



# Foundation Governors Professional Development Session 2, Spring 2022

Thank You

Living Out God's Transforming Presence



Accountability that drives up educational standards and financial performance...

“The Department for Education identify 6 key features of effective governance in their Governance Handbook.

During this Session - Session Two, we will move on to consider “accountability that drives up educational standards and financial performance”.



**“However beautiful the strategy, you should occasionally look at the results.”**

Winston Churchill

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**“Effective governance** is based on six key features:

1. **Strategic leadership** that sets and champions vision, ethos and strategy.
2. **Accountability** that drives up educational standards and financial performance.

*These two “are the core pillars of the board’s role and purpose” = Intent / Vision?*

3. **People** with the right skills, experience, qualities and capacity.
4. **Structures** that reinforce clearly defined roles and responsibilities.

*These two “are about the way in which governance is organised” = Implementation / Provision?*

5. **Compliance** with statutory and contractual requirements.
6. **Evaluation** to monitor and improve the quality and impact of governance.”

*These two “are about ensuring and improving the quality of governance” = Impact?*

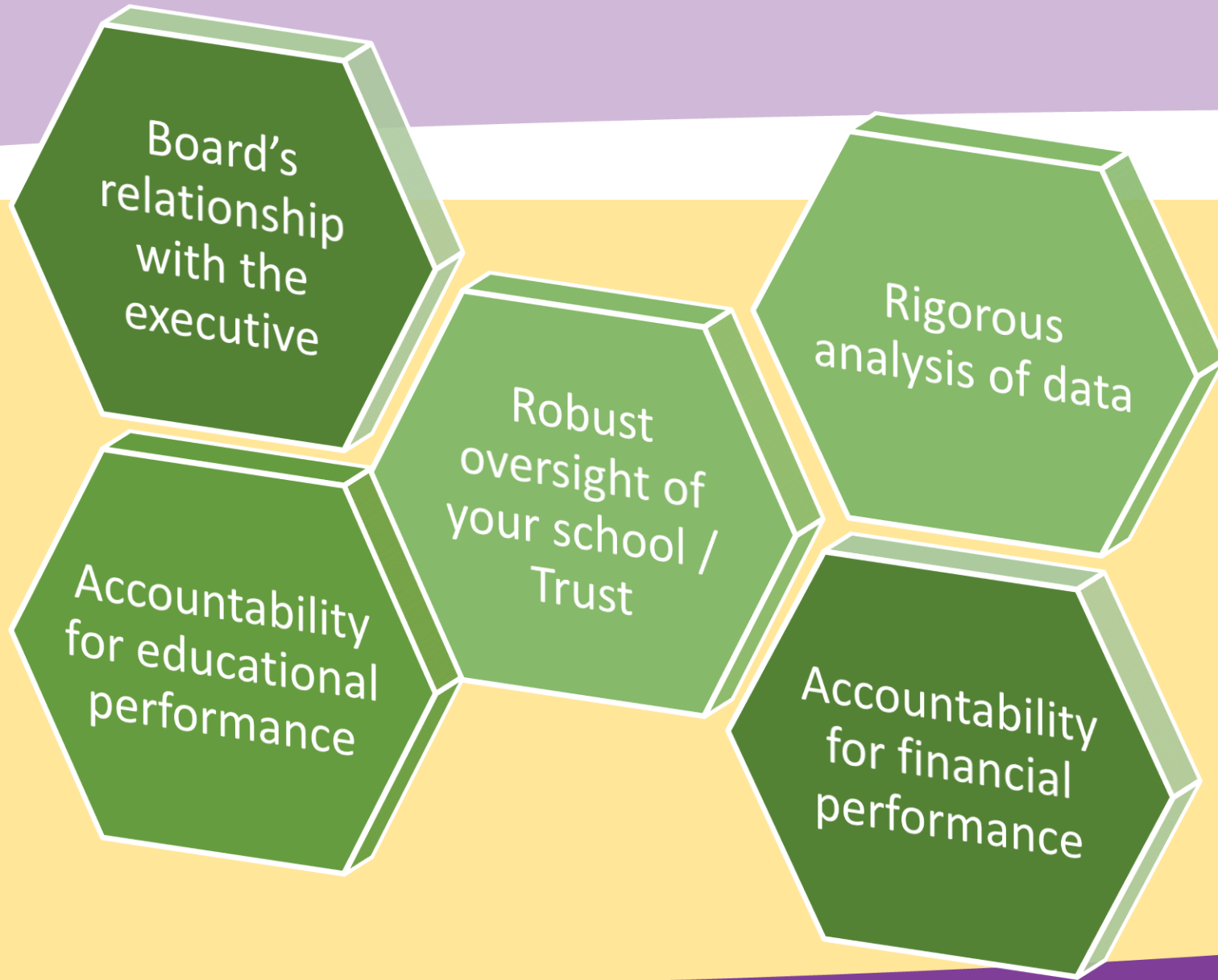


# Accountability

that drives up educational standards and financial health through:

- **rigorous analysis** of pupil progress, attainment and financial information with comparison against local and national benchmarks and over time;
- clear processes for overseeing and **monitoring school improvement and financial health**, providing constructive challenge to executive leaders;
- a transparent system for **performance managing executive leaders**, which is understood by all in the organisation, linked to defined strategic priorities;
- **effective oversight of the performance of all other employees** and the framework for their pay and conditions of service;
- a regular cycle of meetings and appropriate processes to support **business and financial planning**; and
- **effective controls for managing within available resources** and ensuring regularity, propriety and value for money.

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From the '12 Responsibilities of Foundation Governors', SDBE Appointment Policy, 2019

1. To support and challenge the leadership within the school in their links with the wider parish(es) and community and to promote support for school activities and initiatives relating to its Christian distinctiveness and effectiveness

2. Inform the SDBE when the school leader's post becomes vacant and, in partnership with the Chair of Governors, invite a representative of the Diocesan Director of Education to advise and attend throughout the appointment procedure

Board's relationship with the executive

Accountability for educational performance

Robust oversight of your school / Trust

Rigorous analysis of data

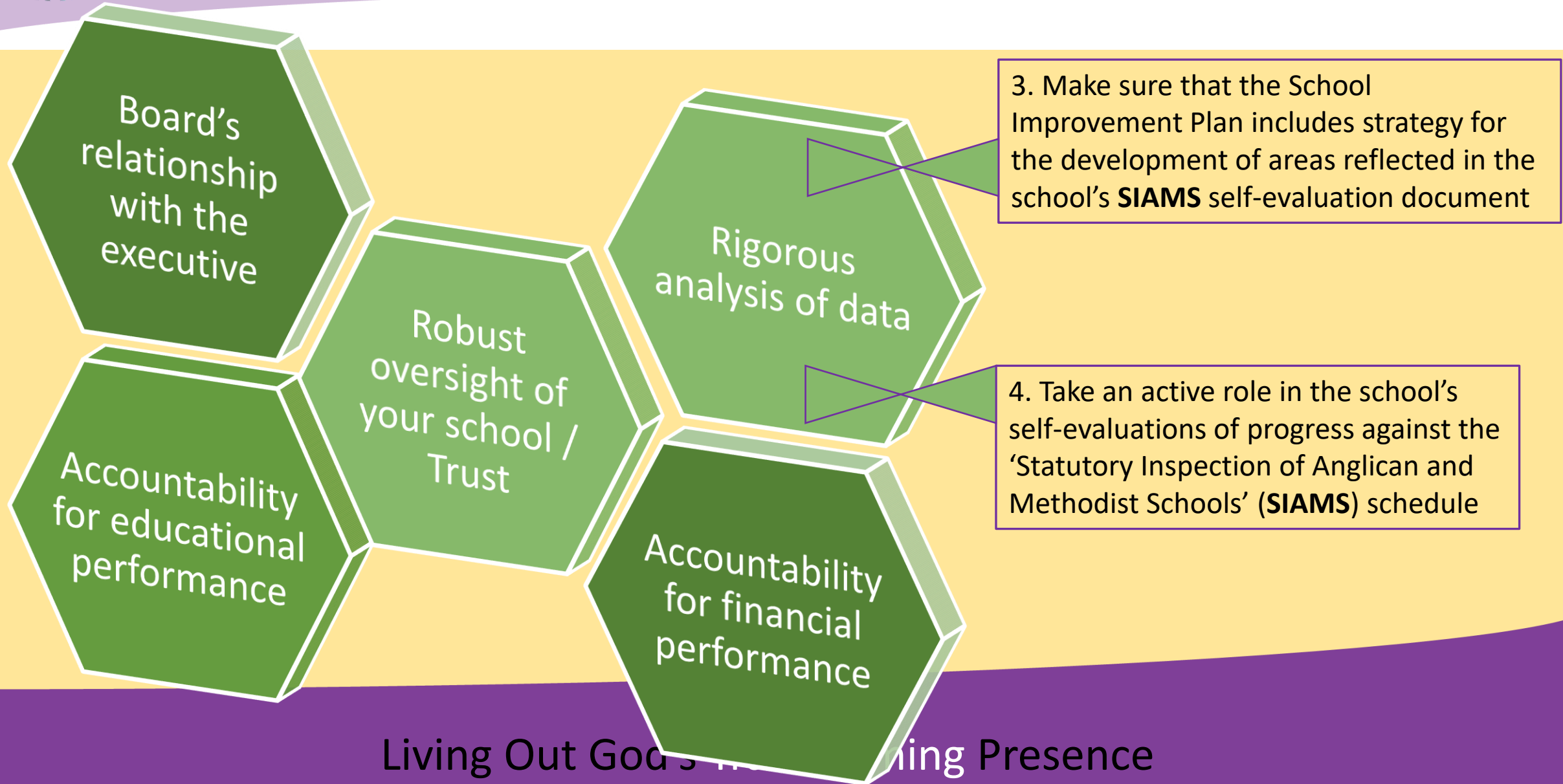
Accountability for financial performance

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From the '12 Responsibilities of Foundation Governors', SDBE Appointment Policy, 2019





5. Ensure that **collective worship** and **religious education** at the school follow the appropriate guidelines and/or syllabus – **Robust oversight / Accountability for educational performance**
6. Ensure that **collective worship** at the school is in accordance with the tenets and practices of the Church of England – **Robust oversight**
7. Ensure that **collective worship** and **religious education** at the school are appropriately monitored – **Robust oversight / Accountability for educational performance**
8. Encourage, support and challenge the school towards aspirations that are transformational – **Accountability for educational performance / Rigorous analysis of data**





# 1. The Board's relationship with executive leaders

## Living out our “responsibility for holding the executive leader to account”

“Holding leaders to account is about establishing clear expectations, ensuring clear lines of responsibility, putting in place systems for monitoring appropriately, ensuring evaluation and taking action in response to that evaluation.”

Competency Framework for Governance, p.14

“Good governors are not easy companions on the journey; they ask difficult questions, expect evidence and demand a great deal. But there is never any doubt about their values and principles.”

Russell Hobby, former General Secretary of NAHT, in an article for NGA ‘Governing Matters’



*“Accountability that drives up educational standards...through:  
...a transparent system for performance managing executive  
leaders, which is understood by all in the organisation, linked to  
defined strategic priorities”*

*[Department for Education Governance Handbook, October 2020]*

*If ‘Jesus inspires perseverance, patience,  
gratitude, openness to surprises, and  
celebration’, how should these inform a  
panel in making a performance related pay  
recommendation?*

*‘Ethos Enhancing Outcomes: Exploring 17 Governance Leadership  
Issues, Issue 8, ‘Performance Management of Executive Leaders’ p.17*

*[A question for the executive leader] Where do you get your hope from?  
What sustains you? What might you need to do more of to keep your  
‘reservoir of hope’ \* filled?*

*‘Ethos Enhancing Outcomes: Exploring 18 MAT Leadership Issues, Issue 16, Role of the CEO’ p.27*

*\* This phrase was coined by Alan  
Flintham and is explored in detail in the  
Grove Booklet eD22 ‘Sustaining Hope in  
School Leadership’, published in 2014.*

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## 1 (a) - The workload issue

### Of the Headteacher / CEO;

“Line managers should have regard to the work-life balance of their staff when setting objectives for the year ahead, and governance boards should have regard to the work-life balance of the headteacher.”

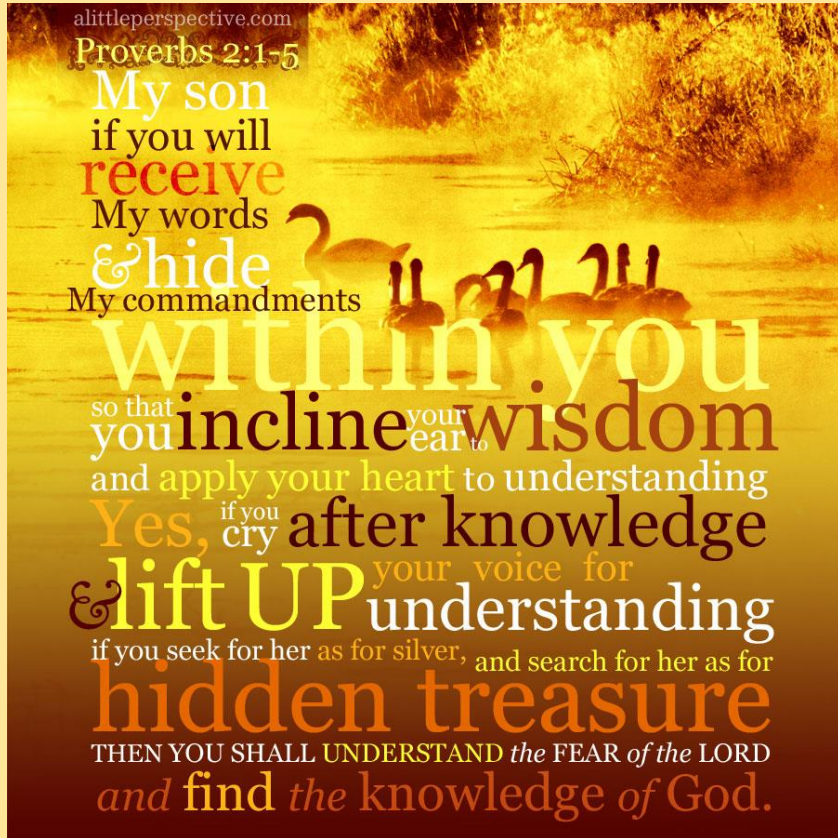
‘Implementing your school’s approach to pay...’ p.14

How does the chair, through setting the expectations, support the wellbeing of all staff to ensure that everyone can fulfil their role in the school community whilst keeping workloads manageable?

*‘Ethos Enhancing Outcomes: Exploring 17 Governance Leadership Issues, Issue 13, ‘The Role of the Chair’ p.23*



# A moment to reflect...



Church of England  
Vision for Education

Deeply Christian, Serving the Common Good

“Wisdom is about ethics as well as cognition, values and purposes as well as facts, and above all tries to make sound judgements that do justice to the whole ‘ecology’ of life.”

p.10

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## 2. Robust oversight

*“Accountability that drives up educational standards...through:  
...a regular cycle of meetings and appropriate processes to support  
business and financial planning”*

*[Department for Education Governance Handbook, October 2020]*

### 3.2 Robust oversight of a school or academy trust

The board and its committees **must** meet regularly enough to discharge their responsibilities. Board meetings **must** take place at least three times a year (and business conducted only when quorate).

As set out in the Academies Financial Handbook<sup>7</sup>, larger trusts boards should consider meeting more frequently. If the board of trustees meet less than six times a year it **must** describe in its governance statement, accompanying its annual accounts, how it has maintained effective oversight of funds with fewer meetings.

Hope in God’s future can stimulate prophetic responses to the present situation. Are we open to radical solutions? To what extent does our decision making process allow for the creative and courageous?

*‘Ethos Enhancing Outcomes: Exploring 18 MAT Leadership Issues, Issue 18, ‘Planning for the Future’ p.30*

What strategies does the board have in place for ‘facing and finding ways through whatever goes wrong with ourselves and our communities’?

*‘Ethos Enhancing Outcomes: Exploring 17 Governance Leadership Issues, Issue 17, ‘Evaluating ourselves as a Governance Group’ p.28*

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*“Accountability that drives up educational standards...through:  
...clear processes for overseeing and monitoring school improvement and  
financial health, providing constructive challenge to executive leaders”*

*[Department for Education Governance Handbook, October 2020]*

**How do you, as a governing body, balance a rigorous approach to standards in the narrowest sense of performance tables, with the confidence to build a broader curriculum? What is really valued in your conversations with leaders?**

*‘Ethos Enhancing Outcomes: Exploring 20 School Leadership Issues, Exemplar Approach 2, ‘Keeping school leaders accountable’ p.36*

**How might we in fact show that the things (and by implication those leading them) that ‘need improvement’ are actually still of value?**

*‘Ethos Enhancing Outcomes: Exploring 20 School Leadership Issues, Exemplar Approach 2, ‘Keeping school leaders accountable’ p.36*

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## 4. Rigorous analysis of data

*“Accountability that drives up educational standards...through:  
...rigorous analysis of pupil progress, attainment and financial information  
with comparison against local and national benchmarks and over time;”*

*[Department for Education Governance Handbook, October 2020]*

The “**7 themes** for you to use as an evidence base when discussing the performance of your school or Trust and the academies within it with your board”;

1. **Pupil numbers / attendance and exclusions**
2. **Attainment and progress**
3. **Curriculum and planning – staff and class sizes** →
4. **Financial management and governance**
5. **Quality assurance**
6. **Safeguarding and well-being**
7. **The school community – staff, pupils, parents and the governing board**

**A 7-step guide to  
Integrated Curriculum  
and Financial  
Planning (ICFP)**

A simple approach for education leaders

Taken from ‘Understanding your data: a guide for school governors and academy trustees’, Department for Education, updated September 2021 (can be found [here](#) )





*“Accountability that drives up educational standards...through:  
...rigorous analysis of pupil progress, attainment and financial information  
with comparison against local and national benchmarks and over time;”*

*[Department for Education Governance Handbook, October 2020]*

**If ‘wisdom is about ethics as well as cognition, values and purpose as well as facts’, how is that combined with an emphasis on analysing data outcomes and a focus on challenging objectives?**

*‘Ethos Enhancing Outcomes: Exploring 17 Governance Leadership Issues, Issue 6, ‘Educational Improvement’ p.15*

**How do your assessment practices enable teachers to flourish?**

*‘Leadership, Pedagogy and Theology: Exploring 20 School Leadership Issues, Issue 14, ‘Assessment’ p.22*

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*“Accountability that drives up... financial health through:  
...effective controls for managing within available resources and ensuring  
regularity, propriety and value for money.”*

*[Department for Education Governance Handbook, October 2020]*

## 5. Accountability for financial performance

1. Top 10 planning checks for governors - <https://www.gov.uk/guidance/school-resource-management-top-10-planning-checks-for-governors>

**GOV.UK** Schools financial benchmarking

Help develop Schools financial benchmarking  
[Get involved in making this service better \(opens in new tab or window\)](#)

**BETA** This is a new service – your [feedback](#) will help us to improve it.

### Schools financial benchmarking

Compare a school or trust's income and expenditure with similar establishments in England.





## 5. Accountability for financial performance

*“Accountability that drives up... financial health through:  
...effective controls for managing within available resources and ensuring regularity, propriety and value for money.”*

*[Department for Education Governance Handbook, October 2020]*

**“If wisdom includes ‘learning from history’, how might this inform a budget review?”**

*‘Ethos Enhancing Outcomes: Exploring 17 Governance Leadership Issues, Issue 7 p.16*

**“To what extent does your medium / long-term financial planning demonstrate wisdom?”**

*‘Ethos Enhancing Outcomes: Exploring 20 School Leadership Issues, Exemplar Approach 7 p.17*

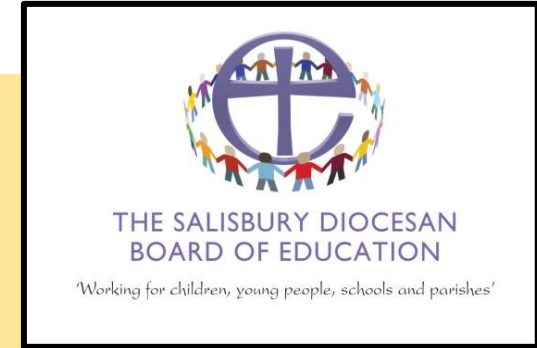


## Professional Development Courses in 2022 for Foundation Governors

### Session 3:

- 18<sup>th</sup> May, 1730 – 2100, Virtual
- 6<sup>th</sup> July, 0930 – 1300, Virtual

# Thank You



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