



School and MAT **Growth**

A black bar chart with three bars of increasing height, topped with a curved arrow pointing upwards and to the right, symbolizing growth.

Governance and Growth - The things we should be considering



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www.alkingsley.com



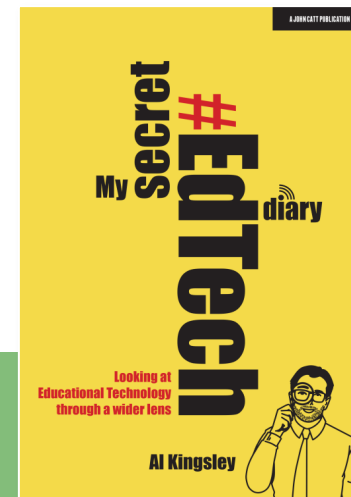
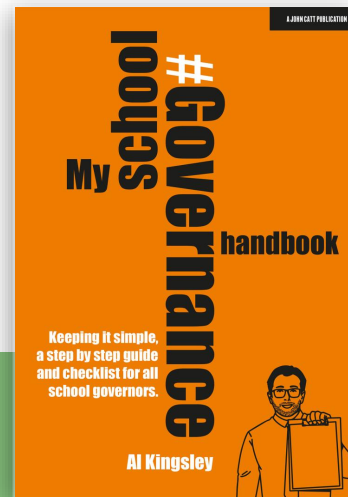
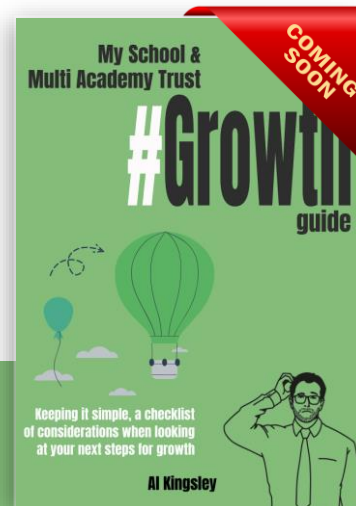
@EdTechDiary



Al Kingsley



Richard Barnes
Academy





7,500 students
10 Schools

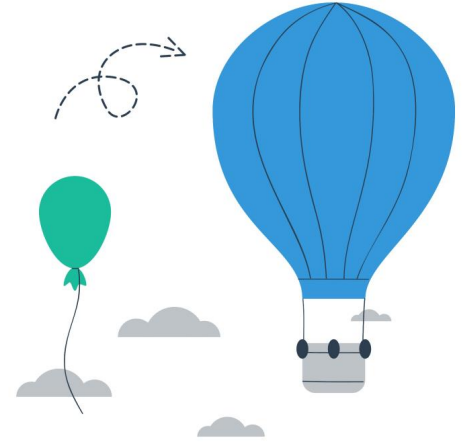
A Catalyst for Growth ?



How ?

Why ?

Risks ?



The Key Questions



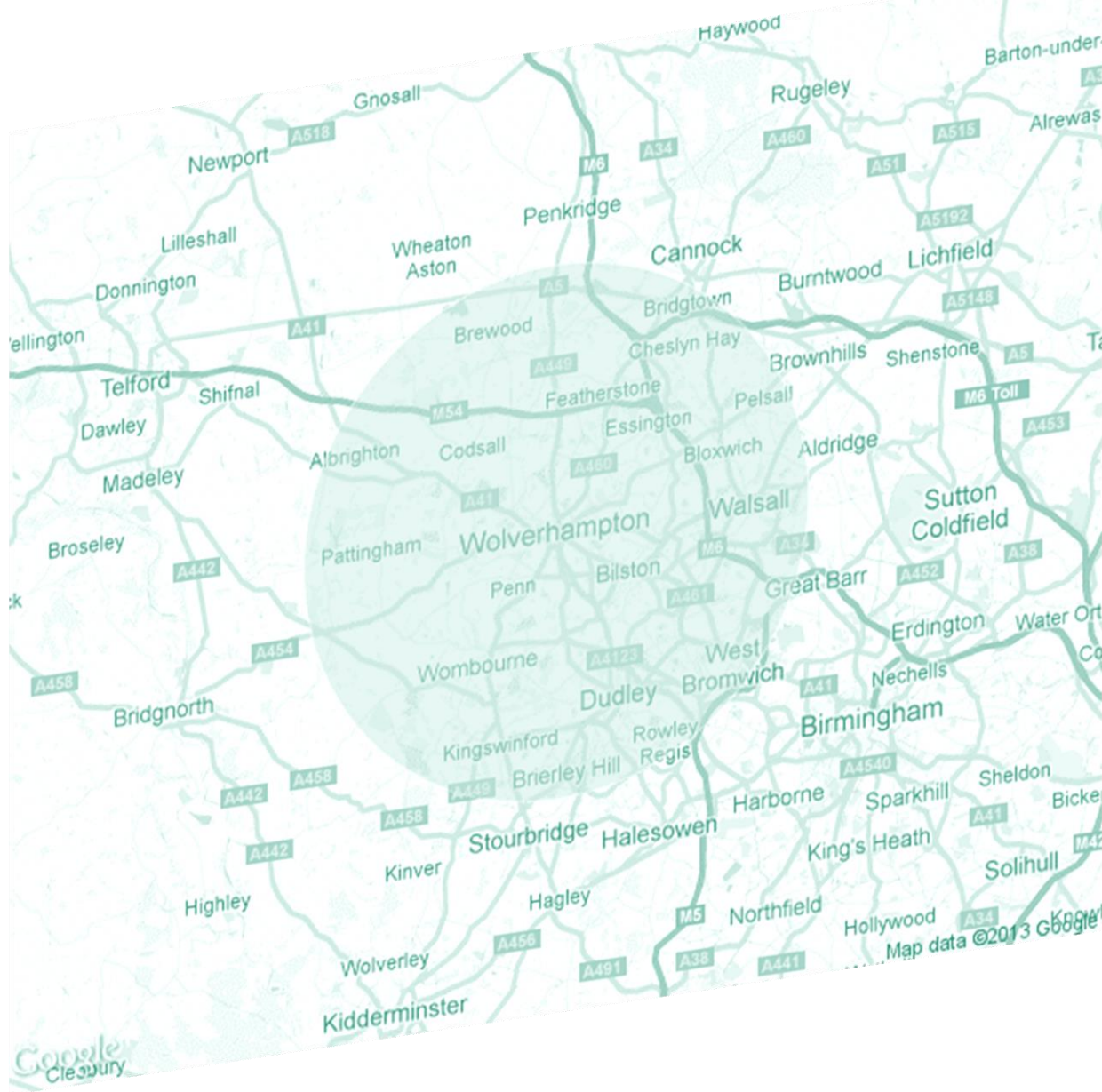
The Potential Drivers for change

- ✓ Because the Whitepaper has set out expectations for 2030
- ✓ We are worried about being left in isolation
- ✓ LA support has diminished
- ✓ Financial Drivers – Economies of Scale
- ✓ Leadership Change
- ✓ Approached by another School or MAT
- ✓ New Schools planned in area
- ✓ Concerns with Standards
- ✓ Ofsted / Regional Schools Director has initiated.
- ✓ Recruitment / Retention



Why look for Growth ?





Do you have a Sphere of Influence ?



How we might Grow (LA School)

- ✓ Expand our PAN or Age Range
- ✓ Introduce Nursery Provision
- ✓ Specialist Hubs
- ✓ Join an existing Academy Trust
- ✓ Create an Academy with other similar schools.



Routes to Growth ?



How we might Grow (Academy)

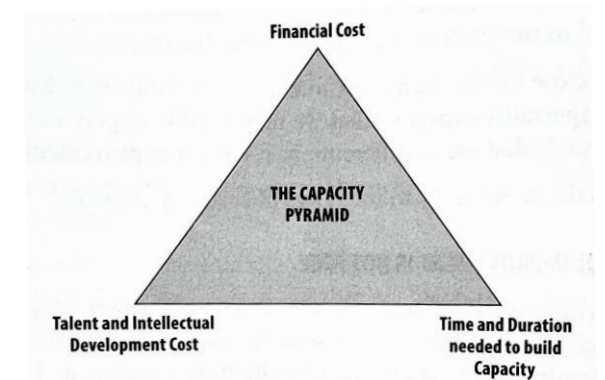
- ✓ Expand our PAN or Age Range
- ✓ Introduce Nursery Provision
- ✓ Approach Other Schools to join our MAT
- ✓ Join another MAT
- ✓ MAT Merger
- ✓ Free School Bid – Mainstream, SEND & AP Wave 15 2022
- ✓ Free Schools Bid - LA Presumptive



Routes to Growth ?



Sustainability
Community
Economies-of-Scale
Focus Values
Capacity
Technology
Perception Careers
Control Finances
Outcomes



Risks vs. Opportunities



Stabilise > Repair > Improve > Sustain

Where do you sit ?

Stabilise	Repair
<ul style="list-style-type: none">• Leadership is Unstable• Governance is busy but ineffective• High quality Staff turnover creates inconsistency of quality• Student attendance well below average• Student outcomes are weak and below national floor• Behaviour is unsafe and chaotic• External support has no impact as the school has no capacity to embrace it.	<ul style="list-style-type: none">• Leadership has been refreshed and is stable• Governors know what has to be done• New Staff, well supported by trust are delivering better learning opportunities (but not everywhere)• Student attendance improving but still below average• Internal assessments of non-exam cohorts is improving• Results still below national average• Behaviour is better but still low level disruption
Improve	Sustain
<ul style="list-style-type: none">• Stable leadership is impacting on standards• Governors now holding leaders to account, effectively• Staff morale and performance is consistent• Student attendance is now at national average• Student outcomes are above national average in key indicators• Behaviour is positive, few incidents of low level disruption• External support is effective, some staff now supporting other schools in the trust	<ul style="list-style-type: none">• Leadership is strong and improvements are embedded• Governors feel accountable and know the school well• Staff now see their career progression in the school / trust• Student attendance is above national average for all groups• Student outcomes are significantly above national and few groups underperform• Behaviour is excellent and high quality support is available.• School is now a capacity "Giver" to the MAT

Sir David Carter and Laura McInerney

Stabilise > Repair > Improve > Sustain



1. Do we understand the top three challenges that we have to address first?
2. Do we understand the precise nature of what needs to be done?
3. Are we in a position to provide the support from the trust that this school needs and are we ready to commission support from the trust if not?
4. If we draw support from another trust school, are we reassured that this school can cope in the short to medium term?
5. Does our trust board have the right skills and experience to monitor the effectiveness of the improvement strategy for this school?
6. What are the key data metrics that we as a board are going to ask the local board and leadership team to provide us with? Do we know why we are asking for this data?
7. How are we monitoring the cost of improving this school on the journey from Stabilise to Repair? Is it sustainable? What are we going to stop paying for in order to pay for this?
8. Have we explored every opportunity for external funding to support the school?
9. What are we expecting to see in 100 days to reassure the board that the school is becoming more stabilised?
10. Even though the school might be chaotic, are there pockets of practice that are effective and capable of being developed?



Questions > Stabilise



1. What are the key indicators that tell the board that the school is ? How do we know leaders are not just over-optimistic?
2. If the school were to be inspected in the next 6 weeks, what do we think the outcome would be? How do we share with the RSC and Ofsted the impact the trust is having?
3. How effective is the support from the trust and/or the external capacity we sought in the Stabilise phase? Does the support plan need to change and do we have the resources to support it?
4. How confident are we that the leaders in the school, the academy governing body and the trust board have the balance right between challenge and support? Who, other than the academy leaders, should we ask this question of?
5. What is the mood amongst parents and carers? Are they confident that the school is right for their children? Have many families withdrawn their sons or daughters? Have there been any new admissions over the past six months?
6. Do we need to moderate the metrics that we are using as the proxy indicators that the school is getting better? Is this time to commission an external review of the school?



Questions > Repair



1. As a trust board, are we getting the right balance between quality assurance and school improvement?
2. Are we shifting too quickly into measuring what's been done and not what is still outstanding.
3. Are we in danger of being so impressed with the improvement from Stabilise to Improve that we become institutionally blind to the challenges that the school still faces?
4. Is there a risk that while we pursue the improvement in this school we school take our attention away from other vulnerable schools in the trust?
5. To what extent is the governing body / academy council now made up of people who are capable of governing the school to the next stage of its improvement?
6. How have we captured the process of improvement that has been embedded in this school so that we have the beginnings of a template for future schools that might join the trust?
7. How confident are we that the trust leadership team and improvement deliverers have been as effective as we believed them to be when we started the journey?



Questions > Improve



1. How confident are we as a board that the school has strengths in all areas of delivery? Are there any ongoing pockets of poor performance that need to be addressed by the school?
2. How will we ensure that the school does not reach a plateau and start to regress?
3. What are the new indicators of success that should be the focus for the next two to three years?
4. Does the school have the capacity to improve and support another school in the trust (or even one beyond the trust)?
5. How close are we as a trust to being able to identify leaders who have specialist expertise that we may need to deploy in the future to schools that are in different phases of the improvement journey?
6. Does the same apply to members of our Governing bodies / academy councils?



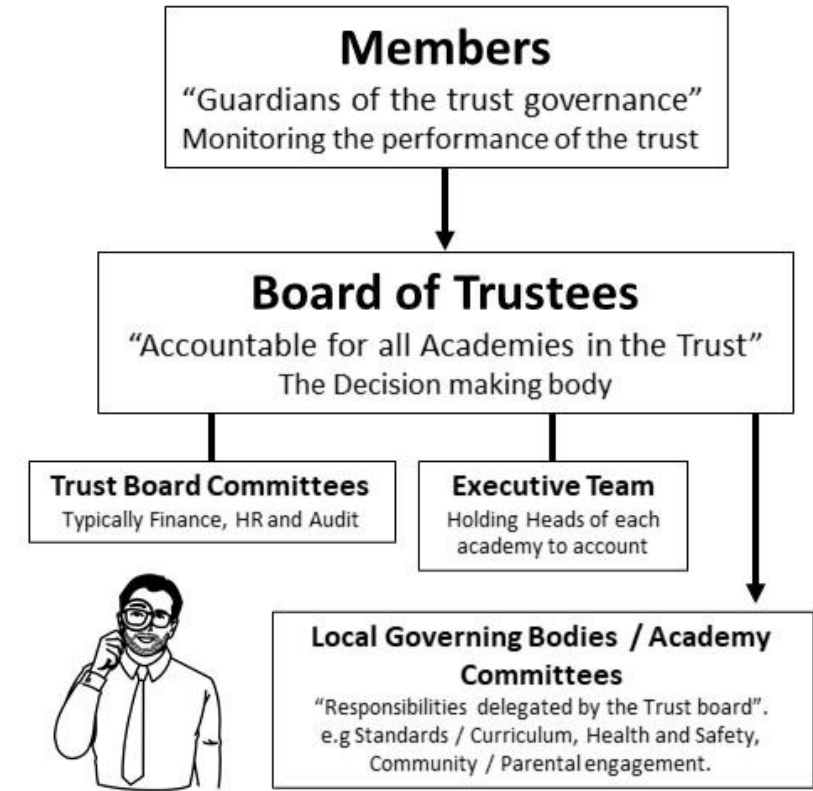
Questions > Sustain



Questions

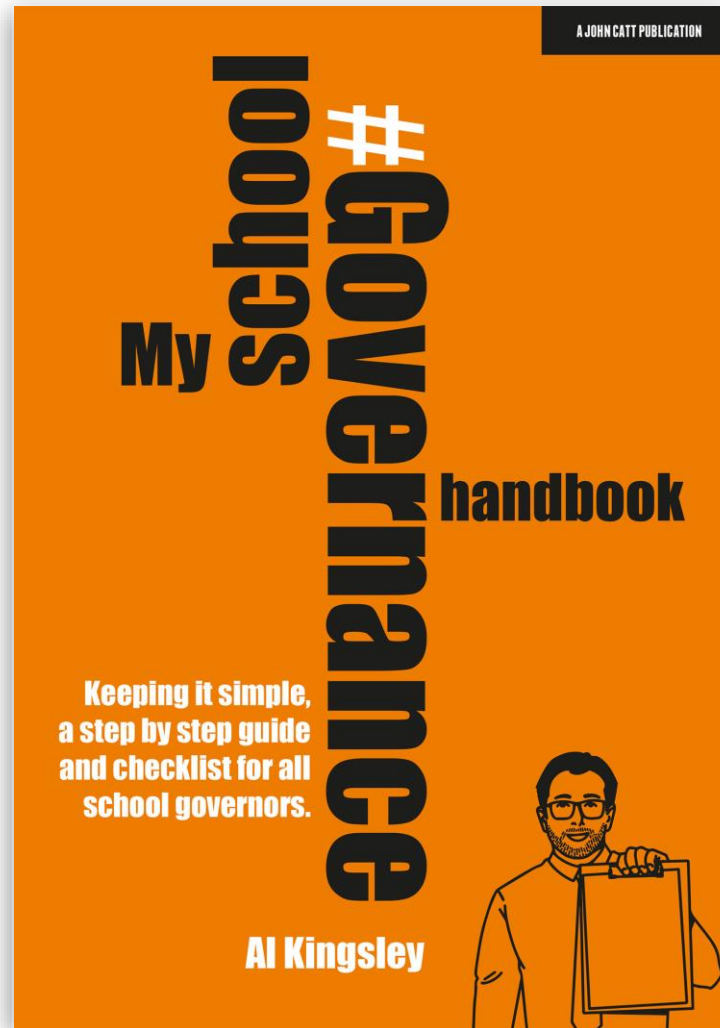
How we might Grow (Academy)

- ✓ How does the trust board establish the moral purpose of governance?
- ✓ How does the trust board become the guardian of the trusts' ambitions?
- ✓ Why is it essential to recruit the right people with the right experience to govern?
- ✓ How do we define the strategic priorities that underpin effective trust performance and governance?
- ✓ How do we ensure the scheme of delegation is understood?
- ✓ How do we support boards to ask the right questions to understand the progress that the trust is making, especially in the improvement of schools?
- ✓ How do we know if our Trust board is effective?



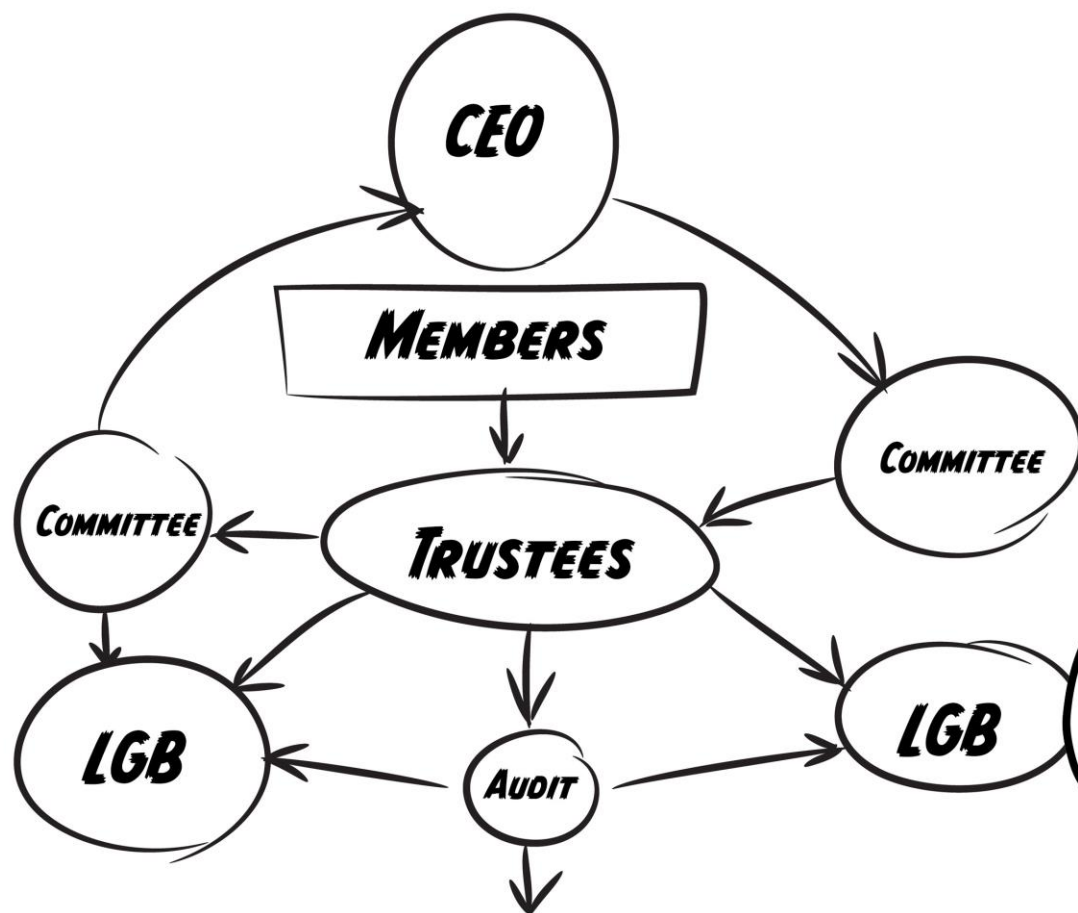
Effective Governance in a MAT





My School Governance Handbook

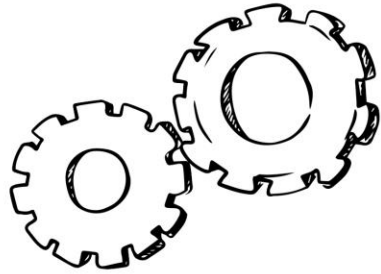




And appropriate
board membership

Your Scheme of Delegation







- **Tolerate** - to accept or retain the risk because you feel it's right to continue.
- **Treat** - to manage or reduce the risk with proposed interventions.
- **Transfer** - move the risk by contracting out or adding insurance cover, for example.
- **Terminate** - to stop what you are doing and eliminate the risk.

- **Risk number** - not sure I need to explain this one!
- **Risk description** - e.g. inability to recruit or retain staff.
- **Details** - the narrative around why this is a risk, e.g. local pressures and could have an impact on quality of teaching.
- **Existing actions** - what you currently do, e.g. HR procedures, exit interviews, staff support approaches, etc.
- **Source of assurance** - evidence to back up, e.g. details of your effective recruitment processes, regular staff surveys, etc.
- **Likelihood** - a scale of one to six with six being the highest, indicating how likely this risk is to happen.
- **Impact** - a scale of one to six again with six being the highest, indicating how significant this risk would be to the trust if it happened.
- **Risk score** - the likelihood multiplied by the impact - so a range of zero to 36. Then you can band scores - if you wish - into low, medium or high RAG (red, amber, green) ratings.
- **Planned actions** - steps you can or are taking to help mitigate.
- **Person responsible** - every risk needs an owner to monitor if the risk is increasing or decreasing.
- **Committee responsible** - which group of trustees will review this.
- **Progress update** - any information or details of actions taken since the last risk register review that are relevant to the discussion.

Risk





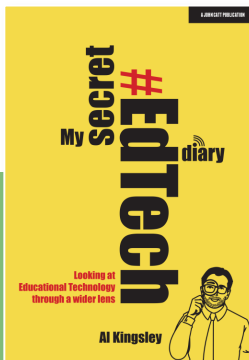
Have we undertaken digital skills surveys with our staff, are they being repeated so we can track confidence levels?
Other than start-of-term INSET days, how often are our staff receiving CPD training on the key tools we use within our classrooms and how are we developing this?

Are we capturing suggestions and feedback from teachers on what does and doesn't work?

How will we capture ideas from new teachers who bring experiences from their previous schools?

Does our senior leadership team have practical digital experience or a good understanding about how technology can be effectively used in the classroom?

Do we have plans for (or a review of) a digital strategy and how can we help?



Digital



- ☐ How is our curriculum shaped and adapted to meet the needs of all our children and how do you know?
- ☐ Is our curriculum appropriate for all our children, including those with special educational needs and disabilities (SEND)? Again, how do you know? What evidence do we have?
- ☐ Is our curriculum broad enough that we provide opportunities for our higher-ability children?
- ☐ Do we work with other schools in our MAT or within the local area to share best practice? If we do, how has that benefitted us, and can you share some examples? (A handy one to discuss inter-MAT benefits.)
- ☐ What kinds of concerns have been raised about our current curriculum and how do you address these from parents? (Likely to be around topics such as GCSE option groups or A-level choices available.)

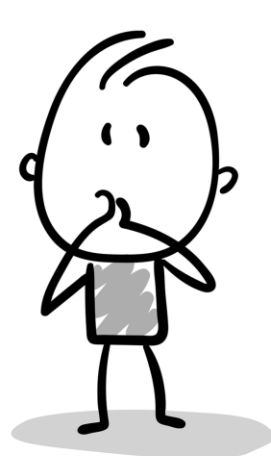
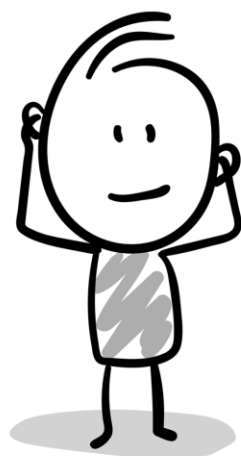


Curriculum



Keeping children safe in education 2022

Statutory guidance for schools and
colleges



Safeguarding



Keeping children safe in education 2022

Statutory guidance for schools and
colleges

Identity						Position held	Qualifications and registration			
Mandatory	Mandatory	Mandatory	Mandatory	Optional	Mandatory	Mandatory	Mandatory	Mandatory	Mandatory	Mandatory
Name	Address	DOB	Date address ID seen	Date photo ID seen	Date started with school	Job title (e.g. teacher/ parent helper/ admin	Teaching qualifications required (Yes/No)	If required, teaching qualifications evidenced	If required, date teaching qualifications seen	If required, date GTC registration seen

Vetting checks							Right to work in the UK		
Mandatory	Mandatory	Mandatory	Mandatory	Mandatory	Optional	Optional	Mandatory	Mandatory	Mandatory
Date Children's Barred List checked	Date DBS evidenced and checked	If DBS checked, DBS disclosure number	Overseas police check/ Certificate of Good Conduct required (Yes/No only)	If required, DBS overseas checks completed (Yes/No only)	Does disqualification under the Childcare Act 2006 apply to this role? (Yes/No)	If required, date check in relation to the Childcare Act 2006 was completed or any risks and control measures (recorded in personal file) were put in place	Date passport/ visa/work permit evidenced for right to work in the UK	If required, date visa or work permit expires (earliest date)	If required, most recent date work permit or visa evidenced

References		Teacher prohibition check		
Optional	Optional	Mandatory	Mandatory	Mandatory
Date satisfactory reference one completed	Date satisfactory reference two completed	Date of check	Outcome	Evidence checked by



Safeguarding



Governor questions – Safeguarding audit

- Do all our students feel safe and protected and how do we know?
- Are we confident that all our policies are accessible and understood by everyone?
- What systems do we have in place right now that ensure a student can report any concerns or abuse?
- (How do we ensure they are treated seriously?)
- What systems do we have in place for identifying any mental health issues? Do all staff understand this?
- How do we ensure all responsible staff in the school are clear on the process and procedure when they
- are concerned about the safety of a child?
- Tell me about the ongoing training our staff receive.
- What about the handling of any allegations raised against a member of staff?
- What about safer recruitment? What processes do we have in place?
- How is discrimination addressed in our school?
- How do we address child-on-child abuse?
- What system do we have in place to provide online safety/filtering/monitoring?
- How have we implemented the Prevent duty guidance? Is everyone clear on any procedures we have?

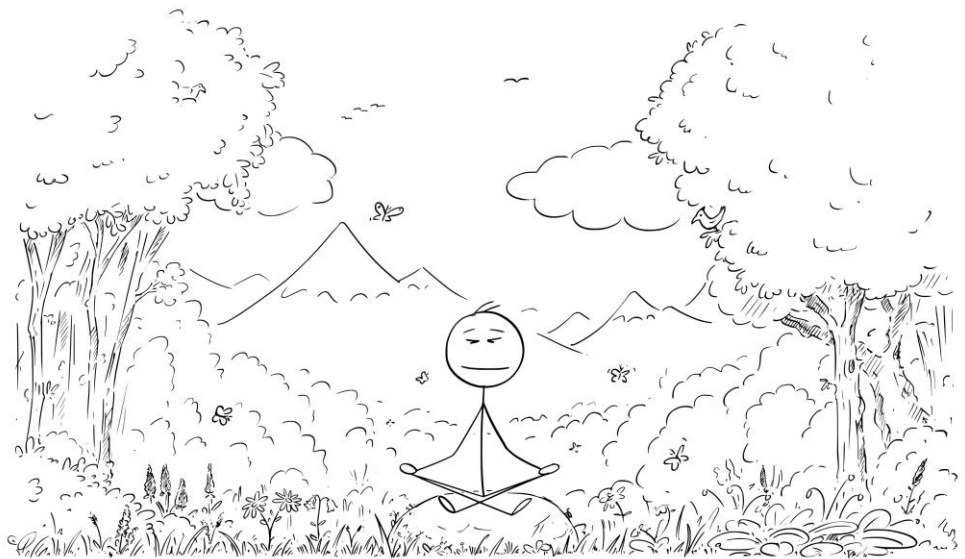
**Keeping children
safe in education
2022**

Statutory guidance for schools and
colleges



Safeguarding





- ☐ Is our school a listening school?
- ☐ How aware is the school community of the importance of promoting good mental health?
- ☐ Do we have a mental health policy?
- ☐ Is mental health a part of our curriculum?
- ☐ Have staff been trained to recognise and respond to mental health issues?
- ☐ Do staff know who to refer mental health concerns on to?
- ☐ Have we usefully pooled our knowledge of local support and services?
- ☐ Have we considered how best to work with parents and the wider community?
- ☐ Are we meeting the emotional wellbeing needs of staff? (Knightsmith, 2019)



Remember to ask your senior leadership team how they are doing. They will be busy supporting their staff, but we need to make sure we don't forget about them as well. So, consider:

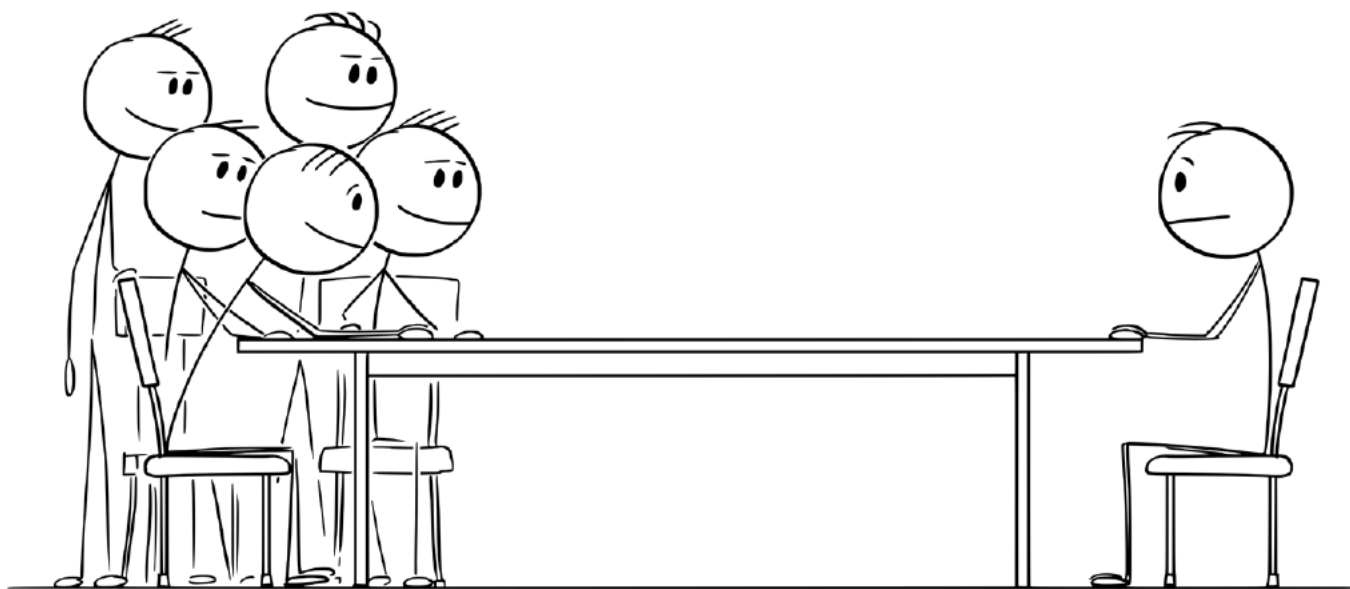


QUICK CHECKLIST

- ☐ How are our school leadership team ensuring that they have adequate support and are maintaining their own wellbeing at work?
- ☐ How can trustees/governors support this?
- ☐ Do senior leadership model positive working practices?
- ☐ Are you managing to maintain a reasonable balance?
- ☐ What approaches do other school/trust leaders take that we can perhaps consider employing in our organisation?

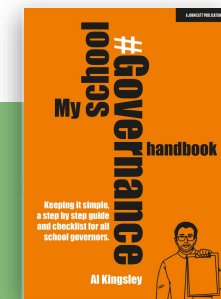
Wellbeing





- ✓ **Committed** - Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.
- ✓ **Confident** - Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board.
- ✓ **Curious** - Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.
- ✓ **Challenging** - Providing appropriate challenge to the status quo, not taking information or data at face value, and always driving for improvement.
- ✓ **Collaborative** - Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.
- ✓ **Critical** - Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursuing learning and development opportunities to improve their own and whole board effectiveness.
- ✓ **Creative** - Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success. (DfE, 2017)

Governor Recruitment

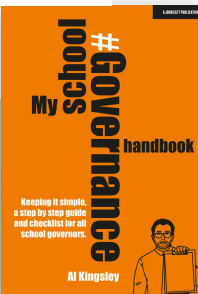




- ☐ A welcome letter.
- ☐ Your school's prospectus for context and any current information that may be helpful (a recent Ofsted judgement, planned expansion, etc.).
- ☐ A description of the role (including your time commitment expectations).
- ☐ Some constructive benefits of being a school governor.
- ☐ How to apply/contact details.
- ☐ And an all-important application form.



Governor Recruitment



New trustees/governors as soon as is practicable will:

- Undertake an induction with the chair of trust and trust governance lead.
- Be welcomed to the LGB by the chair and clerk/be welcomed to the board of trustees by chair and clerk to trustees.
- Be invited by the clerk to visit the different school or trust sites.
- Have the opportunity to tour each academy and meet staff and students (where appropriate).
- Be asked to complete a DBS check, governor information form, register of interest form, KCSIE form, skills audit and other documentation as required.
- Have the opportunity to meet informally with an existing governor who will offer support and guidance (if required).
- Be accompanied to their first meeting (if required).
- Be provided with our local authority's governance handbook and training programme.
- Complete the safeguarding and safer recruitment training.
- Attend other training as identified by the skills audit/matrix.

New trustees/governors will receive:

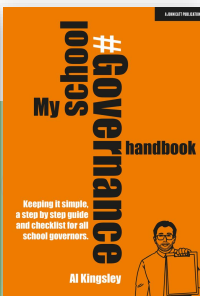
- The DfE Governance Handbook.
- The academy's induction pack for governors.
- The academy's governor code of conduct.
- The DfE's Keeping Children Safe in Education.
- The DfE's Competency Framework for Governance.
- The ESFA's Academy Trust Handbook.
- The trust's safeguarding policies.
- The DfE's Prevent guidance.
- The academy's latest Ofsted report.
- The academy's latest development plan.
- The academy's self-evaluation documents.
- The academy's latest Ofsted Data Dashboard snapshot.
- An outline of any training governors are required to attend.

- Minutes of the last meeting and the details of any committees including schemes of delegation/terms of reference.
- The latest exec head/head of school report (SharePoint).
- Dates for future governors' meetings.
- Details of how to contact the other members, trustees and governors.
- Policy documents relevant to membership.
- The governor visits policy.
- List of governor link roles.
- List of governor committees.
- Governor action plan.
- The academy prospectus.
- A list of common acronyms (or give them this book 😊).
- Details of how to contact the academy, including the email address and website.
- A calendar of academy events.
- Log in details to the school IT system.
- Recent academy newsletters.

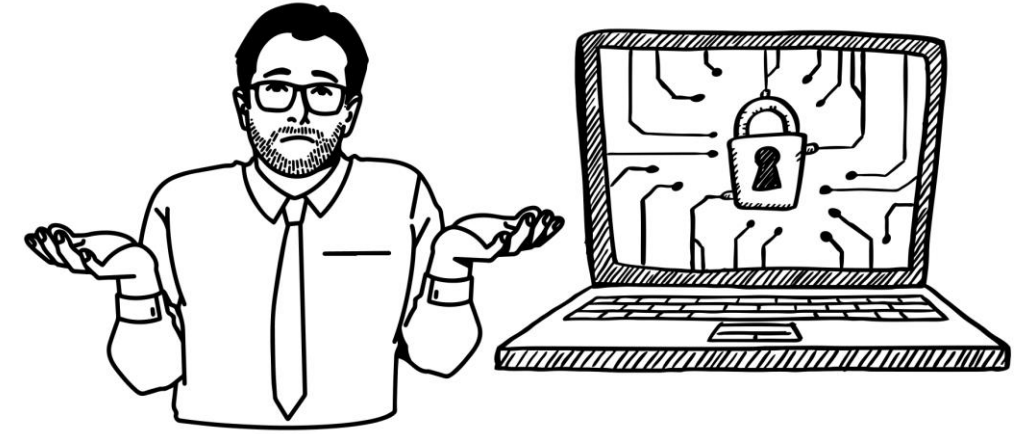
Areas that will be discussed:

- Background to the trust.
- Current issues facing the trust and individual schools.
- Visiting the schools.
- The relationship between the head of school and LGB.
- An overview of the role and expectations including confidentiality.
- How the meetings are conducted, including the use of the governor portal.
- Child protection arrangements at the trust and the governor's role in safeguarding these.
- How to propose agenda items.
- Importance of giving apologies if unable to attend meetings.
- Governor training.

Governor Recruitment



Data breaches			
Summary of the breach	Reported to ICO	Type of data compromised	Actions taken to mitigate
Email containing sensitive student data sent to wrong parent.	Yes/No	Personal details including home address and health information.	Email training provided again to appropriate staff.
Staff PC left logged in during lunchtime.	Yes/No	Potential access to class list and personal contact information.	All devices set to auto log-out after 10 minutes of inactivity. Training given to staff.



QUICK CHECKLIST

- Who is our school/trust DPO?
- How do they ensure they are up to date on latest requirements?
- Have we had any breaches?
- If so, could they have been avoided?
- Are our policies being followed correctly by everyone?
- Do we ensure there is regular training provided for staff?
- How do we ensure personal data is not retained for any longer than required?

Data Protection & Privacy





- School context
- Attendance
- School objectives for the year (linked to the school development plan)
- The school's SEF (self-evaluation form)
- The school's data showing high-level results for all key indicators
- Comparisons with either regional or national averages
- Pupil and sports premium summary
- Next steps/priorities (again, linked to the school's development plan)
- Successes/areas to highlight and celebrate
- Key areas for development
- A post-16 destinations summary
- Highlights from parent surveys.

Shool on a Page (SOAP)



Intent

- ✓ How your staff construct the curriculum and if it's designed to give all the necessary knowledge and cultural capital needed by all learners, including disadvantaged students, those with special needs, and those with disabilities and high needs.
- ✓ Learners are taught a full range of subjects for as long as possible, 'specialising only when necessary'.

Implementation

- ✓ Do all your teachers have a good knowledge of the subject they teach? Do they present their subject clearly? Do they check learners' understanding systematically and provide feedback, while also responding and adapting their teaching methods as needed?
- ✓ Can your teacher ensure that learners remember what they have been taught in the long term?
- ✓ Do the learning environment, the resources, and materials created and used by teachers support the planned curriculum in providing learners necessary knowledge and skills?
- ✓ Is there special importance placed on reading that is seen as an activity that can develop learners' confidence and their enjoyment of reading?

Impact

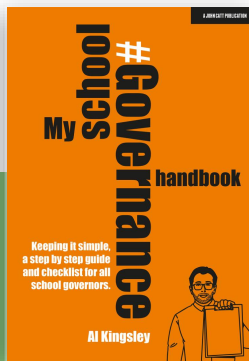
- ✓ Having acquired knowledge and skills through the curriculum, do learners achieve well? This is mostly reflected in the results of national tests and examinations.
- ✓ Do learners read 'widely and often, with fluency and comprehension'?
- ✓ Do learners gain qualifications that let them continue their course of study and enable them to move on to further education, employment or training?



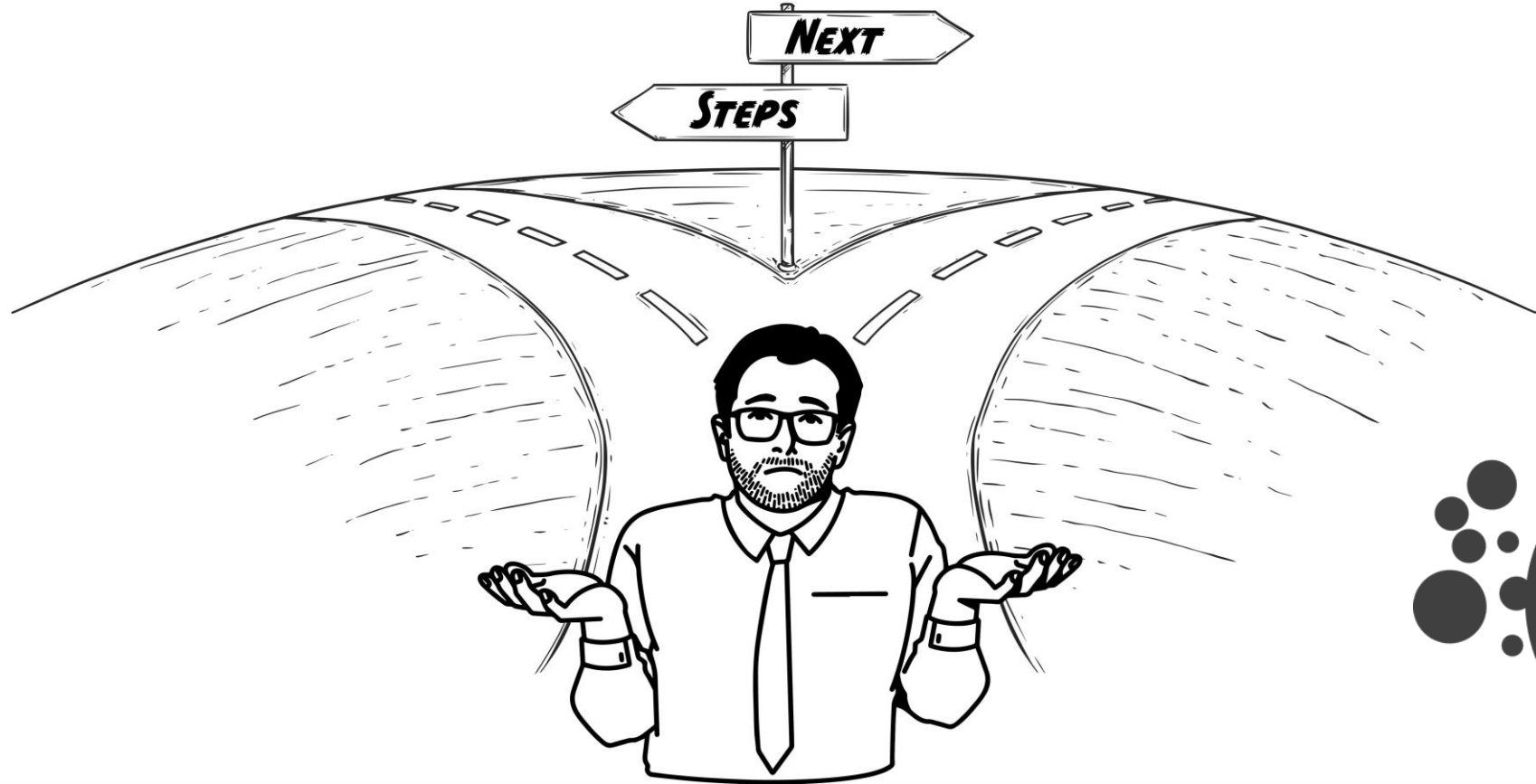
And just to cap off this section, if you do join a meeting with an inspector, expect questions like this to pop up.

- Are your students making good progress? How do you know?
- What are your school's main areas for development?
- What are your school's main strengths and weaknesses?
- What is the current quality of teaching and learning in the school? How do you know?
- Is the quality of teaching the same throughout the school? How do you know?
- What do you know about CPD of your staff? What is the impact of CPD? How do you know?
- How much is your pupil premium this year and how well is it being used?
- What can you tell me about how pupil premium is spent?
- What is the behaviour of students like in your school?
- Do you know how poor behaviour is addressed?
- Do children feel safe in your school? How do you know?
- What do your parents think of your behaviour policy? How do you know?
- How do you support your head in their role?
- How do you monitor performance management for your head?
- How do you know safeguarding is effective in your school?
- How are your SEND cohort doing compared to others and how do you monitor this?
- Which groups of your children are making the least progress? How are you addressing this?

Ofsted



Short and Sweet (sorry 😊)



that's all folks 😊



"My School Governance Handbook is a great resource for anyone starting their governance journey and wondering what they need to know first. If you're already a governor, it will help you think about the broader activities going on and how you can improve further."

Hannah Stolton, CEO, Governors for School

get in
touch

"Al's Governance Handbook is an excellent and welcome resource for school governors or trustees - whether starting out or experienced in the role. It's really comprehensive, well written and very approachable."

Neil Collins, MD, GovernorHub



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from The Key

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Association



My secret **#EdTech** diary

Looking at
Educational Technology
through a wider lens

Al Kingsley



A JOHN CATT PUBLICATION

My school **#Governance** handbook

Keeping it simple,
a step by step guide
and checklist for all
school governors.

Al Kingsley



Questions

Effective Governance in a MAT

