

Meeting of the South Bank Academies Board

3.00 - 4.00 pm on Thursday, 30 March 2017
in University Academy of Engineering - Trafalgar Street, London SE17 2TP

Agenda

<i>No.</i>	<i>Item</i>	<i>Pages</i>	<i>Presenter</i>
13.	MAT training	3 - 32	PS

Date of next meeting
4.00 pm on Tuesday, 11 July 2017

Members: Douglas Denham St Pinnock (Chair for the meeting), Adam Crossley, James Stevenson, Rao Bhamidimarri, Richard Flatman and Richard Parrish

Apologies: David Phoenix, Steve McGuire and Tony Giddings

In attendance: Dan Smith, Michael Broadway and Pervena Singh

This page is intentionally left blank

Governor Training

Page 3

The Ofsted Inspection Framework

South Bank Academies Trust – 30th March 2017

Session Leader: Andrew Dodge

Agenda Item 13

Session Objectives



1. To be reminded of the roles & responsibilities of directors of a MAT
2. To be clear about the Ofsted inspection framework and expectations of directors & local governors
3. To be prepared for the anticipated inspection

The Multi-Academy Trust (MAT)

is a charitable company funded by & accountable to the Secretary of State for Education

The Members are the company's owners

- own site/buildings, employ staff, make contracts
- appoint/remove Trustees (Directors)

The Trustees (Directors) run the company

- Responsible for operation of the MAT
- Set direction, hold executive leaders to account, manage finance

Who oversees MATs?

Ofsted - exactly as LA school inspections

Regional Schools Commissioners (RSCs)

Education Funding Agency

Companies House

Charities Commission



MATs must comply with

- Companies Act 2006 & Charities Act 2006
- Articles of Association (objectives, powers, operation)
- Funding Agreement with DfE
- Academies Financial Handbook
- Governance Handbook



Department
for Education

Governance handbook

For academies, multi-academy trusts
and maintained schools

Page 7

January 2017

CORE FUNCTIONS

1. Ensuring clarity of vision, ethos & strategic direction
2. Holding executive leaders to account for the educational performance of the organisation & its pupils, & the performance management of staff
3. Overseeing the financial performance of the organisation & making sure its money is well spent

Inspection Format

Notification by phone: midday the day before

Pre-inspection: website, media search, Parent View

Page 8

Notification letters: parents & governors

2-day Inspection: observing teaching; discussions with leaders/governors; securing views of pupils, staff, parents through surveys and conversations

Final feedback meeting: end of day 2

Inspection report: published within 19 working days

“In a MAT, the board may have established a LGB. Inspectors should ensure that meetings are with those who are directly responsible for exercising governance of the school and for overseeing its performance”

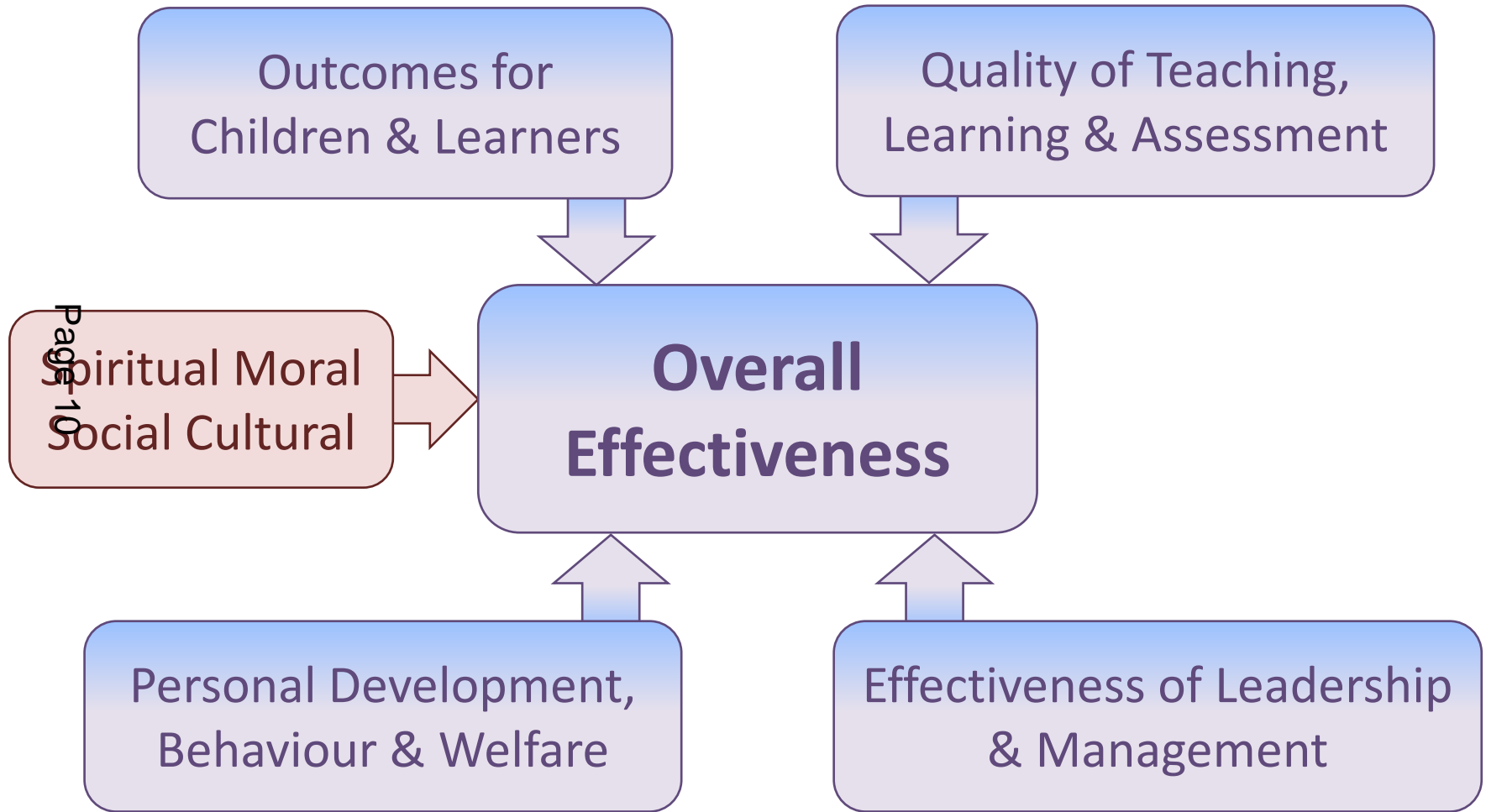
Ofsted School Inspection Handbook – August 2016

Page 9

Inspectors will

- meet the GB chair & as many local governors as possible
- invite as many local governors as possible to attend the final feedback meeting
- meet or phone a representative from the MAT board, sponsor or other relevant responsible body

Ofsted Inspection Framework *(August 2016)*



Page 10

1. **Outstanding** – subject only to risk assessment
2. **Good** – short inspection in 3 years time
3. **Requires Improvement** – monitoring inspections, then full inspection in 2 years time
4. **Inadequate (“school causing concern”)**
 - **serious weaknesses** – capacity to improve
 - **special measures** – no capacity to improveSubject to an academy order or rebrokered to another trust

“Inspectors consider the effectiveness of governors in discharging their core statutory functions”

Ofsted School Inspection Handbook – August 2016

Core Functions

1. Ensuring clarity of vision, ethos & strategic direction
2. Holding executive leaders to account for the educational performance of the organisation & its pupils, & the performance management of staff
3. Overseeing the financial performance of the organisation & making sure its money is well spent

“whether governors work effectively with leaders to communicate the vision, ethos & strategic direction...and develop a culture of ambition.”

Page 13

Clearly articulating the organisation's **vision**

Being able to evidence the **vision** and **values**

Demonstrating ownership of the **strategy**

And key improvement priorities driving the work

“Inspectors consider whether governors provide a balance of challenge & support to leaders....”

“...understanding the strengths & areas needing improvement....issues facing the school.”

Knowing the academy's self-evaluation
Aware of any barriers to improvement



Department
for Education

Governance Handbook

For academies, multi-academy trusts
and maintained schools

January 2017

Core Functions

1. Ensuring clarity of vision, ethos & strategic direction
2. **Holding executive leaders to account for the educational performance of the organisation & its pupils, & the performance management of staff**
3. Overseeing the financial performance of the organisation & making sure its money is well spent

“Inspectors consider whether governors ensure leaders provide them with sufficient & accurate information to ask probing questions about outcomes for pupils.”

“... how effectively governors track the progress of groups of pupils.”

Page 16

Especially...

- ✓ Pupil groups: SEN * most able * disadvantaged
- ✓ Disadvantaged pupils with **high prior attainment**
- ✓ Progress of disadvantaged compared to **national other**
- ✓ Progress of current pupils in all year groups

Belita Scott, HMI, November 2016

Current progress indicators

Progress on KPIs

% pupils on track to meet age-related expectations

Page 17
Progress by year group

Significant groups

Quality of teaching



“whether governors understand the impact of teaching, learning & assessment on the progress of pupils”

Page 18

Knowing the quality of teaching, currently
How the school is assessing pupil progress

“...ensure the school has a motivated, respected & effective teaching staff”

How the school provides for pupils'
Spiritual, Moral, Social and Cultural development

*“how the school prepares pupils positively for life
in modern Britain and promotes fundamental
British values”*

Page 19



WHAT'S THE IMPACT?

“Inspectors consider the effectiveness of leaders’ & governors’ work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation & extremism”

Page 20

What do staff do if they suspect any pupil is vulnerable?

Safeguarding Responsibilities

Read DfE’s “Keeping Children Safe in Education” Parts 1 & 2

Is SCR compliance regularly checked & is this minuted?



“how leaders’ & governors promote all forms of equality”

Respect for people of all faiths, races, genders, ages, disability, sexual orientations..

“how well leaders & governors engage with parents & other stakeholders.”

How well are their views known?

Is action ever taken as a result?

“Understand how the school makes decisions about teachers’ salary progression & performance.”

Page 22

“Performance manage the headteacher rigorously.”

How staff appraisal links to academy improvement
How decisions on salary progression are made

“whether governors are transparent & accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents.”



Equal opportunities in recruiting staff

Page 23

Governing Body website information



An effective complaints policy

What is expected of governors





Department
for Education

Page 24
**Governance
Handbook**

For academies, multi-academy trusts
and maintained schools

January 2017

Core Functions

1. Ensuring clarity of vision, ethos & strategic direction
2. Holding executive leaders to account for the educational performance of the organisation & its pupils, & the performance management of staff
3. **Overseeing the financial performance of the organisation & making sure its money is well spent**

“....ensure that the school’s finances are properly managed and can evaluate how the school is using the pupil premium...SEN funding...”

Page 25

How the Pupil Premium is used
Its impact on qualifying pupils

How SEN funding is spent
Are SEN pupils making good progress?



Knowing which are statutory

Ensuring a robust system of review

Monitoring implementation & evaluating effectiveness

Holding senior leaders to account for
health & safety across the academy

“inspectors consider how committed governors are to their own development in order to improve their performance”

- ✓ The right people with the skills required
- ✓ Planning for succession
- ✓ Attending training & keeping up-to-date
- ✓ Governing body & individual self-evaluation



A Competency Framework for Governance

Page 28

The knowledge, skills and b
needed for effective gover
maintained schools, acad
multi-academy trusts

January 2017



EVIDENCE

Minutes of meetings are key evidence for inspectors

Ensuring minutes evidence...

- ✓ Good attendance & participation
- ✓ Focus on academy improvement
- ✓ Holding the academy to account
- especially for safeguarding
- ✓ Challenge
- ✓ Visits to the academy
- ✓ Governance development



Being Prepared

1. GB training
2. Auditing GB effectiveness
3. Ofsted's YouTube clips - search "Belita Scott"
4. Consider maintaining a fact sheet/briefing paper
5. Familiarise the content of the academy website
6. Ensuring evidence available e.g. minutes

Thank you for requesting this session from
Governor Training & Development

Any questions or feedback: andrew@londonw4.co.uk

This page is intentionally left blank