

Governor Induction Part 3

Accountability in School Governance

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**achieving
for children**

Accountability in School Governance

ACCOUNTABILITY

You will only hold yourself accountable for goals that others know about. Tell someone what you're up to.

Accountability in School Governance

Accountability in school governance has two elements that governors need to consider:

Accountable to – ???

Accountable for – ???

Accountability in School Governance

Accountability in school governance has two elements that governors need to consider:

Accountable to – school and wider community

Accountable for – school improvement

Accountability in School Governance

Schools are accountable for pupil outcomes.

Governors have a key role in ensuring that the school's strategic direction, which they help set, is delivering good results.

Ofsted inspection reports include the findings on the quality of the school's governance.

Raising standards, improving lives

Inspection Framework 2019



...those responsible for governance understand their role and carry this out effectively; ensure that the provider has a clear vision and strategy and that resources are managed well; hold leaders to account for the quality of education or training;

... ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties for example ... safeguarding, and promoting the welfare of learners

Raising standards, improving lives

What does an inspection look like?



The inspection will include discussion with:

- A representative of the LA / academy trust or other responsible body
- **Governors/trustees – as many as possible**
- School leadership team at all levels
- Staff
- Pupils
- Parents & carers (Parent View)

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What does this mean for us?



Ofsted will put emphasis on whether governors are:

- Supporting and challenging school leaders
- Holding the school to account
- Measuring the IMPACT, and how this is being communicated (our accountability)

The role that governors play in the school's performance is evaluated as part of the effectiveness of the Leadership & Management

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What will they look for?



- What contribution do the governors make to the school improvement planning? **What's our IMPACT?**
- How well informed and evaluative are the governors regarding the role and **IMPACT** of the senior leaders?
- How well informed and evaluative are the governors about the role and **IMPACT** of the middle leaders?
- How well do the governors monitor staff workload and well-being, and the **IMPACT** of CPD on the curriculum?

What documentation can we use to monitor the above?

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What will they look for?



Inspectors will consider:

- The extent to which leaders focus their attention on the education provided by the school.
- The extent to which leaders' high expectations for all pupils in the school are embedded in leaders' and staff's day-to-day interactions with pupils.
- Whether leaders and those responsible for governance all understand their respective roles and perform these in a way which enhances the effectiveness of the school **Strategic/operational boundaries.**

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What will they look for?



Inspectors will consider

- the extent to which leaders' and managers' high ambitions are for **all pupils**, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the **pupil premium** is founded on good evidence.

Do we monitor groups of pupils?

Raising standards, improving lives
In the best schools...



“Governors keep themselves well informed through regular reports and presentations from the school’s leaders and also from their own focused visits. They have a clear picture of how well the school is doing.

They are very conscious of their responsibilities and are closely involved in setting ambitious targets for the executive headteacher. Records of governors’ meetings show that, as well as providing strong support to the school, governors ask challenging questions of the leadership team to hold it to account for its actions...

Raising standards, improving lives In the best schools....



... Governors are prudent in their financial management. For example, they ensure that teachers' pay awards are warranted, that the pupil premium [grant funding] supports disadvantaged pupils effectively and that the sports funding increases pupils' physical activity and their enjoyment of sport.

They make sure safeguarding arrangements fully meet requirements." *(This is an extract from the report for an 'Outstanding' school, Oct '15)*

Accountability in School Governance

School
Websites



Showing your Accountability

Website - Statutory Requirements

Newsletters

Governor Minutes

Parent communications

Statutory Policies

The School Prospectus

School Complaints Procedure

3rd Core Role of Governance



To oversee the financial performance of the school, making sure its money is well spent.

Functions of the School Budget Plan

Schools must be able to show parents, regulators and auditors that they are achieving value for money and that their expenditure ensures that children get the best outcomes.

Schools have a delegated budget to cover salaries, running costs, maintenance and equipment.

The Governing Board is responsible for managing this budget – **can be a committee.**

Overseeing Financial Performance

There should be at least one governor on the board with specific relevant skills and experience of financial matters. Governors should raise questions such as:

- Are we allocating resources in line with our strategic priorities?
- Are we making full use of all our assets and efficient use of our resources?
- Are other schools buying things more cheaply, or getting better results with less spending per pupil?
- How can we get better value from our budget?

The Budget Plan

- Feeds the School Development Plan (SDP)
- Clear link between SDP and Budget Plan
- Review the main budget lines periodically
- Balance control mechanism
 - Procurement
 - 'Check the checker' processes in place
 - Value for money

School Funding:

LA delegated budget:

The school budget share from your Local Authority covers the majority of the budget for pupils aged 3-16.

16-19 Provision: Allocation is direct from the DfE (ESFA)

Grants: Your school may receive grants from the government to support specific initiatives or strategies.

Other income: eg. lettings, voluntary contributions, sponsorship, parental fundraising.

The Dedicated Schools Grant (LA)

Dedicated Schools Grant Formula
Numbers of children (schools census)

X

Amount £ per child

=

Dedicated Schools Grant Total

+

Free School Meals pupils X £ amount

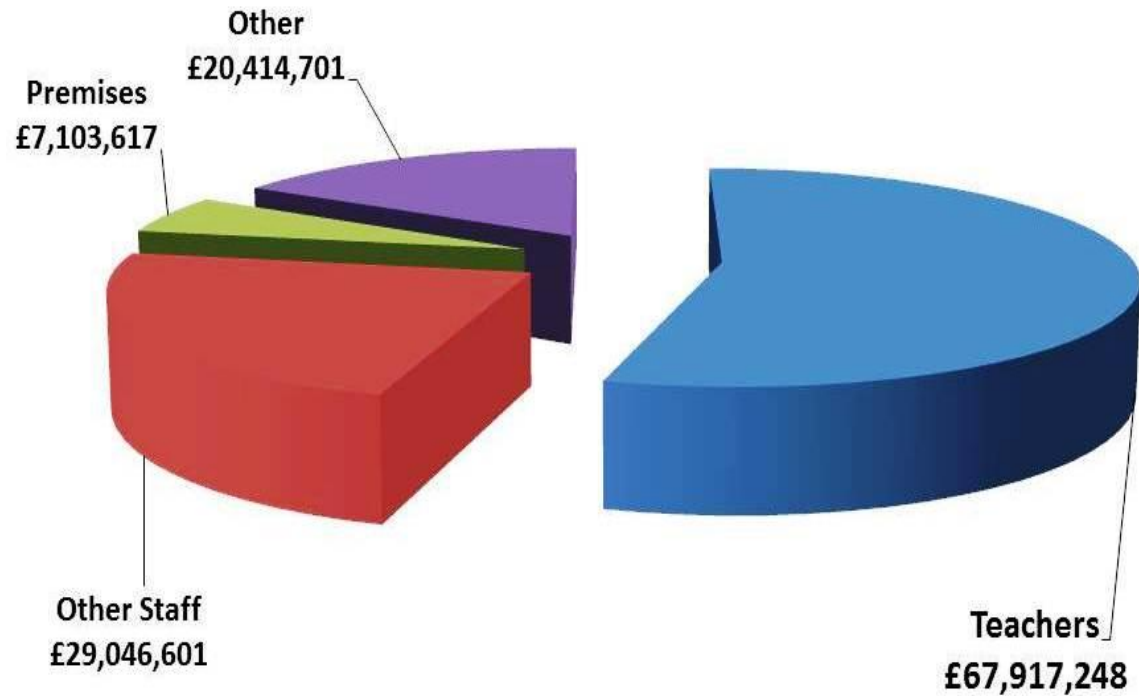
Service Children X £ amount

Looked After Children X £ amount

=

Pupil Premium

Breaking down expenditure



Benchmarking and Efficiency

School benchmarking data is provided by the DfE and can be used to compare expenditure against similar schools: <https://schools-financial-benchmarking.service.gov.uk/>

For example

- If the cost of energy seems high compared to similar schools: *could we be investing in energy-saving devices to reduce this cost?*
- Spend on learning resources seems high: *are there opportunities to collaborate with local schools to bring this down?*



Quick Quiz



Where to get help:

- The chair of governors / your governor mentor
- The clerk (advice / training / processes)
- rebecca.walker@achievingforchildren.org.uk