

# ICE pack for Trustees and Governors

Impact – Challenge – Evidence

## **Governance in multi-academy trusts**

A unique, three module programme of professional development, designed to specifically support those involved in the governance of academies.



Dear Colleagues

There has never been a time when so much has been expected of Trustees and Local Governors; the nation's largest volunteer force. Trustees in a multi-academy trust (MAT) must decide what they delegate to whom in their Trust. Where school standards are concerned most (but not all) MATs set up a subcommittee of the Board to oversee standards across the MAT. Many also retain a Local Governing Body (LGB) with specific responsibilities for standards in a particular school. Responsibility for standards in a MAT rests with the Trustees and may include the CEO and/or executive head teacher (if there is one), members of the standards subcommittee, a school improvement professional, the principal of the school and, if powers have been delegated to them by the MAT Board, members of the LGB. The MAT Board should set up Governance systems that ensure those responsible for school standards drive school improvement through informed, incisive challenge and support to the headteacher/principal and school senior team. Good governance is an essential component of a successful MAT and its schools. Ofsted will not judge a school to be good or better where governance is ineffective.

School self-evaluation is central to school improvement and is thoroughly tested during any inspection. Those responsible for standards in a school are expected to know their school and to back up their views with compelling evidence, including external validation. It is essential that all involved are secure in their understanding of the narrative; the school's strengths, areas for development and the key strategies in place to secure the planned improvements.

This document is aimed mainly at Trustees and Local Governors who may not have a professional background in education. The Scheme of Delegation for the MAT will outline exact roles and responsibilities of those involved in maintaining standards, and this document should be read alongside those responsibilities. Please note this document also assumes that Local Governors have been delegated some responsibility for monitoring standards and challenging the principal of the school. For LGBs that are purely advisory some of the questions will not be relevant.

Answering questions from an HMI or Lead Inspector can be very daunting and it is very easy to forget key points or examples of good practice. With this in mind, I would like to introduce you to the Trustee and Governors ICE Pack. This aide memoire will support all responsible for school standards in a school to capture their school's unique narrative through a series of prompts, which focus on the questions we know Ofsted will ask. You can use the ICE Pack to summarise your points and note the evidence which supports your judgements and there is no reason why you should not take it into the interview with you to refer to as necessary. Obviously, the ICE Pack should be completed in partnership with all who have responsibility for standards in the school, thereby ensuring that all- important consistency.

I am sure that the ICE Pack will support you in marshalling the evidence for Ofsted so that Inspectors can fully appreciate the value and impact of school leadership on standards.

Matt Miller MBE

National Leader of Governance Advocate

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How good is your school and how do you know?

What are the school's key strengths?

1.

2.

3.

What are the areas for improvement?

1.

2.

3.

What plans are in place to secure these improvements?

Narrative: (Are Trustees/Local Governors saying broadly the same as senior leaders? Meet beforehand and agree strengths and weaknesses.)

What's the point of you? What difference do Local Governors make?

Impact of Local Governors:	Evidence of impact
What difference do Local Governors make to the performance of the school?	
Provide evidence where the LGB has had a significant impact.	
Do Local Governors contribute to the school's self-evaluation and if so, provide evidence of how?	
Do Local Governors help shape the academy development plan (school improvement plan)? Is this in line with the MAT school improvement plans?	
Narrative: (Demonstrate that Local Governors have a real impact in school – that they are focused in their outlook and provide strategic direction in line with MAT policies.)	

<p>What is the data telling us about standards – what are the key headlines?</p>	
Key performance data	How this compares nationally and over time; where are the strengths and what are the areas for improvement?
Attainment (e.g. end of key stage benchmark results)	
Progress	
Value Added	
Disadvantaged pupils	
Groups	
<p>Narrative: (How are Local Governors monitoring current in year performance of pupils e.g. what strategies are in place to support those who are below ARE?)</p>	

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Attendance - do we need to improve?

	College	National Average
Attendance		
Persistent absence		
Disadvantaged pupils		
SEND		

Key questions

Is attendance improving compared with this time last year?	
How do Local Governors monitor attendance?	
What measures are in place to improve?	
Who are the poorest attending groups?	

Narrative: (Include intervention strategies e.g. to target persistent absence, demonstrate rigour in monitoring.)

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**How well behaved are the pupils – do they attend lessons on time and ready to learn?**

Fixed term exclusions: current year		Previous year:	
Permanent exclusions: current year		Previous year:	
Racial incidents: current year		Bullying incidents: current year	
Other serious incidents: current year	(anonymised details)		

**Key questions:**

How do Local Governors monitor behaviour?	
How would you describe behaviour in lessons?	
How would you describe behaviour around the school and in the playground?	

Do pupils arrive to lessons on time and ready to learn?	
Which pupils exhibit poorest behaviour and what is being done to address this?	
Narrative: (Include intervention strategies e.g. to counter low level disruption, demonstrate rigour in monitoring.)	
How well do Trustees/ Local Governors engage with stakeholders?	
Stakeholders	Evidence of how Trustees/ Local Governors have listened and responded to members of the different stakeholder groups
Parents and carers	
Pupils	
Teaching and non-teaching staff	

Wider community	
Narrative: (Demonstrate how effective Trustees/ Local Governors are in listening to the views of stakeholders e.g. give evidence of where this has had a positive impact.)	
How well does the MAT ensure financial oversight and probity? Do Local Governors have a role? If so:	
How do Local Governors monitor and ensure effective oversight of the school's budget?	
Does the school development plan link to the school's budget and include indicative costings?	
How do Local Governors ensure the school is robust in securing value for money when purchasing goods and services?	

<p>How is the school spending its PP money this year and how will this impact on eligible pupils?</p>	
<p>How is the school spending its PE and Sports grant and what are the outcomes for pupils? (primary schools)</p>	<p>N/A</p>
<p>Is there money set aside in the budget for governor training?</p>	
<p>Narrative: (The MAT must be able to explain the key financial issues for the school; does the school have a balanced budget and a viable 3 year business plan?)</p>	
<p>Trustee/ Local Governor Visits</p>	
<p>Key questions</p>	<p>Evidence</p>

Do Trustees/ Local Governors regularly visit school between meetings?	
Are there records of visit demonstrating outcomes and impact of Trustee/ Local Governor visits?	
Narrative: (Demonstrate how active Trustees/ Local Governors are and how they contribute to setting high expectations; provide a strong example of how a governor visit made a difference.)	
Quality of the teaching	
How good is the teaching compared to this time last year?	
How do you know – what external views do you seek?	

<p>Is there a culture of high quality CPD within the school which supports the development of all staff?</p>	
<p>How does the MAT ensure that better performing teachers are rewarded?</p>	
<p>Narrative: demonstrate that Trustees/ Local Governors understand that high quality teaching is the most important lever for raising standards</p>	
<p>How effective are the school's safeguarding procedures?</p>	
<p>When was the Single Central Record last checked? By whom?</p>	
<p>How many staff and Trustees/ Local Governors have attended:</p> <ul style="list-style-type: none"> <li>• 'safeguarding' training</li> </ul>	

<ul style="list-style-type: none"> <li>• 'safer recruitment' training</li> <li>• 'WRAP 3' training</li> </ul>	
<p>How do you know all staff are aware of what signs to look out for and how to respond if they are concerned that a pupil may be showing signs of being drawn towards extremism?</p>	
<p>Do pupils feel safe; how do you know?</p>	
<p>Narrative: (Demonstrate that Trustees/ Local Governors understand that 'safeguarding' is the highest priority and that great vigilance is exercised so that children are kept as safe as possible at all times.)</p>	
<p style="text-align: center;">Vision and Values</p>	
<p>What are the MAT values and how does this impact on every day school life? How well do the school's values reflect those of the MAT?</p>	

<p>How does the school actively promote British values in an age appropriate way to all pupils?</p>	
<p>Demonstrate how the school provides a broad and balance curriculum.</p>	
<p>Are pupils given the opportunity to discuss moral and political issues in a safe and trusting environment so that they can learn to listen to and respect other people's viewpoints?</p>	
<p>Narrative: (Do Trustees / Local Governors know what the MAT vision is and how its values shape the ethos of the school? What does this look like on a day-to-day basis?)</p>	
<p>Is the website compliant, up to date and a showcase for the MAT and the school?</p>	

Does the website publish all the statutory policies and information (and are they up to date) including Trustee/Local Governors' business interests?	
Does the website showcase the school in a positive light? Is it up to date and relevant?	
Hint: This is very often the first port of call for Ofsted inspectors who could form early impressions about the MAT and the school (good or bad) from what they see on the website.	