

ALET GOVERNOR ICE PACK



Transforming lives through learning

IMPACT – CHALLENGE - EVIDENCE

Impact – Challenge – Evidence
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Dear Colleagues,

There has never been a time when so much has been expected of governance; the nation's largest volunteer force. Local governors are very important in raising standards and supporting school improvement by providing informed, incisive challenge and support to the head teacher and school senior team. Good governance is an essential component of a successful school and 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 inspection. Trustees and local governors are expected to know their schools well and be able to provide compelling evidence, including external validation to support their views. It is essential that they 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.

Answering questions from an Ofsted inspector can be daunting and it is very easy to forget key points or examples of good practice. With this in mind we have adopted the Governors' ICE Pack, as developed by Matt Miller MBE (National Leader of Governance Advocate). This aide memoire will help local governing committees to encapsulate their school's unique narrative through a series of prompts, which focus on the questions Ofsted are likely to ask. As a MAT we will use this pack across all local governing committees 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. The ICE Pack should be completed in partnership with the head teacher and senior leadership team, thereby ensuring consistency. The next section identifies the SLT/governor link with responsibility for completion of each section, along with deadlines for completion.

Thank you for your continued support in this crucial role for your school and local communities.

Regards

Sally Dicketts and Lee Nicholls

Co-Chairs of ALET Trust Board

Key accountabilities and deadlines 2019/2020

Section	Responsibility for completion/updates	Deadline
A	Chair with Headteacher/Principal	LGC meeting 1
B	Chair with Headteacher/Principal	LGC meeting 1
C	Chair with Headteacher/Principal	LGC meeting 1
D	Personal Development gov/SLT link	LGC meeting 2
E	Behaviour and Attitudes gov/SLT link	LGC meeting 1
F	Chair with Headteacher/Principal	LGC meeting 2
G	Quality of education gov/SLT link	LGC meeting 1
H	Clerk	LGC meeting 1
I	Quality of education gov/SLT link	LGC meeting 2
J	Behaviour and Attitudes/Personal Dev (leads on safeguarding) gov/SLT link, plus HR	LGC meeting 1
K	CEO/Headteacher/Principal	LGC meeting 1
L	Clerk/Headteacher/Principal	LGC meeting 1

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A. 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 local governors saying broadly the same as senior leaders; meet beforehand and agree strengths and weaknesses)	

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B. 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 local governance 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 school development plan (school improvement plan)?	
Narrative: (demonstrate that governors have a real impact in school – that they are focused in their outlook and provide strategic direction)	

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C. What is the data telling us about standards – what are the key headlines?	
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 results)	
Progress	
SEND	
Disadvantaged pupils	
Groups	
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)	

D. Attendance - do we need to improve?		
	School	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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E. 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?	
Are there any particular groups of pupils who exhibit poorest behaviour and what is being done to address this?	

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Narrative: (include intervention strategies e.g. to counter low level disruption, demonstrate rigour in monitoring)

F. How well do local governors engage with stakeholders?

Stakeholders	Evidence of how 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 local governors are in listening to the views of stakeholders e.g. give evidence of where this has had a positive impact)

G. How well do local governors monitor the Pupil Premium Grant? Governor B	
How is the school spending its Pupil Premium Grant money this year and how will this impact on eligible pupils?	
How is the school spending its Year 7 catch up grant?	

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H. Local Governor Visits	
Key questions	Evidence
Do local governors regularly visit schools between meetings?	
Are there records of visit demonstrating outcomes and impact of local governor visits?	

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Narrative: (demonstrate how active local governors are and how they contribute to setting high expectations; provide a strong example of how a governor visit made a difference)

Schedule of Link Governor Visits

	Pre Meeting 1	Pre Meeting 2	Pre Meeting 3	Pre Meeting 4	Feedback to LGC
Governor A	Sep-Oct	Nov-Dec	Feb -Mar	Apr-May	Meeting 2 Jan 2020
Governor B	Sep-Oct	Nov-Dec	Feb -Mar	Apr-May	Meet 1 Impact Meet 2 Implementation Meet 3 Intent
Governor C	Sep-Oct	Nov-Dec	Feb -Mar	Apr-May	Meeting 3
Governor D	Sep-Oct	Nov-Dec	Feb -Mar	Apr-May	Meeting 4 Jun/Jul 2020

I. Quality of the teaching
Governor B

How good is the teaching in school compared to this time last year?

How do you know – what external views do you seek?

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Is there a culture of high quality CPD within school which supports the development of all staff?	
Narrative: demonstrate that governors understand that high quality teaching is the most important lever for raising standards	
J. How effective are the school’s safeguarding procedures? Governor A	
When was the Single Central Record last checked by ALET Head of HR?	The Single Central Record is held centrally by ALET, with each school responsible for entry for staff working at their school. ALET Central staff are entered/update by ALET HR. ALET Head of HR checks the SCR half termly and reports into the CEO. Governors checked half termly by Head of Governance and Compliance.

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<p>Have staff and local governors attended:</p> <ul style="list-style-type: none"> • ‘safeguarding’ training • ‘safer recruitment’ training • ‘WRAP 3’ training 	<p>Designated Safeguarding Lead to complete</p>
<p>Are all staff aware of the signs and behaviours which may indicate that a pupil is being drawn towards extremism? Would they know what action to take?</p>	<p>Designated Safeguarding Lead to complete</p>
<p>Do pupils feel safe in school; how do you know?</p>	
<p>Narrative: (demonstrate that 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>K. Vision and Values</p>	
<p>All ALET schools share a vision and overarching values. Each school has its own mission statement</p>	<p>Our vision is transforming lives through learning Our ALET mission is to ‘transform lives through learning’ by igniting confidence, expanding opportunities, energising the community and generating prosperity. Through our Learning Philosophy and core values of empowerment, enterprise, connectedness and transformation, we will</p>

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	<p>provide our students and staff with a safe and supportive environment in which to thrive. Our values are empowerment, enterprise, connectedness and transformation</p>
<p>What is the school’s mission and how does the school support ALET values to ensure we are ‘transforming lives through learning’?</p>	
<p>How does the school actively promote British values in an age appropriate way for all pupils and prepare them for life in modern Britain?</p>	
<p>Demonstrate how the school provides a broad and balanced curriculum including enrichment activities.</p>	
<p>Narrative: (do local governors know what the school 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>L. Is the website compliant, up to date and a showcase for the school?</p>	

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Does the website publish all the statutory policies and information including governors' business interests?	All available via www.alet.org.uk
Does the website showcase the school in a positive light? Is it up to date and relevant?	Principal/Head Teacher to complete
Hint: This is very often the first port of call for Ofsted inspectors who could form early impressions about the school (good or bad) from what they see on the website.	