

Getting to Know Your School

Ruth Agnew

Knowing Your School

“This session will explore how governors can get to know their schools and what their ‘monitoring role’ entails, including consideration of what constitutes an effective headteacher’s report and the role of governor visits.”

What is “outstanding” governance (according to Ofsted)?

“Leaders and governors **have a deep, accurate understanding of the school’s effectiveness** informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.”

‘School Governance Learning from the Best’

Ofsted May 2011

All the governing bodies ...sought a range of good quality, regular information from a variety of sources to ensure that they had an accurate understanding of the school’s strengths and areas for development. This information included:

- concise, focused reports from the headteacher, heads of departments and subject leaders
- external reports, for example from the school improvement partner, consultants and accrediting bodies

- presentations from school staff, pupils and external experts
- internal performance monitoring information
- internal and external analyses of national tests using both benchmarking and comparative information
- school self-evaluation reports
- formal and informal visits to the school
- questionnaires
- discussions with parents, pupils and staff.

Over to you...

- How many of these sources of information do you receive?
- Do you receive other information not listed?
- Are there any gaps in what your governing body is receiving at the moment?

“concise, focused reports from the headteacher, heads of departments and subject leaders”

The headteacher's written report

- is one way in which the head fulfils his or her accountability to the governing body
- provides a clear and permanent record of key aspects of the school's work
- should be sent out with the agenda.

Based on 'Guidance on Good Governance', DfEE

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- should be sent out with the agenda.

Based on 'Guidance on Good Governance', DfEE - 1996

The law says (for maintained schools): “The head teacher of a maintained school shall provide the governing body ... with such reports ... as the governing body ... may require (either on a regular basis or from time to time) for the purposes of the exercise of any of their functions.”

Education Act 2002 S30

Governance Handbook:

“The board, not the headteacher, should determine the scope and format of headteacher’s reports. This will mean that the board receives the information it needs in a format that enables it to stay focused on its core strategic functions and not get distracted or overwhelmed by information of secondary importance.”

Nov 2015

Headteacher's report

- Over to you:
 - What makes a good headteacher's report?
 - What barriers can there be that prevent a headteacher's report being helpful to governors?
 - What are the pros and cons of the example you've been given?
 - What questions would you want to ask the headteacher in the meeting?

“internal and external analyses
of national tests using both
benchmarking and comparative
information”

The Data Dashboard

“This dashboard raises the stakes. Many governors already know their school well. But for those that don’t, there are now no excuses. Inspectors will be critical of governing bodies who, despite the dashboard, still don’t know their school well enough and don’t take the necessary action in good time.”

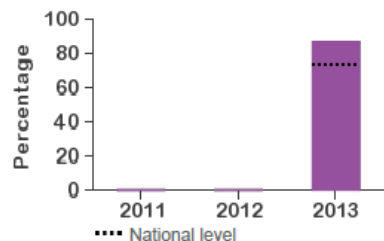


How are pupils doing in exams? (Attainment)

English grammar, punctuation and spelling

In 2013, 87% of pupils attained Level 4 or above in the key stage 2 grammar, punctuation and spelling test. No comparison is possible with the previous year.

Percentage of pupils who attained Level 4 or above in the key stage 2 grammar, punctuation and spelling test



In 2013, the school's result was in the top 40% of similar schools' results, and in the top 20% of all schools.

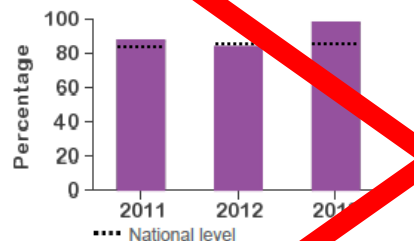
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Reading

In 2013, 98% of pupils attained Level 4 or above in the Key Stage 2 reading test. This is an increase of 14 percentage points since 2012.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 reading test



In 2013, the school's result was in the top 20% of similar schools' results, and in the top 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Writing

In 2013, 96% of pupils attained Level 4 or above in the Key Stage 2 writing assessment. This is an increase of 12 percentage points since 2012.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 writing assessment



In 2013, the school's result was in the top 20% of similar schools' results, and in the top 20% of all schools.

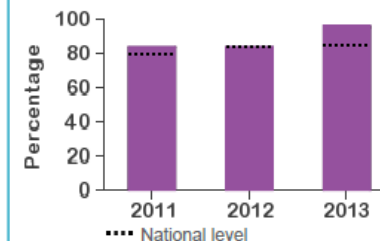
Comparison with other schools

Similar schools		All schools	
Highest		Highest	
2nd quintile		2nd quintile	
3rd quintile		3rd quintile	
4th quintile		4th quintile	
Lowest		Lowest	

Mathematics

In 2013, 96% of pupils attained Level 4 or above in the Key Stage 2 mathematics test. This is an increase of 12 percentage points since 2012.

Percentage of pupils who attained Level 4 or above in the Key Stage 2 mathematics test



In 2013, the school's result was in the top 20% of similar schools' results, and in the top 20% of all schools.

Comparison with other schools

Similar schools		All schools	
Highest		Highest	
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Self Valley Primary School

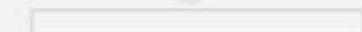
Attainment & achievement

KS2 Attainment 2014

Average Point Score (Re, Wr, Ma)

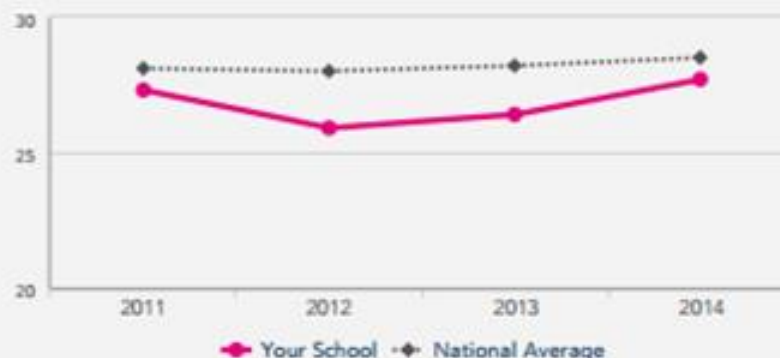
28.7 pts

FFT Rank



LOW 80 60 40 20 HIGH

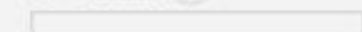
In line with the national average (28.5)



% Level 4+ (Re, Wr, Ma)

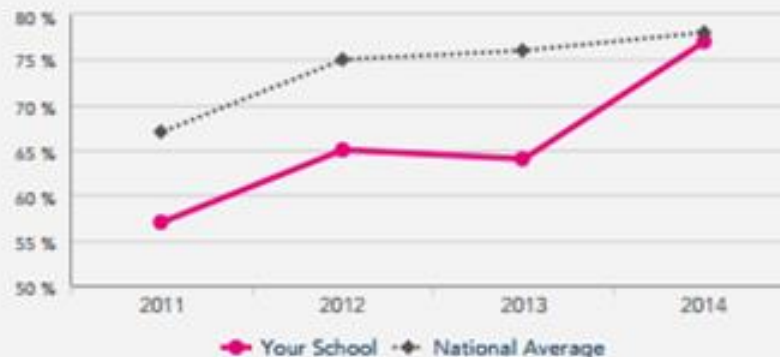
78%

FFT Rank



LOW 80 60 40 20 HIGH

In line with the national average (78%)

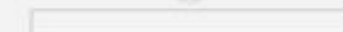


KS2 Achievement 2014

Average Point Score (Re, Wr, Ma)

+1.1 pts +

FFT Rank



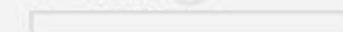
LOW 80 60 40 20 HIGH

Significantly above the national average (0)

% Level 4+ (Re, Wr, Ma)

+10% +

FFT Rank



LOW 80 60 40 20 HIGH

Significantly above the national average (0%)

Attainment & achievement

2014

KS4

VA

KS4 Attainment 2014

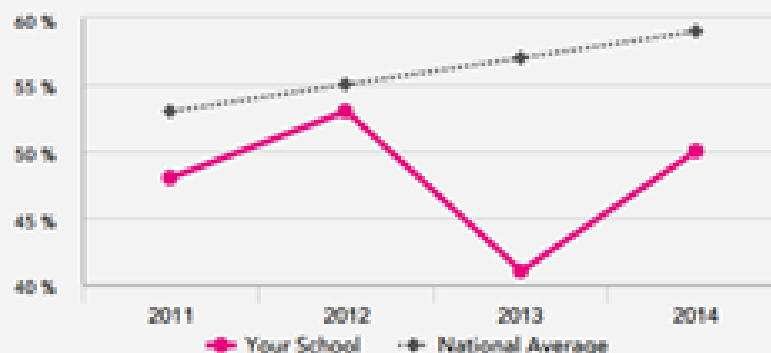
% 5+ A*-C inc Eng & maths
GCSE (new, best entry)

50%

FFT Rank



Significantly below the national average
(59%)



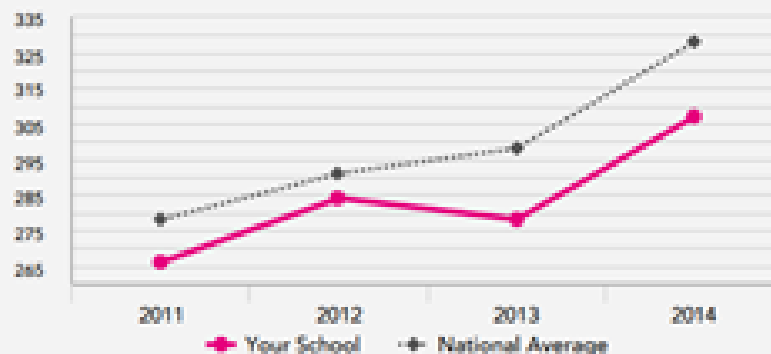
Avg Point Score best 8 (new, best entry)

307 pts

FFT Rank



Significantly below the national average
(328)

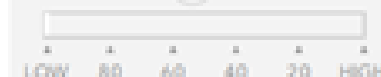


KS4 Achievement 2014

% 5+ A*-C inc Eng & maths
GCSE (new, best entry)

-5%

FFT Rank

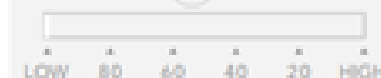


In line with the national average (0%)

Avg Point Score best 8 (new, best entry)

-24 pts

FFT Rank



In line with the national average (0)

RAISEonline

“Governors who lead on understanding and scrutinising attainment data should see and analyse the full RAISEonline summary report. For other governors, less detail may suffice but it is important that all governors see some form of summary of key RAISEonline data for their school, and are able to identify the strengths and weaknesses of the school. All governors must be able to engage in a discussion about RAISEonline or equivalent data and, if not, should attend a course to enable them to do so.”

Governance Handbook

RAISEonline (Reporting and Analysis for Improvement through Self Evaluation)

RAISEonline



Look for the 'G'!

An online, interactive system that holds all key performance data about your school.

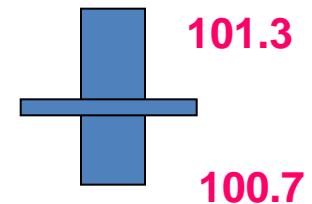
The RAISEonline summary report has altered this year

VA as a table – p36

		2011	2012	2013
All subjects	Cohort for VA	52	52	50
	VA School score	100.7	101.3	101.3
	95% confidence interval +/-	0.6	0.6	0.6
	Significance	Sig+	Sig+	Sig+
	Percentile rank	25	11	11
	Coverage	96%	95%	93%
Mathematics	Cohort for VA	52	52	50
	VA School score	100.0	101.5	101.3
	95% confidence interval +/-	0.7	0.8	0.8
	Significance		Sig+	Sig+
	Percentile rank	49	10	16
	Coverage	96%	95%	93%
Reading	Cohort for VA	-	-	50

VA is 101.3 plus or minus 0.6 - if the lower figure is above 100 then it is significantly +.

If the higher figure is below 100 then sig -.



“formal and informal
visits to the school”

‘School Governance Learning from the Best’

Ofsted May 2011

In eight of the 14 schools visited, governors routinely attend lessons to gather information about the school at work. All the governors who were interviewed visit their schools regularly and talk with staff, pupils and parents. Clear protocols for visits ensure that the purpose is understood by school staff and governors alike. Alongside the information they are given about the school, these protocols help them to make informed decisions, ask searching questions and provide meaningful support.

The Governance Handbook

Governors need to know their school if accountability is going to be robust and their vision for the school is to be achieved. Many governors find that visiting, particularly during the day, is a helpful way to find out more about the school. Through prearranged visits that have a clear focus, governors can see for themselves whether the school is implementing their policies and improvement plans and how they are working in practice. Visits also provide an opportunity to talk with pupils, staff and parents to gather their views, though are unlikely to be sufficient for these purposes.

The Governance Handbook

Governors are not inspectors and it is not their role to assess the quality or method of teaching or extent of learning. They are also not school managers and should make sure they do not interfere in the day-to-day running of the school. Both are the role of the headteacher. If governors wish to spend time within a classroom, they need to be very clear why they are doing so.

Over to you...

- Share details of your own governing body's visits practice with the rest of your group
- What works well, what could be even better?
- What is the impact of your governor visits?

Managing Practice

Minimum commitment:

- can all governors visit?
- how often?
- What should they do when they're in school?
- What should they do afterwards?
- How do they know?

What is “outstanding” governance
(according to Ofsted)?

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