations, consistent and fair implementation
- Attitudes to learning
- Behaviour
- Exclusions
- Attendance
- Bullying

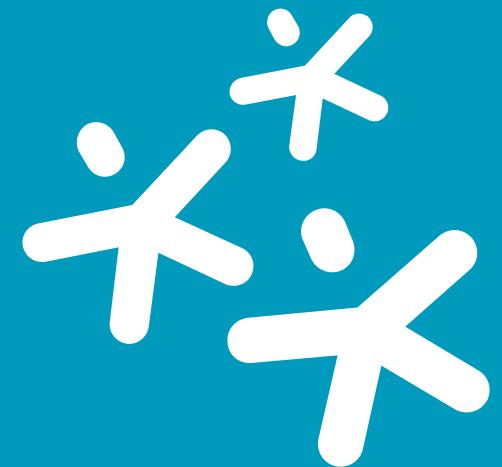
Judging personal development



Personal development

- Spiritual, moral, social and cultural development
- Character
- Fundamental British values
- Careers guidance
- Healthy living
- Citizenship
- Equality and diversity
- Preparation for next stage

Leadership and management



Judgements: Leadership and management



Leadership and management

- Vision, ethos and ethics
- Staff development
- Staff workload and well-being
- Off-rolling
- Governance/oversight
- Safeguarding

The 3 core functions of those responsible for governance:

- ensuring clarity of vision, ethos and strategic direction
- holding leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- overseeing the financial performance of the organisation and making sure its money is well spent.

Governance handbook, DfE, January 2017

Governance and inspection



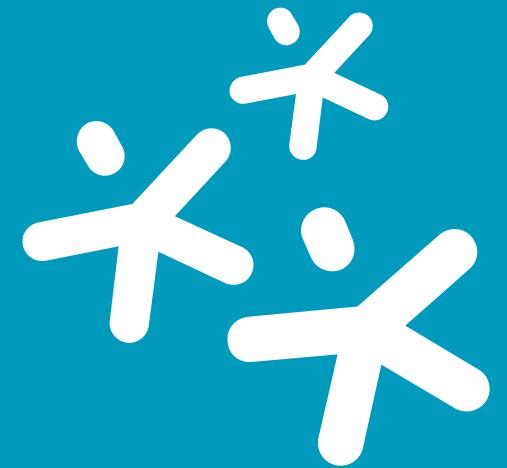
- Inspectors will ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance.
- As with the meetings between inspectors and pupils, parents and staff, meetings with those responsible for governance should take place without the headteacher or senior staff.
- The contribution of governors to the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management.

Inspectors will consider whether those responsible for governance...



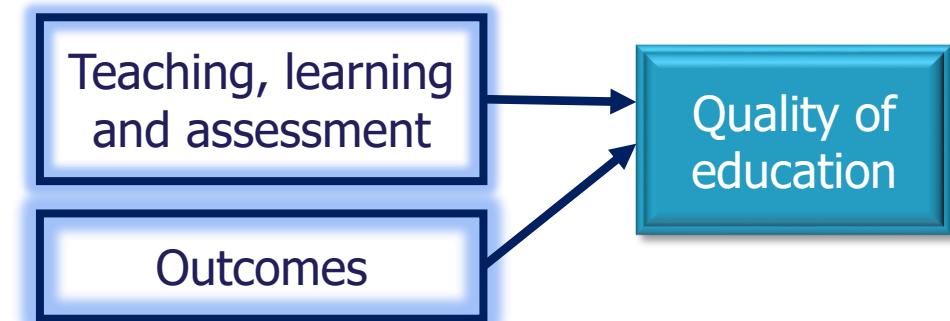
- work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition;
- provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school;
- provide support for an effective headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school;
- performance manage the headteacher rigorously;
- understand the impact of teaching, learning and assessment on the progress of pupils currently in the school.

Helping to reduce workload



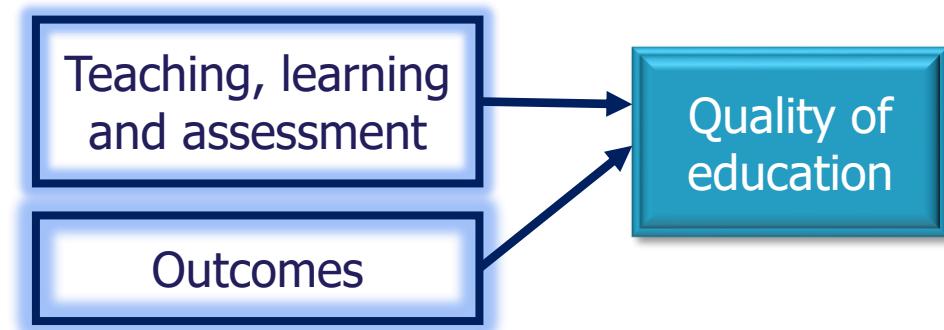
Helping to reduce workload

- Too much of **teachers' and leaders' time and energy** are spent generating, entering, uploading and analysing progress and attainment internal data 'to prove' not 'improve'.
- It can be difficult to establish the **validity** of internal data during inspection.
- Assessments are sometimes also carried out in ways that create **unnecessary burdens** on staff and learners, while not sufficiently helping pupils embed knowledge or producing clear next steps.

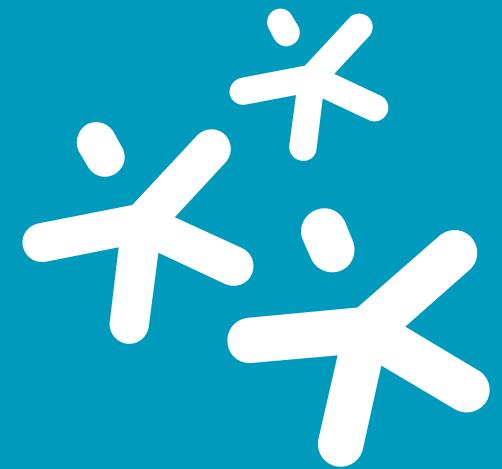


Helping to reduce workload

- Inspectors will focus on **what is taught** and how it contributes to the school's intent.
- Inspectors **will not** look at schools' internal progress and attainment data for current pupils.
- Inspectors will continue to have regard to published national data and the analysis of it.
- Inspectors will consider how **leaders engage with and manage staff**, taking account of the main pressures on them.



Proposed changes to the way we inspect



Proposed changes to section 8

- Inspectors will continue to report on whether **safeguarding** is effective or ineffective.
- To ensure the opportunity to gather sufficient evidence while on inspection, we are proposing increasing the lead inspector's time **on site to two days**.
- A section 8 inspection of a good school will have a smaller inspection team than a section 5 inspection.
- Arrangements for conversion and follow on inspections will remain the same.

JANUARY 2019						
SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Download & Print Free Calendars From www.wiki-calendar.com

Proposal for pre-inspection preparation on the Ofsted school site

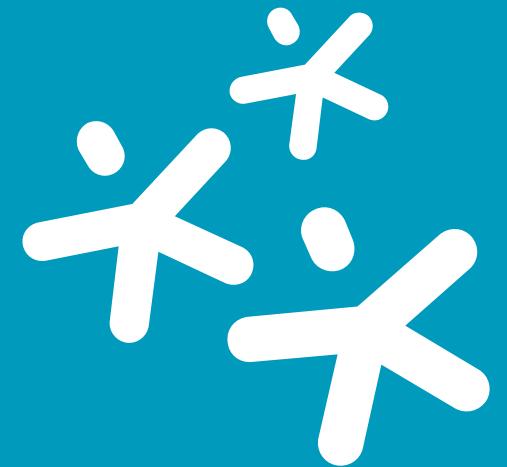
- In order to allow **better communication** between the lead inspector and the school, and to give the school a clear **role in preparation**, we are proposing that pre-inspection **preparation takes place on site**.
- The proposal involves the inspector arriving on site the afternoon before the inspection.
- The intention is to enable inspectors and leaders to **plan the inspection collaboratively** wherever possible.



On-site preparation

- 10.00 - deadline for notification
- 12.30 - earliest an inspector will arrive on site
- 17.00 - latest point inspectors will leave site the day before inspection starts

How can you respond to the consultation?



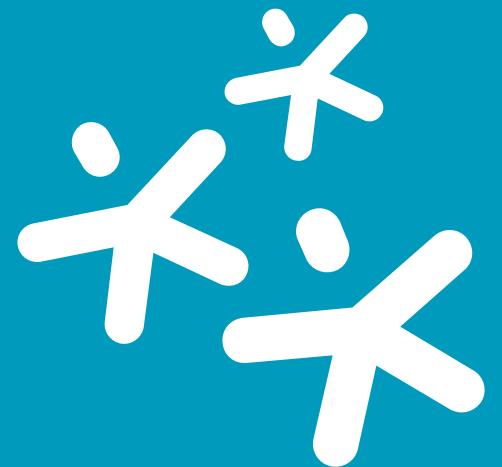
We want everyone's views

- The consultation is now open and runs until **5 April 2019**
- You can respond to the full consultation by:
 - Completing the online questionnaire
 - By completing the form and returning it by email or post – all details are in the consultation document.
- <https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>

Further detail is available

- **Curriculum roadshow** – slides and videos live on website now: <https://www.slideshare.net/Ofstednews/curriculum-workshop-126193516>
- **Videos** about key topics (e.g. knowledge, skills, curriculum, data) – live now:
<https://www.youtube.com/watch?v=xZhhPLsO8mY&list=PLLq-zBnUkspPXjODb3PJ4gCqNc2LvhSh>
- **Research commentary** – setting out the evidence upon which the judgement criteria are based:
www.gov.uk/government/publications/education-inspection-framework-overview-of-research

Thank you!



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www.gov.uk/ofsted

<https://reports.ofsted.gov.uk>

 www.linkedin.com/company/ofsted

 www.youtube.com/ofstednews

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 www.twitter.com/ofstednews



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Refreshment break

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**Simon Richards
Chairs Development Manager National Governance Association**

Succession Planning: Who will be your board's next chair?

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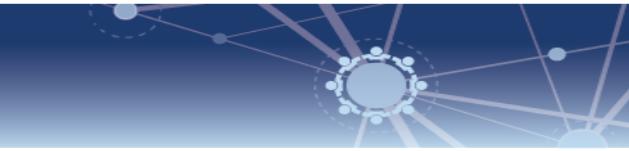
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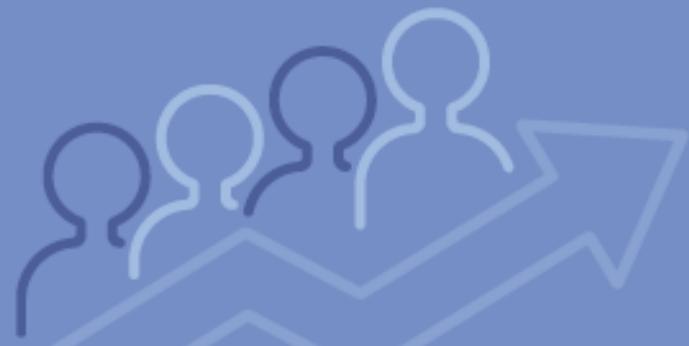
Programme

1. Principles of Succession Planning
2. Modelling – what does good chairing look like?
3. Culture of Succession
4. Barriers to Chairing
5. The Succession Cycle
6. Developing Governors



Preparing your board for the future

A guide to succession planning



inspiring governance

future chairs
 The succession solution
for school boards

The right people around the table

A guide to recruiting and retaining
school governors and trustees

Second edition



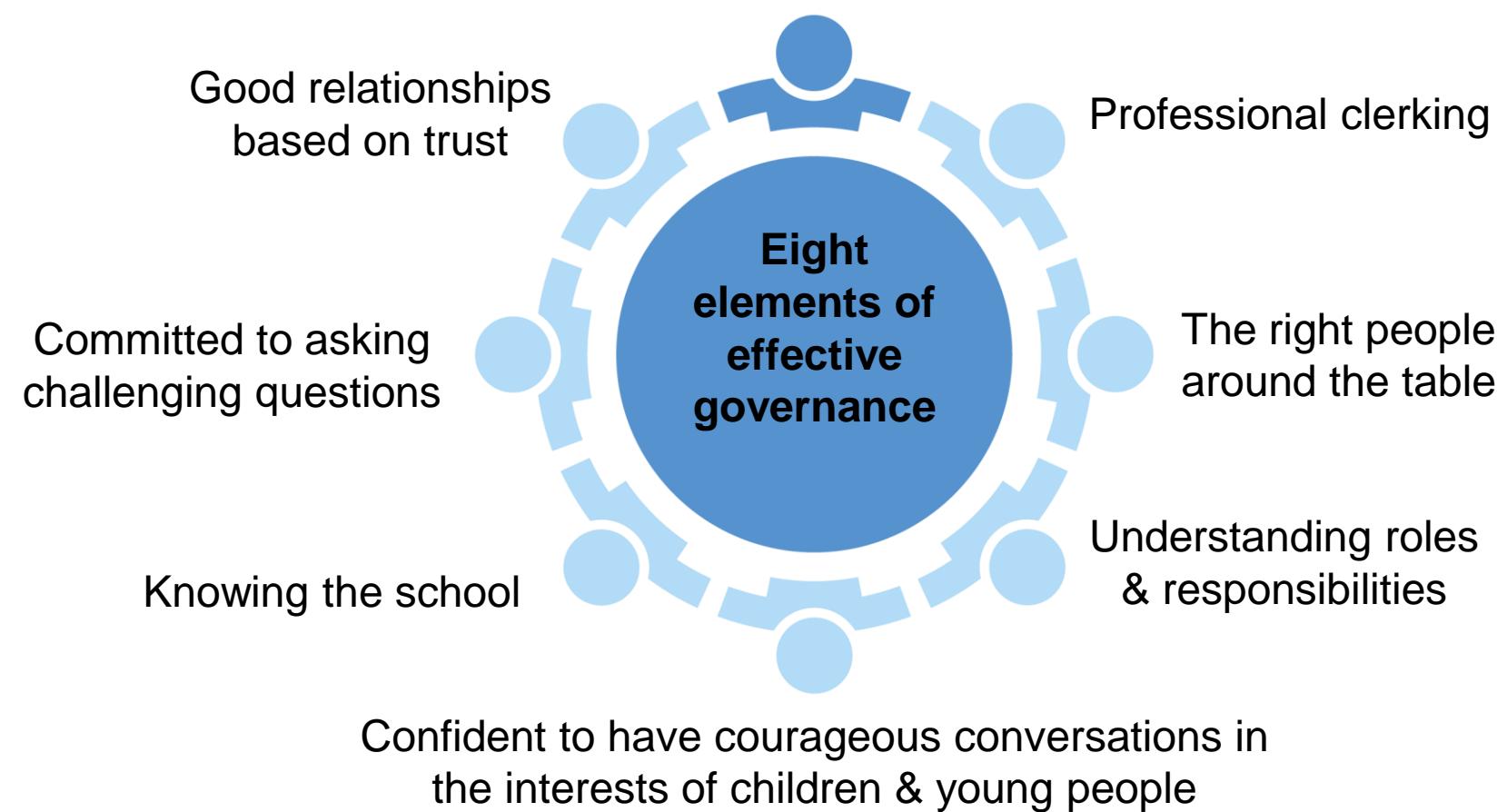


Principles of Succession – getting the basics in place

- What is succession planning?
- Why plan for chair succession?
- The regulatory bit!
- The role of the chair



Eight Elements of Effective Governance





Modelling – what does good chairing look like?

Table Discussion

Discuss on your tables what positive indicators demonstrate that effective chairing is in place and identify the 3 most important.

Establishing a culture of succession

1 Reality

- time
- support
- professionalism
- understanding the role
- leadership
- feeling valued

2 Building the team

- self evaluate
- building trust
- horizon scanning
- get to know each other
- team build
- confidence building

3 A culture of succession

- time for discussion
- long lead in time
- offer opportunities that are not too daunting
- role model

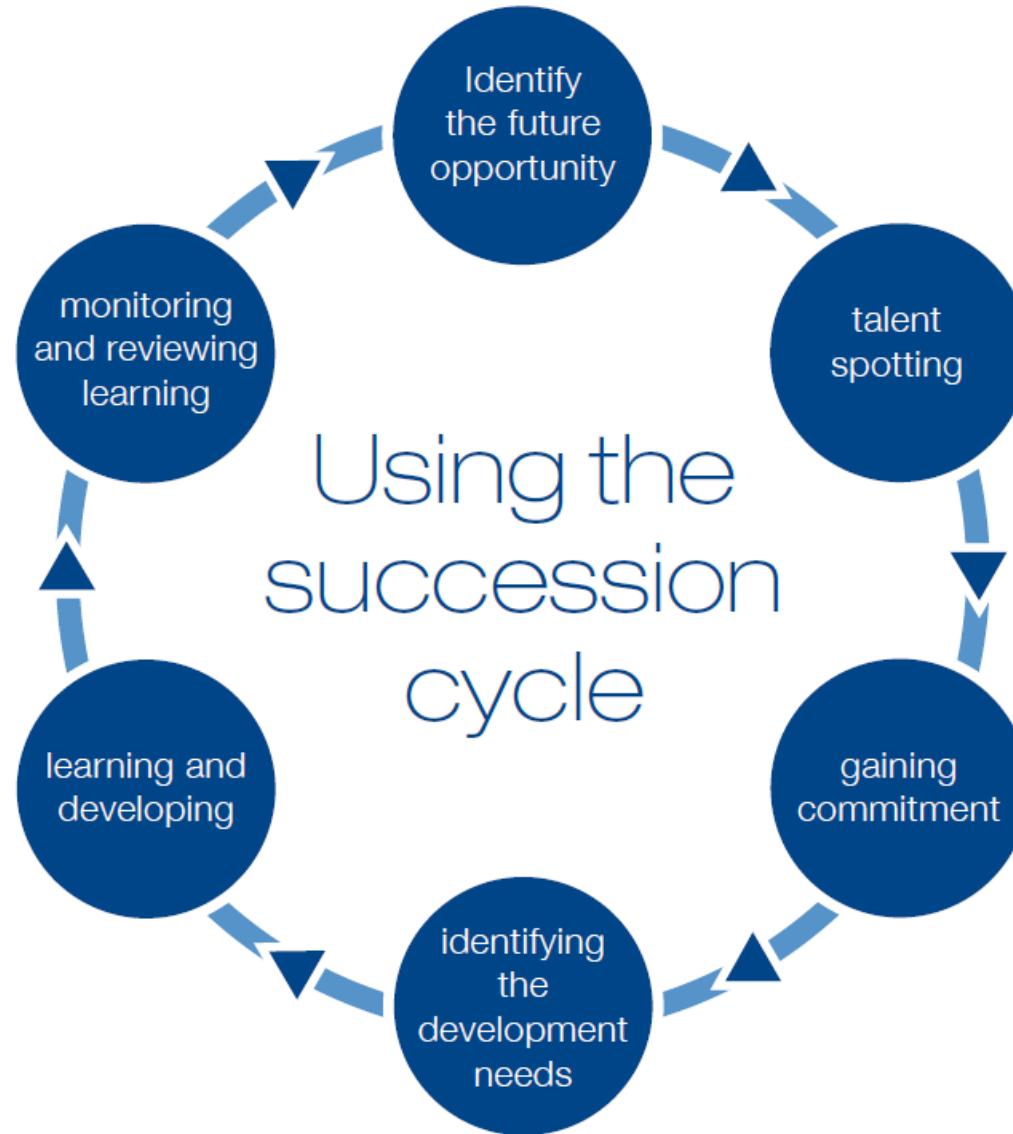


Barriers to chair succession

Table Discussion

Discuss on your tables what factors deter existing governors from putting themselves forward as chair-elect, and identify the most influential to feedback to the whole group.

The Succession Cycle





future chairs



The succession solution
for school boards

inspiring
governance

The school governance
recruitment and support service

n|gla
learninglink

n|gla leading
governance

Development for
Chairs, Clerks & Boards



YGN
YOUNG GOVERNORS' NETWORK

Supported by n|gla National Governance Association



Summary

1. Principles of Succession Planning
2. Modelling – what does good chairing look like?
3. Culture of Succession
4. Barriers to Chairing
5. The Succession Cycle
6. Developing Governors



One of the things we often miss in succession planning is that it should be gradual and thoughtful, with lots of sharing of information and knowledge and perspective, so that it's almost a non-event when it happens.

Anne M. Mulcahy

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**Steve Edmonds
Director of Advice and Guidance, NGA**

Reporting to the board

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We are exploring this theme because:

1. Executive reporting to the board is an area that members ask us about
2. NGA's annual conference 2018 - a call to improve the governance literacy of senior executive leaders
3. For many boards, the information reported a telling insight into how governance is understood and appreciated by executive leaders



This is an opportunity for you to reflect on....

- how the reports that you receive help the Board to fulfil its core aims and three core functions;
- how the reports that you receive demonstrate that the school/trust is on track to fulfil the vision and strategy;
- how the report format and supporting data helps the board to remain strategic; and,
- whether you and your executive should be reviewing and deciding what is reported and how often



Where to start?

What governing boards should expect from school leaders and what school leaders should expect from governing boards



This joint paper aims to improve the effectiveness of school governance; underpinning it is an expectation that governing boards and school leaders will jointly develop effective working practices which are mutually supportive and respectful of each other's roles and responsibilities.

The use of the term governing board in this document refers to governing bodies in maintained schools and trust boards in academies. In multi academy trusts, boards may choose to delegate some of their responsibilities to a regional or academy-level committee, often termed a local governing body.

The use of the term headteacher includes executive headteachers where they are the lead accountable to the governing board.

It is the view of our organisations that all governing

boards and headteachers should meet the expectations set out in this document and that this should be evidenced through the adoption of a code of conduct.

Since this document's second edition in 2012 much has changed in the structure of the school system in England, and in particular the greater levels of autonomy of schools increases the need for effective accountability. School governance is under the spotlight more than ever, with increased scrutiny from Ofsted and greater expectations from the government. Effective governance is essential for the health and success of any organisation.

In any sector, when an organisation fails there has often been a failure of governance so that if we wish to prevent any school failing its pupils, we need to ensure that governance is strong.

Effective governing boards are prepared and equipped to take their responsibilities seriously.

Governing boards must have:

- the right people round the table
- an understanding of their role and responsibilities
- a good chair
- professional clerking
- good relationships based on trust
- a knowledge of the school – the data, the staff, the children, the parents, and the community
- a commitment to asking challenging questions
- the confidence to have courageous conversations in the interests of the children and young people

School leaders in return must have:

- an understanding of governance, including acknowledging the role of the school's accountable body
- a willingness to provide

- Governing boards must have regard to the work-life balance of school leaders
- School leaders must... provide information in the most appropriate way so that the governing board can carry out its role
- A willingness to be challenged
- Executive leaders should provide the information necessary to enable governors and trustees to regularly monitor progress against school development priorities, targets and budgets
- This should include information on the current progress and attainment of groups of pupils, quality of teaching, staff performance and financial information



Leading school or trust improvement

The paradox is that boards need to get a close up understanding of the operation in order to be able to stand back and play a productive role at a higher level. Without some organisational and sector knowledge, the board's decisions will lack context, and could be misguided. But the closer the board gets to the everyday operations, the more anxious the senior staff become about unwelcome interference, and the greater the risk that some board members will start seeing only the trees, and not the woods. Getting involved in the detail is seductive – it is a lot easier than dealing with the bigger issues.

Boards that work: A guide for charity trustees David Fischel



What is expected by policy makers and
where is this communicated?



Department for Education – the governance handbook

Does the information reported to you equip you to ask the right questions?

High quality, timely data which supports robust accountability?

- Data helps identify issues that need to be prioritised?
- Everyone is able to engage in discussions about info available?
- If not, they undertake appropriate training/development
- MAT boards do not leave this function solely to LGBs
- It's the executive leaders' job to provide the board with the information it needs to do its job well

BUT... The board, not executive leaders, should determine the scope/format of reports from executive leaders



In practice?

- **Format** enables board to stay **focused on strategic functions**
- Don't get **distracted/overwhelmed** by info of secondary importance
- Boards **review** the data requests
- Avoid creating **unnecessarily workload**

But



1. Executive leaders should not be the only source of information
2. Boards see objective national data at least once a year
3. Empowered to ask pertinent and searching questions



The DfE's latest thinking around work load – Making data work

- High quality
- What and when – agreed and planned
- Proportionate
- Focus on strategic oversight
- In its current (used) format
- How is it collected/frequency (consider costs of collection – time etc..)
- Not on individual pupils
- Understand the limitations
- Training and skills necessary for independent scrutiny and analysis



Cross sector practice - ICSA guide, *Effective Board Reporting*

- Quality as well as quantity
- How effective is your reporting? Some handy tips...

- Forward or backward looking?
- Internally or externally focussed?
- Hides bad news?
- Too much on risk? Or not enough?





The minimum requirements

- What assurances do you have that the information you get enables you to know your school/s?

- Enough to alert you to changes affecting day-to-day running of the organisation

- Alert you to changes impacting strategic aims

- Assurance strategic milestones are being met

- Focus on progress, attainment, behaviour and attendance

- High level reporting which RAG (red/amber/green) rates milestones





The minimum requirements

- Use other sources of evidence to make sure conclusions are robust
- Assessing risk – significant changes to risk register impact prioritisation
- Understanding which strategies are going well and which are not
- Resourcing the organisation (and specifically the strategic plan)
- Assurance all matters of compliance are in order- reports from external experts





Common issues

- Too much paper / information before a meeting
- Relation between information reported and being an effective board, not clear
- Reporting does not relate to strategic aims and agreed plan
- Stagnant board culture – doing things the way its always been done
- The way the executive reports are presented to the board varies significantly
- Lack of commonalities in the information boards receive to do the job
- **Discerning the right amount of information so the board can do its job well, but is not overloaded with unnecessary detail, is simply not easy**



Table discussion

1. What issues have you faced with executive reporting?
2. What about what has gone well?
3. How do you know the information is meaningful and reasonable to request?
4. Any thoughts on format?



In practice this means ...

- Investing time
- Deciding the most appropriate format
- Circulated in-advance of the meeting
- Using the SOD to best effect
- Prioritising and aligning to key decisions needed
- Using it to plan agendas and business schedules



Are we getting the level of detail right? 8 tips

1. Too many boards receive random reporting
2. No clear relation to the strategic aims of the organisation
3. Whatever shape and level of information, board reporting needs to focus on performance as a whole
4. In a federation/MAT = a different approach that covers the whole organisation
5. Organisational wide vision and strategy – does the executive report provide assurance to the board where progress is on/not on track?



Are we getting the level of detail right? Ctd..

6. Does board information come at the expense of time, detracting from the core purpose of the executive leader role itself?
7. The executive leader has a key role in explanation – no question is a bad one; if it doesn't make sense to you, chances are others are nodding along
8. Board culture should allow the level of detail to be challenged where it is not helping the board understand the organisations strengths and weaknesses



ICSA – 12 KEY QUESTIONS

1. Is the board clear how it wishes to divide its **time** between strategy, operational performance and governance and compliance matters?
2. Is the board clear which **decisions** it needs to take and criteria for determining when other matters are significant enough to be brought to their attention?
3. Do the forward meeting plan and individual agendas reflect board **priorities**?
4. Are **responsibilities** for commissioning/writing/reviewing/collating board pack clear?
5. Are authors properly **briefed** on why the board wants the paper, what information it needs and how it should be presented?

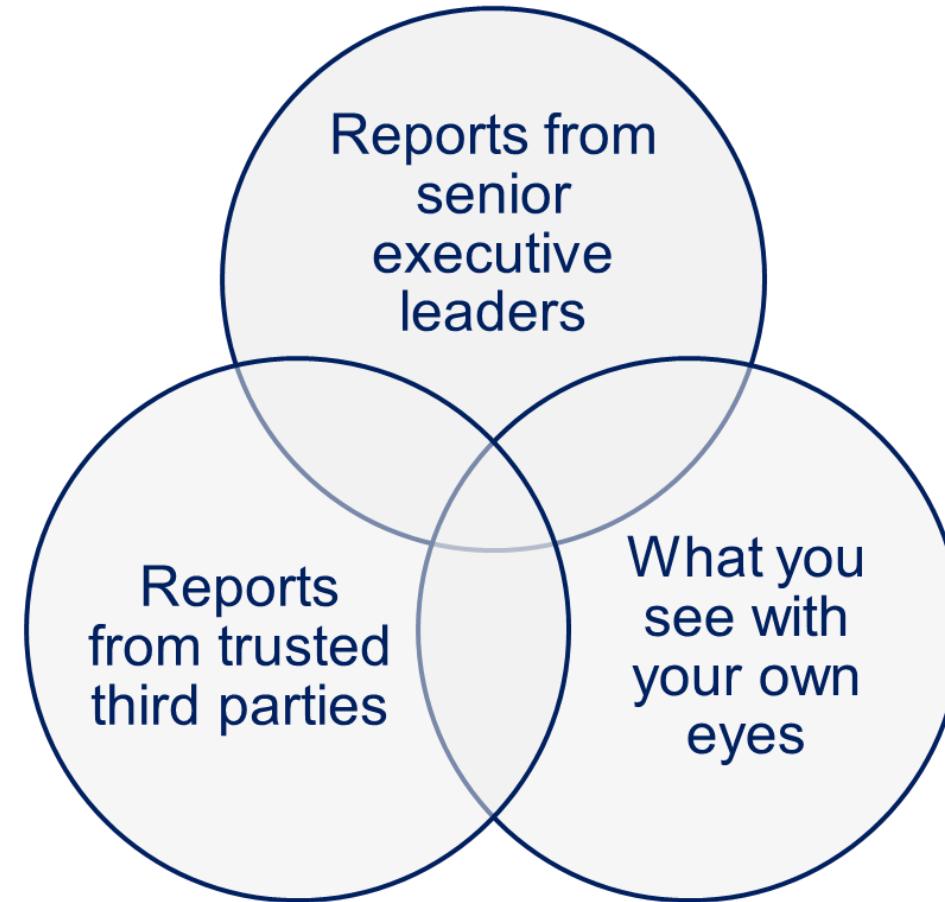


ICSA – 12 KEY QUESTIONS

6. Agenda/individual papers make clear what **action/input** is needed from the board?
7. Papers set out relevant **considerations/implications** the board should be aware of?
8. Do you have or need standard **formats** for different types of board papers?
9. Is training and **support** available to authors?
10. Is the board pack easy to navigate and readily **accessible** for board members?
11. Are the methods by which the board pack is stored and distributed **secure**?
12. Does the board give **feedback** on the clarity and usefulness of the papers it receives?



The concept of triangulation



Discussion – what is your approach to triangulation?



Triangulation is fuel that powers challenge and support

The relationship needs to be trusting, but also based on hard evidence.

Scenario - The board know that their knowledge and understanding of the organisation must be triangulated and ask:

GB. 'What impact is our new maths strategy having?'

HT. 'It's excellent, the children are making much better progress and they're more engaged with their learning.'

GB. 'That's great news, please can you show us the data to prove this? And we'd like to meet with some pupils to discuss their views'

HT. I'll see what I can do but I'm not sure it's top of my list of priorities.

Q1. Is this acceptable reporting? What is your role in moving this forward?

Q2. How do you approach triangulation?

Q3. What role should talking to pupils have? How do you do it?



Ensuring the board has the information it needs

Website

Newsletters

Attendance at events

Training and networking events e.g. conferences

Social media and relevant publications

Policies

Strategy documents and plans

Reports from senior executive leader

Reports from external experts and advisors

Publicly available data

Data dashboards – FFT, Ofsted ISDR

Internal data

Survey data – pupils, staff, parents

Presentations to board meetings

Answers to questions at board meetings

Visits to school(s)



Table discussions - Questions to consider

- 1. What reporting is required by boards for monitoring, triangulation and thus accountability purposes?**

- 2. How do governing boards know the information presented is meaningful and reasonable for them to request?**



It all comes back to the eight elements of governance

- It might be tricky approaching the senior executive leader and asking them to change what they may well have been doing for a long time
- But in the long term quality reporting to the board is likely to make life easier for them and, for many, will result in reducing workload
- In considering how to tackle this issue, governors and trustees might find it helpful to remind themselves of NGA's eight elements of effective governance
- Understanding the role and responsibilities, being committed to asking challenging questions and having the confidence to have courageous conversations are key tenets of good governance and getting the issue of effective reporting out on the table is one that should not be avoided.

South East

Regional Conference

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**Have a safe journey home and please don't
forget to leave your name badge and
evaluation sheet with a member of our team**

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