

MEETING:	SCHOOLS FORUM
DATE:	29TH SEPTEMBER 2009
TITLE OF REPORT:	DEVELOPING CAPACITY IN HEREFORDSHIRE GOVERNOR SERVICES
CHILDREN AND YOUNG PEOPLE'S DIRECTORATE	PAUL MURRAY

CLASSIFICATION: Open

Wards Affected

County-wide – All Schools

Purpose

To request one-off funding allocation for the development of Governor support and training resources to meet the demands of this academic year.

Key Decision

This is not a Key Decision.

Recommendation(s)

THAT School Forum is asked to:

Approve the funding request of £70,000 from DSG underspend 08/09 to facilitate the improvement of governor services as outlined in the report.

Key Points Summary

To enable Herefordshire Children's Services to further support and develop governor services and effectiveness in line with national guidance key principles which are as follows:

- a) Assuring Governing Bodies operate in accordance with statutory requirements
- b) Assisting the Development of Governing Body Effectiveness and Capacity
- c) Managing and Promoting Governor Recruitment, Retention and Recognition
- d) Managing and Promoting Governor Training

Further information on the subject of this report is available from
Paul Murray, Secondary School Improvement Manager on (01432) 260823

- e) Promoting efficient and effective administrative support to Governing Bodies
- f) Promoting Governor Networks
- g) Fulfilling Key Functions within local authority frameworks
- h) Supporting the Schools Task Group consultation and recommendations re governance

Alternative Options

1. This is a one off request to be set against DSG underspend in order to establish a fully supportive Governor Services for the next calendar year.
2. Such improvements will then be sustained via an agreed funding mechanism:
 - Option a) SLA agreement which is currently under design.
 - Option b) The Miscellaneous budget provisions within the DSG whereby 0.1% of the schools budget (approx £90,000) can be spent on any services

Reasons for Recommendations

3. Governor Services need to:-
 - Support the delivery of the HSTG consultation and agreed outcomes in terms of Governor responsibilities;
 - Support the strategy and response to DCSF paper “YOUR CHILD, YOUR SCHOOLS, OUR FUTURE: BUILDING A 21ST CENTURY SCHOOLS SYSTEM” in the further quality assurance and delivery of effective governance for all schools and the role of governors in establishing sustainable models of school delivery;
 - be aware of the specific requirements of the different situations in which governors function, depending upon the established status of the school e.g. academies, trusts, federations, foundation and voluntary-aided schools;
 - be aware of the special circumstances of schools causing concern or in a negative Ofsted category and the potential intervention of such measures as the appointment of additional governors or the imposition of an interim executive board, with their extended powers, need to be managed effectively to support school improvement;
 - help governing bodies to meet statutory requirements which depends upon the provision of an effective flow of information;
 - be knowledgeable about the extensive and growing written material about school governance published by the DCSF and other relevant national agencies.

Introduction and Background

4. Children and Young People’s agenda is central to offering good governor training and support which is crucial to ensuring governing bodies effectiveness in fulfilling the vital functions demanded of them especially with regard to new developments as portrayed in recent government legislation, regulations and strategy documents.
5. Access to up-to-date and precise information will enable them to:

- Understand their responsibilities and develop ways of carrying them out and promote the necessary associated skills;
 - Governor Services will lead on and support the local authority in developing school governing bodies to promote high standards in all schools. Without this the local authority will not be effective in addressing school improvement issues, governance and the welfare of pupils;
 - Such governance will prepare all schools for the HSTG activity and for developing sustainable schools for the future.
6. The nature of governor development is now considered within children's services developments. The role of governing bodies as a partner within the provision of integrated multi-agency service delivery to children and young people is key to the successful implementation of the Children Act 2004. Governor Services need to develop and enhance partnerships within and outside of the local authority.
7. Individual governing bodies should be encouraged to work in partnership and work in clusters. Developing a strategic approach to sharing of good practice is another facet of effective networking. As local authority services reconfigure towards more localised delivery, this will grow in significance and the success of an authority to promote networks will be important. In considering networks the linkages need to be customised to meet the specific needs of different schools and the communities they serve.
8. An understanding of partnership working and of multi-agency service delivery to children and young people is necessary in managing governor services work within the local authority as well as in supporting governing bodies with their functions. The children's services partners are wide and varied in nature, and in the role of governing bodies and of governor services form a key part in attempts to promote multi-disciplinary team working.
9. The increasing role of ICT in people's lives has to be taken into account when planning methods of communication. Two-way communication through e-governors' forums will be beneficial. BUT it must be remembered that ICT is not an effective means of communication with all governors. Governors and Governing Bodies need:
- an up to date understanding of what constitutes effective governance, including Ofsted expectations;
 - to develop the knowledge and skills to support, challenge and intervene via the provision of training, mentoring, coaching and consultancy;
 - to be made clear about the demands of the role before they take it on, including expectation of training. Their membership within a governing body needs to be supported with relevant provisions being available to them. A strong partnership with diocesan authorities with regard to the appointment of foundation governors is important.
10. The appointment of Local Authority governors should be managed efficiently. Clear operational guidance to elected members to ensure clear and efficient appointment procedures and practice, meeting the requirements of the relevant legislation, is necessary. **(See Appendix 1 for Summary of Duties and Responsibilities)**.Reference: The National Standards for Governance Professionals and Services – 2008

Key Considerations

- 11 The following have been identified as key areas for the development of Governor Services within the overall development of Herefordshire Children's Services and the move to collocated provision:

a) **Improved Standards Achieved in Ofsted Inspections**

Ofsted inspections of maintained schools are required to form a judgement on and grade the quality of governance. Currently the overall grades for support required for governance in 102 Herefordshire schools (primary, secondary and specials and PRU's) are as follows:

	No	%
i) Outstanding =	12	11.7
ii) Good =	49	48.0
iii) Satisfactory =	38	37.2
iv) Inadequate =	3	2.9

Without significantly improved support, it is possible that under the new and more rigorous inspection framework introduced in September 2009, fewer schools will receive good or satisfactory judgements.

- b) **Finance:** Governor Services currently has a total budget of £33,641 (INSET). This funds one fte Administrative Officer post.
- c) **Administrative Support:** A significant amount (60%) of the Administrative Officer's time is taken up with low-level administrative tasks at the expense of tasks requiring a higher level of experience and expertise
- d) **Line Management:** The line management of Governor Services could be improved by integrating the service with all other aspects of professional development, e.g. CPD programme, TA/HLTA development, NQT induction and UPS progression, under a Professional Development Co-ordinator to establish and demonstrate a consistent, coherent approach.
- e) **Governor Training:** There is a growing demand from Governing Bodies, schools, and settings for an increased training programme which not only offers a wider range of courses and briefings but also offers them in a range of locations to improve access and at different times of the day to suit particular needs. Currently almost all courses are run in evenings at Blackfriars. The move to collocated services in line with the "No Wrong Door" strategy should be reflected in the delivery across the county of the training programme. In many cases this will mean a course being delivered three times rather than once with a consequent impact on training costs.
- f) **Key items for the future training programme are:**
- HSTG Consultation
 - 21st Century Schools Paper
 - Safeguarding in schools and settings
 - Admissions procedures
 - The 14-19 strategy and Machinery of Government objectives
 - Financial Management in Schools

- g. Governing Body self-evaluation
- h. GovernorMark accreditation
- i. Performance Management
- j. School organisation (e.g. federation, amalgamation, all-through schooling etc.)
- k. Every Child Matters
- l. Children's Trust Development

Delivery of an expanded training programme will require the identification and engagement of proficient trainers underpinned by appropriate administrative back-up.

- g) **Clerks:** The Government White Paper highlights the need for improved clerking of governing bodies and formal training of all clerks. It also recommends that a clerk cannot be a member of the school staff. Currently about 75% are school employees. This recommendation, if carried, would have serious implications for the recruitment, appointment and salary levels of new clerks.
- h) **Training and Guidance in New Media:** There is a need to develop the guidance and training the service offers in new media and technologies, e.g. maintaining the Governors website, producing CD's and DVD's and exploring the effectiveness of conference calls and distance learning opportunities. This development will require a significant investment in training and technology and personnel to maintain systems.

Community Impact

- 12 There are currently 1,394 governors in Herefordshire. Nationally school governors make up the largest voluntary organisation in the country. The government places great importance on the role of Governing Bodies in improving schools and has a clear expectation that local authorities will provide support, networking and training for their Governing Bodies.

Financial Implications

13. APPOINTMENT OF LEAD GOVERNING BODY PRACTITIONER:

Responsibilities:

- Support for key consultation events;
- Mentor and support Governing Bodies (including headteachers and chair of governors);
- Provide training for individual Governing Bodies, school clusters, networks and regions, e.g. Governing Body roles and responsibilities, statutory developments, performance management, monitoring and evaluation;
- Co-ordinate local and area training;
- Quality assure Governing Body working practices;
- Support Governing Body acquisition of "Governor Mark";
- Support Governing Body preparation for Ofsted Inspections;
- Advise on Governing Body recruitment;
- Liaise with Diocesan Education Officers and other partners in the locality;
- Support the development of Governing Bodies in response to the new organisation of schools (e.g. federations, amalgamations, all through schools etc);
- Contribute to the development of Governor Services guidance, publications, website,

etc.,

Costings:

Professional Appointment: (e.g. Seconded Headteacher):		
3 x 1 day per week (term time only) x 38 weeks = 114 days		
@ ISP.L13 (+ on costs)	=	£20,300
Indicative travel at 40p per mile	=	<u>£ 800</u>
Sub Total		£21,100

14 **APPOINTMENT OF LEAD CLERKING PRACTITIONERS**

Responsibilities:

- Induction and mentoring of new clerks;
- Provide training for local area clerks;
- Quality assure the work of Governing Body clerks;
- Provide temporary/relief clerking service as necessary;
- Advise on compliance with current and proposed legislation;
- Advise on local area recruitment;
- Support preparation for Ofsted Inspections;
- Contribute to the development of Governor Services guidance, publications etc;
- Represent Governor Services at appropriate regional/national meetings and conferences as required.

Costings:

1 Experienced Secondary School and 2 Primary School Clerks;		
3 x 1 day per week (term time only) x 38 weeks = 114 days		
HC5, £9.79 per hour (+ on costs)	=	£11,000
Indicative travel at 40p per mile	=	<u>£ 800</u>
Sub Total		£11,800

Appointment of Lead Practitioner	=	£21,100
Resource costs (i.e. training materials, conference fees, Publications etc.)	=	<u>£ 2,000</u>

SUB TOTAL £34,900

15. **ADMINISTRATIVE SUPPORT**

Administrative Assistant – 2 days per week at Grade HC3 (term time only) x 38 weeks	=	£4,400.40
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Resources:

Upgrading I.T. software	=	£2,500
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Budget:

Hiring Venue and Trainers	=	£ 2,500
Croner Subscription for legislation updates	=	£ 1,537.65
Membership of the National Governors Association	=	£ 200
Administrator's Salary	=	£19,427
Additional contingency	=	£ 4,000

TOTAL

£69,465.05

Funding request : £70,000

Legal Implications

16 As stated previously in this report Herefordshire Governor Services needs to expand to enable Herefordshire Children's Services to further support school governors' and develop the service and effectiveness in line with national guidance and to meet all statutory requirements from this guidance and legislation.

Consultees

17 In compiling this report Governor Services consulted with Herefordshire Association of Governors which includes an Executive Committee of many long standing and experienced Governors.

Appendices

18 None

Background Papers

None