


 National Governance Association
 The expert organisation for school governors, trustees, clerks and other governance professionals
 LASGB 27th Annual Conference 2022/23
 Janet Myers
 North West Regional Lead
 www.nga.org.uk


1

We are expert leaders in school and trust governance

- NGA is an independent, not-for-profit charity representing and supporting governors, trustees and clerks of state schools in England
- Our aim is to improve the educational standards and wellbeing of young people by increasing the effectiveness of governing boards and promoting high standards
- We are expert leaders in school and trust governance, providing information, advice and guidance, professional development and e-learning




Governing board membership
 • STANDARD governing board £101
 • GOLD governing board £280
 • MATs on sliding scale
www.nga.org.uk/membership




© NGA 2022 

2

The purpose of the session
 The aim of this session is to consider:

- What do governors and trustees need to do to prepare for Ofsted?
- What are recent experiences of Ofsted?
- What support can NGA offer?

© NGA 2022 

3

1. What do governors and trustees need to do to prepare for Ofsted?

© NGA 2022 n|g|a

4

© NGA 2022 n|g|a

5

EIF: leadership and management

See hand-out 1

Inspectors will make a judgement [...] by evaluating the extent to which [...]

- **those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training**
- **those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' strategy and safeguarding, and promoting the welfare of learners**


© NGA 2022 n|g|a

6

Governance is part of leadership and management

Section 5:
 140. The role that governors and trustees play in the school's performance is evaluated as part of the judgement on the effectiveness of leadership and management, and each report will contain **a separate paragraph that addresses the governance of the school.**


Section 8:
 200. The monitoring letter and report must include...an evaluation of the effectiveness of leadership and management, **with specific reference to the impact that governors'/trustees' actions are having on improvements**

© NGA 2022 

7

A word about MAT governance

- In a MAT, the trustees are responsible for governance and so inspectors will ask to speak to one or more of the trustees.
- It may be that the trustees have chosen to delegate some of their powers to an academy committee (LGB) in which case inspectors should establish clearly:
 - Which powers are with the trustees
 - Which are with the leaders of the MAT
 - Which are with the LGB
- Both their inspection activities and the inspection report reflect this

© NGA 2022 


8

Meeting those responsible for governance - general principles

Section 5:
 137. Inspectors will **always** seek to meet those responsible for governance during the inspection.
 141. [...] the meetings [...] with those responsible for governance should take place **without the headteacher or other senior staff being present.**

148. The on-site inspection ends with a final feedback meeting with the school. Those [...] who may attend include **[maintained school governors or academy trustees or, in a MAT, appropriate governance representatives; the clerk]**

Section 8:
 117: ...The lead inspector will...make arrangements for a meeting with the **chair of the governing body** or, where appropriate, the **chair of the board of trustees** and **as many governors/trustees as possible**


© NGA 2022 

9

Leadership and management in school – governance – Section 5

282. The governance handbook also sets out the statutory functions of all boards, no matter what type of school or how many schools they govern. There are three core functions:

- ensuring **clarity of vision, ethos and strategic direction**
- holding executive leaders to account** for the educational performance of the school and its pupils, and the performance management of staff
- overseeing the financial performance of the school and **making sure that its money is well spent**, including the pupil premium.

© NGA 2022 


10

Leadership and management in school – governance – Section 8

97. ...The lead inspector will start the section 8 inspection on the **assumption that the school remains good/outstanding**. They will test this over the course of the inspection through their inspection activities and ongoing discussion with leaders and governors.

98. ...Section 8 inspections also provide leaders and governors with the opportunity to **demonstrate their capacity for driving further improvement** in their school. The lead inspector will test whether leaders and governors have **identified weaknesses or areas needing development** at the school.

99. The lead inspector will plan the inspection so that leaders and governors have time to present evidence about **key improvements at the school**, their **assessment of the current performance** of the school and **action planning that supports improvement**.

© NGA 2022 

11

Ofsted expects ...

1. The board to be carrying out its three core functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding executive leaders to account
- Making sure its money is well spent


2. The board to be ensuring compliance with statutory requirements for example under the Equality Act 2010, the 'Prevent' duty, safeguarding

Your vision should make clear your educational intent

You should be ensuring that the implementation of the curriculum is having the expected impact

Don't worry about this aspect, it rarely comes up


Safeguarding always comes up

© NGA 2022 

12

A word about data

- Assessment data is valuable for schools' own monitoring and evaluation purposes and so you will continue to use it - but there will be no need to share this with inspectors
- The board should ensure that data collection is proportionate, balanced and useful e.g. collecting higher quality data less frequently
- Boards need to analyse:
 - DfE Analyse School Performance (ASP)
 - Ofsted Inspection Data Summary Report (IDSR)
 - And if possible, the FFT Aspire Data dashboard for school leaders and governors, or similar
- Boards should use data to demonstrate to inspectors how they monitor impact, identify strengths or identify areas for improvement



© NGA 2022

13

Boards and the curriculum

Board should be involved in decisions concerning the curriculum and the intent behind it ensuring that it is:

- As broad and balanced as the national curriculum, reflects local context, and stays that way for as long as possible across all subjects
- Evident what teachers and pupils need to know and that CPD is aligned to key priorities for improvement
- Has content which is useful and taught in logical progression so that pupils can remember it long term.

- If in doubt, ask the SLT for a session on how the curriculum has been determined and how it works
- If necessary (maybe with a single item meeting) discuss how the board can ensure that its vision is specific and ambitious for what it wants pupils to learn and why, and how this is put into practice in the school's curriculum planning
- If required, plan to review and revise your vision and strategy scheduling quality time without a business agenda to develop this with SLT and stakeholders

© NGA 2022

14

Safeguarding guidance

- The handbook** contains much detailed information
 - Annex 1 details expectations of those who govern
 - The board (and especially the safeguarding governor) should note the key requirements
- The school** should apprise the board on how it meets safeguarding requirements through training, briefings and reports. It should also share with the board:
 - The annual section 11/175 report to the local authority on safeguarding
 - Reports from safeguarding specialists who audit provision
- The board** should consider:
 - What assurance they receive that safeguarding is compliant with all requirements
 - How they create – and test – their school or trust's safeguarding culture

© NGA 2022


15

Inspecting safeguarding

Inspectors should look for evidence of the extent to which leaders, **governors** and managers **create a positive culture and ethos where safeguarding is an important part of everyday life** [...]

Inspectors will consider the extent to which leaders, managers and **those responsible for governance ensure that arrangements to protect children and learners meet statutory requirements**, follow the applicable guidance, and promote their welfare – including the prevention of radicalisation and extremism.

(Inspecting Safeguarding)


© NGA 2022 

16

Inspecting safeguarding

Here are some suggested topics where the safeguarding governor might want to give some headlines to the Inspector:

- Safer recruitment (staff and volunteers)
- All-staff awareness (KCSIE) and specialist CPD
- How the board knows about the school's response to complaints and allegations about staff
- Partnership and inter-agency arrangements
- How the board hears about the safeguarding elements of the PHSE curriculum
- Liaison arrangements between DSL and safeguarding governor
- Programmes / awareness of, for example, anti-bullying, cybersafety, Prevent, FGM, knife crime, county lines or children missing education

© NGA 2022 

17


Summary

Boards need to be able to:

1. Demonstrate they have the right people and the right structures for carrying out the three core functions and for ensuring compliance
2. Show evidence about
 - the quality of education and
 - safeguarding
3. Say how they know that their understanding is accurate and secure

What does the Board know?


How does the Board know it?

© NGA 2022 

18


Group Discussion

What has your board done to prepare for Ofsted?

© NGA 2022 

19

2. What are recent experiences of Ofsted?

© NGA 2022 

20

 NATIONAL GOVERNANCE ASSOCIATION

Supporting schools to
improve standards,
and promote excellence

School inspection:
A view from the board,
two years on

June 2022
Nina Sharma, Senior Policy and Research Officer



© NGA 2022 

21

Key Findings – Inspecting Governance

- Only 37% of governing boards said that the Ofsted inspection helped governance.
- Inspectors appear to understand the strategic role of school governance; however this is not consistently the case for every inspection.
- Inspectors are able to distinguish between the roles and responsibilities at multi academy trust board level and local governance level.

Response	Percentage
Strongly agree	5%
Agree	32%
Neither agree or disagree	27%
Disagree	19%
Strongly disagree	15%
Unable to comment	2%

© NGA 2022

22

Key Findings – Improving Education

- There is an inconsistency between the questions inspectors ask governing boards about the curriculum and the depth the questioning goes to.
- The feedback meeting was considered valuable to school improvement.

Response	Percentage
Strongly agree	32%
Agree	30%
Neither agree nor disagree	17%
Disagree	8%
Strongly disagree	8%
Unable to comment	5%

© NGA 2022

23

Key Findings – Inspection Process and Reports

- 31% of analysed reports do not mention governance.
- Where schools are graded below 'good', often the published reports do not refer to governance at all.
- 38% of respondents felt that inspectors were not mindful of the impact of COVID-19.
- Almost a fifth of respondents (19%) stated that their published Ofsted report was not an accurate reflection of what was heard in the feedback meeting.


Response	2021 (%)	2022 (%)
Strongly agree/agree	72%	68%
Neither agree nor disagree	8%	19%
Strongly disagree/disagree	19%	15%
Unsure	5%	5%

© NGA 2022

24


Group Discussion

What are your experiences of inspection?

© NGA 2022 


25

3. What support can NGA offer?

© NGA 2022 

26

Learning Link Module – Ofsted inspections



Ofsted inspections: Step-by-step

Allocated 15-Oct-2021 16:10 | New


This comprehensive, interactive guide to the inspection experience is designed to provide insight into what Ofsted requires of your school and governing board.

Through the use of interactive examples, activities and knowledge checks, this module breaks down the inspection process - from the basics of an inspection through to what happens on the day and the next steps to take once the inspection has been completed.

With helpful links and resources, and updates covering how inspections have been affected by Covid-19, this module contains everything you need to help you and your board approach your next Ofsted inspection with confidence.

Duration: 45 minutes

Your Notes


© NGA 2022 

27

Webinar – Ofsted: inspection and guidance

Sam Henson, Director of Policy and Communications and Nina Sharma, Senior Policy and Research Officer lead this webinar exploring the role of Ofsted, offering insight while debunking myths, and looking specifically at the way inspection interacts with governance. This practical and informative webinar will include:


- The latest on the Education Inspection Framework
- What those governing really need to know about inspection and the role of governance
- Looking at the experiences of governors and trustees who have participated in inspections



© NGA 2022

28

NGA Knowledge Centre



© NGA 2022

29

The NLG programme

Objective
To improve the quality of governance in schools and trusts where governance will benefit most, leading to stronger leadership, resulting in improved educational and financial outcomes

Through
NLGs will conduct an external review, make recommendations and do a three month follow up to assess progress.

Support
DfE funded NLG support is available for maintained schools with RI overall and RI in Leadership & Management. Regions Groups can also fund support for trusts. Diocesan bodies can also commission direct.

NLG NATIONAL LEADERS OF GOVERNANCE | Department for Education | nigal | © NGA 2022

30

NLG reform

- Came from recommendations of the NLG Advisory Group
- Extended eligibility criteria to include experienced governance professionals
- NGA awarded DfE contract
- NGA have recruited 66 NLGs in 2021 with a further 13 awaiting designation with support to the sector starting in October 2021
- DfE funded NLG support is delivered through ERGs targeted to schools and trusts where governance support will be of most benefit
- NLGs are paid, have regular QA and CPD
- Criteria to meet funding: RI with RI in leadership & management for maintained schools – criteria for trusts is on a case-by-case basis and decided by the Regions Group

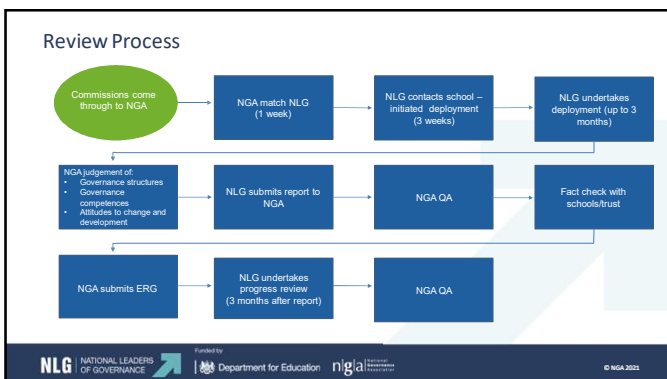
31

NLGs that deliver throughout Lancashire

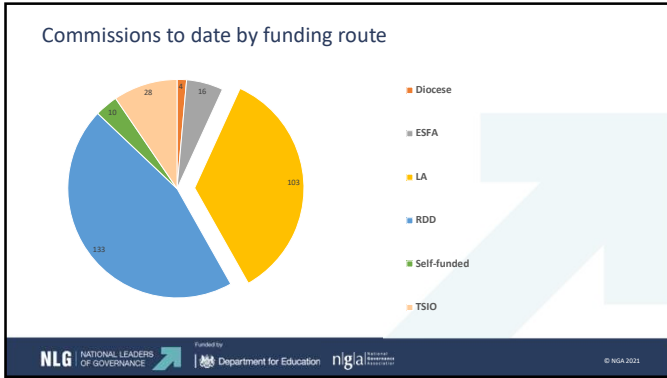
Carsten Kressel Chris Forrest Janet Myers

Vikki Semple Su Turner Ruth Agnew

32



33



34

Lancashire & North West: Commissioning overview

Y21-22	Commission totals
RG	7
TSIO	0
LA	14
ESFA	2
Total:	23

Y22-23	Commission totals
RG	4
TSIO	0
LA	9
ESFA	2
Total:	15

Report type	Number of reports issued
ERGs	9
Progress reports	2

NLG NATIONAL LEADERS OF GOVERNANCE | Funded by Department for Education | n|g|a | © NGA 2021

35

To access funding

- Please contact headofnlg@nga.org.uk for more information or discussion
- NGA can provide a list of which schools are eligible if you are a commissioner
- Information/marketing flyer is available for more information
- If you are a maintained school, please contact your LA in the first instance, if you are a trust, please contact your trust relationship manager at your Regions Group
(NB: reviews are conducted at trust board level, and whilst they will consider local governance arrangements, the review itself as with the accountable body).

NLG NATIONAL LEADERS OF GOVERNANCE | Funded by Department for Education | n|g|a | © NGA 2021

36

Upcoming event: Annual Conference and AGM

Saturday 12 November 2022, 09:30 - 16:00, Eastside Rooms, Birmingham

- NGA's Annual Conference will be taking place in Central Birmingham.
- Join us to hear the latest thinking in education and to catch up with other members and share best practice.
- The conference will be followed by our Annual General Meeting. To allow ample time for discussion during the AGM a set finish time is not provided. The suggestion is for a minimum one hour.
- This conference is free for NGA members. Please note that one place is allocated for an individual member, two places for corporate membership and three places for Gold membership.
- Please note that places are limited due to high demand and early registration is strongly recommended.

© NGA 2022 

37



nga National Governance Association

ANNUAL MEMBERSHIP SURVEY 2022

Have your say!

<https://www.surveymonkey.co.uk/r/NGA-membership-survey-2022>

Closes Tuesday 1 November 2022, 12 noon

38



nga National Governance Association

The expert organisation for school governors, trustees, clerks and other governance professionals

Thank you

Janet Myers
 NGA North West Regional Lead
 07913 818426
janet.myers@nga.org.uk
www.nga.org.uk

Visible Governance at schools

39
