



## School Workforce & Governance Development

# Holding the Headteacher & Senior Leaders to Account

Session leader: Andrew Dodge

### Session Outline

1. What is accountability
2. To whom are governors accountable?
3. What are they accountable for?
4. How do governors ensure accountability?
5. What should be monitored and evaluated?
6. How do governors monitor and evaluate progress?
7. Reporting to parents and other stakeholders
8. Evidencing how the GB holds the school to account

### Useful Web Addresses

**School Leadership/Governance:** [www.gov.uk/dfe](http://www.gov.uk/dfe) \* [www.gov.uk/schools-colleges/governance](http://www.gov.uk/schools-colleges/governance)

**School Finance/Benchmarking:** [www.gov.uk/schools-colleges/administration-finance](http://www.gov.uk/schools-colleges/administration-finance)

**DfE Performance Tables:** [www.compare-school-performance.service.gov.uk](http://www.compare-school-performance.service.gov.uk)

**Inspection:** [www.ofsted.gov.uk](http://www.ofsted.gov.uk) (Handbooks & Reports)

**Safeguarding:** [www.safeguardingschools.co.uk](http://www.safeguardingschools.co.uk) (Safeguarding Briefing)

**Governor Recruitment:** [www.inspiringgovernance.org](http://www.inspiringgovernance.org) \* [www.academyambassadors.org](http://www.academyambassadors.org) \* [www.governorsforschools.org.uk](http://www.governorsforschools.org.uk)

**Advice & Support:** [www.egfl.org.uk](http://www.egfl.org.uk) \* [www.nga.org.uk](http://www.nga.org.uk) \* Governorline 0800-151 2410

Facilitator's e-mail: [andrew@londonw4.co.uk](mailto:andrew@londonw4.co.uk) \* Twitter: @AndrewW4

### Spiritual, Moral, Social & Cultural Development

Provision for the **spiritual development** of pupils includes developing their:

- ability to be reflective about their own beliefs (religious or otherwise) and perspective on life
- knowledge of, and respect for different people’s faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

Provision for the **moral development** of pupils includes developing their:

- ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and ability to understand and appreciate the viewpoints of others on these issues.

Provision for the **social development** of pupils includes developing their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision for the **cultural development** of pupils includes developing their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.



## Statutory Policies for Schools and Academy Trusts

1<sup>st</sup> November 2019 (Updated 27/01/2020)

Policy	LA schools	Academies	Review cycle	Approval level
Admission arrangements	Yes	Yes	Annually	GB, LA, Trust or committee
Charging and remissions	Yes	Yes	Recommended annually	GB, committee, governor or HT
Data protection	Yes	Yes	Recommended annually	GB, governor or HT
Protection of biometric information of children in schools	Yes	Yes	Recommended annually	Governing body
Register of pupils' admission to school and attendance	Yes	Yes	Live document	GB, committee, individual governor or headteacher
School info published on a website	Yes	Yes	Live document	GB, committee, governor or HT
School complaints	Yes	Yes	Recommended annually	GB, committee, governor or HT
Capability of staff	Yes	Yes	Recommended annually	GB, committee or governor
Newly qualified teachers (NQTs)	Yes	Yes	Recommended annually	Governing body
Staff discipline, conduct and grievance procedures	Yes	Yes	Recommended annually	LA schools: GB/Academies: GB, committee, governor or HT
Single central record of recruitment and vetting checks	Yes	Yes	Live document	GB, committee, individual governor or headteacher
Statement of procedures for dealing with allegations of abuse against staff	Yes	Yes	Recommended annually	GB, committee, governor or HT
Teachers' pay	Yes	No	Annually	Governing body or LA
Accessibility plan	Yes	Yes	Every 3 years	GB, committee, governor or HT
Child protection policy & procedures	Yes	Yes	Annually	Governing body or proprietor
Children with health needs who cannot attend school	Yes	Yes	Recommended annually	Governing body
Designated teacher for looked-after children & previously LAC	Yes	Yes	Recommended annually	Governing body
Early years foundation stage (EYFS)	Yes	Yes	Varies	Governing body can delegate
Special educational needs & disability	Yes	Yes	Annually	Governing body or proprietor
Supporting pupils with medical conditions	Yes	Yes	Recommended annually	Governing body
Sex and relationships education	Yes	No*	Recommended annually	GB, committee, governor or HT
Behaviour in schools	Yes	Yes	Recommended annually	Headteacher can delegate
Behaviour principles statement	Yes	No	Recommended annually	Governing body or committee
School exclusion	Yes	Yes	Recommended annually	GB, committee, governor or HT
Health and safety	Yes	Yes	Annually	Employer
First aid in schools	Yes	Yes	Recommended annually	Employer
Premises management documents	Yes	Yes	Recommended annually	GB, committee, governor or HT
Equality information & objectives (public sector equality duty)	Yes	Yes	Every 4 years	GB, committee, individual governor or headteacher
Governors' allowances (scheme)	Yes	No	Recommended annually	GB, committee, governor or HT
Instrument of government	Yes	No	Recommended annually	Governing body
Register of business interests of headteachers and governors	Yes	Yes	Live document	GB can delegate approval subject to the LA scheme
Careers guidance: details of programme & provider access	Yes	Yes	Recommended annually	Governing body

\*applies to academies from September 2020

## The Headteacher's Report – Reviewing the Content

### Basic principles

- The main focus needs to be on the progress the school has made since the previous meeting
- Data should include context, comparisons, trends over time
- The report should have a forward focus indicating what has to happen next in order to maximise progress
- It should complement, not duplicate, feedback from committees;
- The report can help the GB to keep up to date with local & national legislation and policy developments;
- It should be well structured, with numbered &/or headed paragraphs for ease of use and reference;
- Jargon and acronyms should be avoided, or at least written in full on first use.

**The primary purpose is to enable governors to evaluate the progress the school is making**

<b>Information may include:</b> <i>(NB. some areas may be covered by committees)</i>	<b>How much information?</b> <i>(Often headlines with more detail at committee)</i>
Progress & impact of SDP	<i>Progress on key priorities</i>
Quality of Education	<i>Curriculum development, quality of teaching, assessment</i>
Exam/SATs results/ASP/Inspection Data Summary Report	<i>Trends, national/local comparisons; key messages</i>
% of pupils on track to meet or exceed targets	<i>Curriculum area/Year group</i>
Pupil progress	<i>% making expected/more than expected progress - by Year Group?</i>
Groups at risk of underachievement	<i>Impact of interventions e.g. Pupil Premium</i>
Pupil numbers, attendance & punctuality	<i>Breakdown (e.g. year group) – trends</i>
Exclusions, rewards	<i>Breakdown (e.g. by gender) - trends</i>
Racist/Bullying incidents	<i>Breakdown – trends</i>
Complaints to Headteacher	<i>Analysis/on track per policy/no detail</i>
Results of school evaluation e.g. subject/faculty reviews	<i>Main messages; how will they inform improvement priorities</i>
Curriculum developments not in SDP	<i>Headlines - detail in committee</i>
Policy reviews	<i>Which? Who has reviewed? Any changes?</i>
Budget progress	<i>Projected end of year surplus/deficit – detail in committee</i>
Pupil Premium; Primary School Sport Funding	<i>Amount/allocation/impact</i>
Premises issues/Health & Safety	<i>As per policy e.g. no. of accidents</i>
Appraisal & Pay Progression	<i>Annual report on implementation &amp; impact</i>
Staffing	<i>Appointments/resignations/vacancies/changes to structure</i>
Admissions/Destinations of leavers	<i>Trends</i>
Special Educational Needs & Disability (SEND)	<i>No of EHCPs (year group/gender); impact of extra funding</i>
Extra-curricular activities/school events/trips	<i>Range/numbers of pupils taking part – trends not detail</i>
Achievements of pupils/staff	<i>Groups/individuals</i>
Home/School links – relationships with parents	<i>Parent survey results</i>

## Best Value Questions

<b>Supporting &amp; Challenging the School</b>	<ul style="list-style-type: none"> <li>• How often do we consider value for money?</li> <li>• Does the finance committee keep the full GB informed about its decisions? Do all governors understand them?</li> </ul>
<b>Ensuring the school has considered the financial implications of its plans</b>	<ul style="list-style-type: none"> <li>• How well do spending patterns reflect the SDP and overall vision?</li> <li>• How well does the SDP cover staff costs?</li> <li>• Does the 3-year plan assess potential changes in pupil numbers or major costs?</li> </ul>
<b>Reviewing the school's financial balances</b>	<ul style="list-style-type: none"> <li>• Is the school's surplus in excess of the recommended level?</li> <li>• If so, what are the plans to reduce the balance?</li> <li>• If in deficit, do we have a deficit management plan?</li> </ul>
<b>Supporting the school in purchasing goods &amp; services</b>	<ul style="list-style-type: none"> <li>• How well do goods and services meet the school's requirements?</li> <li>• Which cost the most and which does the school spend more on than other schools?</li> <li>• Has the school reviewed whether there are better or cheaper alternatives?</li> <li>• Do we review the quality and cost of individual service bought from the LA annually?</li> <li>• Do we know if the financial limits on buying decisions by the Head and other staff are appropriate?</li> <li>• Do we have thresholds for seeking quotations/tenders?</li> <li>• Is the authorisation and processing of purchasing decisions separated effectively?</li> <li>• Is there an audit trail for all major buying decisions?</li> <li>• Could goods and services be used more efficiently?</li> </ul>
<b>Ensuring the school uses the workforce to best effect</b>	<ul style="list-style-type: none"> <li>• How well does staff deployment follow our school's vision and improvement priorities? By subject? Year group?</li> <li>• How well do we understand the long-term financial consequences of creating a new post?</li> <li>• Has the school assessed the value for money of different supply/cover arrangements and any temporary staff?</li> </ul>
<b>Encouraging collaborative working with other schools</b>	<ul style="list-style-type: none"> <li>• Have we challenged the school to consider buying goods &amp; services or carry out joint training with other schools?</li> <li>• Are there any opportunities to save money by sharing teaching/ non-teaching staff with other schools?</li> <li>• Have we considered federating or clustering with other schools to achieve possible economies?</li> </ul>
<b>Using financial information to inform decision making</b>	<ul style="list-style-type: none"> <li>• How well do we understand the financial reports and performance data we receive?</li> <li>• Do they help make decisions about economy and efficiency?</li> <li>• Do we know which areas of spending in our school are higher/ lower than in similar schools?</li> <li>• Do we know why?</li> <li>• What savings has the school made in the last year?</li> <li>• What further savings can the school make this year?</li> <li>• What was the cost of improving outcomes?</li> </ul>


*From the Audit Commission's: Valuable Lessons: Improving Economy and Efficiency in Schools – 2009  
Download "Briefing for School Governors" [www.audit-commission.gov.uk](http://www.audit-commission.gov.uk)*

## Evaluating Accountability – with reference to the 2019 Ofsted Framework

Score: 1 = outstanding, 2 = good, 3 = requires improvement, 4 = improvement priority		
Aspects of accountability	Score	How could this be improved?
1. Do governors hold the school to account by regularly asking appropriately challenging questions and tackling key concerns, if necessary?		
2. Could governors describe the quality of education at the school? In particular, the breadth of the curriculum, its implementation (quality of teaching, assessment) and its impact as evidenced by pupil outcomes and progression		
3. Are governors clear about their safeguarding responsibilities and ensure they are rigorously met?		
4. Does the GB ensure all statutory policies are in place, regularly reviewed & consistently implemented?		
5. Does the GB monitor and evaluate the effectiveness of the school's behaviour and attendance policies and the consistency of their implementation?		
6. Do governors know how the school ensures pupils' spiritual, moral, social & cultural development, e.g. promoting fundamental British values?		
7. Do governors know what the school is doing to ensure pupils' well-being (including mental health) and staff well-being (including reducing workload)?		
8. Do governors know the views of parents, pupils and staff including their views on behaviour at the school?		
9. Do governors engage with key stakeholders, including parents, pupils and staff?		
10. Does the GB monitor how effectively the school uses the Pupil Premium, Primary Sports Premium & SEND funding?		

# Holding the HT and SLT to Account

ANDREW DODGE governor trainer/consultant

  
www.ealing.gov.uk

## Holding the Headteacher & Senior Leaders to Account

Session Leader: Andrew Dodge

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### Session Objectives

1. To understand how governors effectively and appropriately hold the headteacher and senior leaders to account
2. To identify how the governing body can maximise its accountability



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### Core Functions

1. Ensuring clarity of vision, ethos and strategic direction
2. **Holding executive leaders to account** for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
3. Overseeing the financial performance of the organisation and making sure its money is well spent



**Governance handbook**  
For academies, multi-academy trusts and maintained schools  
March 2019

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# Holding the HT and SLT to Account

Effective governance is based on six key features:

1. Strategic leadership that sets and champions vision, ethos and strategy
2. Accountability that drives up educational standards and financial performance.
3. People with the right skills, experience, qualities & capacity.
4. Structures that reinforce clearly defined roles and responsibilities.
5. Compliance with statutory and contractual requirements.
6. Evaluation to monitor and improve the quality and impact of governance.



**A Competency Framework for Governance**  
The knowledge, skills and behaviours needed for effective governance in maintained schools, academies and multi-academy trusts  
January 2017

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**The Key to Effective Governance**



**Balancing Challenge and Support**

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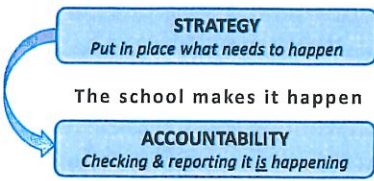
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**Challenge & Support**  
*How we do it*



**STRATEGY**  
*Put in place what needs to happen*

The school makes it happen

**ACCOUNTABILITY**  
*Checking & reporting it is happening*

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# Holding the HT and SLT to Account



## WHAT Is It?

- ✓ Checking what should be happening is happening
- ✓ Informing everyone to whom we are accountable that it is happening
- ✓ Ensuring a clear and fair complaints process if anyone is not happy with what is happening

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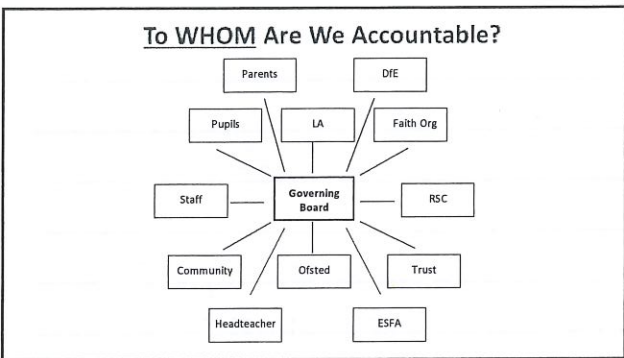
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## HOW Do We Ensure Accountability?

### Monitoring & Evaluating Progress

**Monitoring:** reviewing the evidence

- Reading & listening to reports
- Interrogating data
- Asking the right questions
- Getting into school
- Securing the views of parents, staff, pupils

**Evaluating:** "what difference is this making?"  
What's different since our last meeting?

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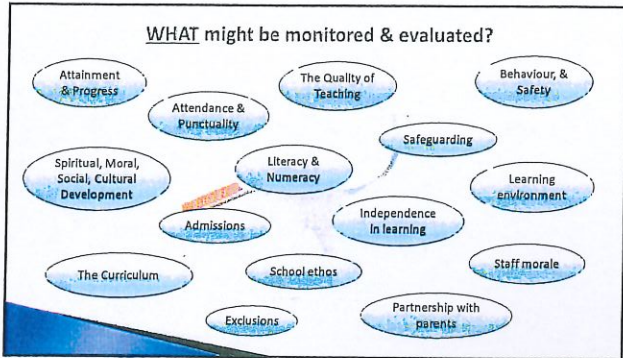
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# Holding the HT and SLT to Account




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1. We instil in our pupils a sense of pride in what they do
2. We foster compassion and respect for all
3. We teach children to think independently and creatively as well as develop their leadership skills
4. We ensure that every child is able to communicate effectively and achieves a high level of literacy & numeracy skills
5. We ensure that each child is safe and cared for, including their emotional, physical and social needs

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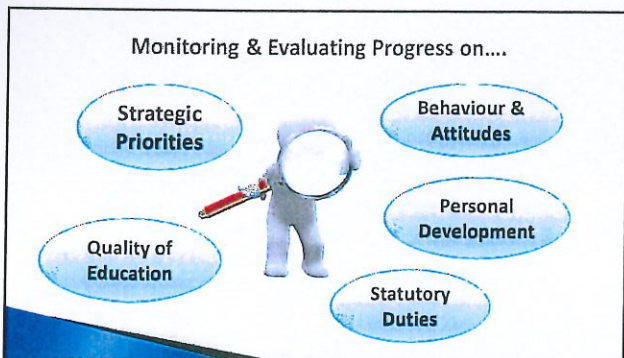
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# Holding the HT and SLT to Account

Ofsted Inspection Framework – September 2019		
Quality of Education	<b>Intent</b> <ul style="list-style-type: none"> <li>Curriculum design &amp; goals</li> <li>Curriculum breadth</li> </ul>	<b>Behaviour &amp; Attitudes</b> <ul style="list-style-type: none"> <li>Safe, calm, orderly environment</li> <li>Attitudes to learning</li> <li>Behaviour</li> <li>Attendance &amp; punctuality</li> <li>Positive, respectful culture</li> </ul>
	<b>Implementation</b> <ul style="list-style-type: none"> <li>Quality of teaching</li> <li>Teachers' knowledge</li> <li>Assessment</li> </ul>	<b>Personal Development</b> <ul style="list-style-type: none"> <li>Curriculum enrichment</li> <li>SMSC</li> <li>Health, well-being (mental health)</li> <li>Citizenship</li> <li>Careers guidance</li> <li>Equality &amp; Inclusion</li> </ul>
	<b>Impact</b> <ul style="list-style-type: none"> <li>Attainment</li> <li>Progress</li> <li>Knowledge &amp; skills</li> <li>Destinations</li> </ul>	<b>Leadership &amp; Management</b> <ul style="list-style-type: none"> <li>High expectations of all pupils</li> <li>Staff CPD</li> <li>Staff workload &amp; well-being</li> <li>Engaging parents &amp; community</li> <li>Governance</li> <li>Safeguarding</li> </ul>

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**Ofsted** **The Quality of Education**

*Focus switch from outcomes to a "broad and rich learning experience"*

**Emphasis on the Curriculum**

**INTENT** - an ambitious curriculum for all pupils, particularly disadvantaged. Pupils study a full range of subjects for as long as possible

**IMPLEMENTATION** - quality of teaching, teachers having good subject knowledge. Effective assessment not creating unnecessary work for staff or learners

**IMPACT** - pupils achieve well, reflected in results, where relevant. Pupils are ready for the next stage of education. They read widely and often

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**IMPACT** **End of Key Stage Data**

**Ofsted** **Inspection Data Summary Report (IDSR)**

**Purpose**

- Interpretation of historical data for inspectors
- to prepare & form lines of enquiry
- During inspection emphasis on current performance
- outcomes, attendance & behaviour

**Content**

- Areas of Interest: reading, writing, maths, absence, exclusions
- Context: FSM, SEND, EAL, prior attainment, ethnicity, deprivation, workforce, finance
- Progress & Attainment: 3-year trend

**Primary Inspection Data Summary Report**

**NOT in public domain**

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# Holding the HT and SLT to Account

  
Department for Education

**Analyse school performance (ASP)**

- Performance data based on test & exam results
- Interactive with multiple filters
- Comparisons - National & LA
- Secure access - anonymised data views for governors
- Accredited suppliers given access to develop services

*NOT in public domain*

**HISTORICAL**

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**IMPACT**

**Current progress indicators**

- % pupils on track to meet age-related expectations
- % pupils making expected/more than expected progress
- Progress of any significant groups

**Readiness for next stage in education**

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**Behaviour & Attitudes**

- ✓ Calm, orderly environment with clear routines and expectations
- ✓ Effective behaviour and attendance policies, consistently applied
- ✓ Pupils motivated with positive attitudes to learning
- ✓ Positive, respectful school culture; staff know and care about pupils
- ✓ Safe environment; on/offline bullying and discrimination dealt with

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# Holding the HT and SLT to Account

## Personal Development

- ✓ Spiritual, moral, social, cultural development
- ✓ Promotion of equal opportunity
- ✓ Inclusive environment (protected characteristics)
- ✓ PSHE – recognising online/offline risks to well-being
- ✓ Relationships and Sex Education (RSE)
- ✓ Healthy lifestyles – physical and mental well-being
- ✓ Extra-curricular provision

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## Leadership & Management

- ✓ High expectations
- ✓ Continued professional development of staff
- ✓ Staff workload and well-being
- ✓ Parental engagement
- ✓ Pupil premium
- ✓ Safeguarding
- ✓ Governance

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### Inspectors judge whether

*“Those with responsibility for governance ensure that the school fulfils its statutory duties, e.g. under the Equality Act 2010, & other duties, e.g. in relation to the ‘Prevent’ duty and safeguarding.”*

Ofsted Inspection Handbook 2019

What are governors' key responsibilities in being accountable for safeguarding?

**Policies \* Procedures \* Training**

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# Holding the HT and SLT to Account

**Statutory duties**

**Reviewing Policies**

1. Changes since policy last reviewed?
2. Up-to-date/fit for purpose?
3. How are staff made aware?
4. Recent example of implementation



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**Monitoring & Evaluating Progress**

**Monitoring:** reviewing the evidence

- Reading & listening to reports
- Interrogating data
- Asking the right questions
- Getting into school
- Securing the views of parents, staff, pupils

**Evaluating:** "what difference is this making?"  
What's different since our last meeting?



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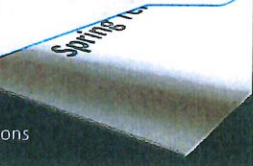
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*"The board, not executive leaders, should determine the scope and format of reports they receive from executive leaders; however, boards should be mindful of their additional requests for data and the workload impact on staff in producing additional 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." (Governance Handbook 2019)*

**Reading & Listening to Reports**

- ✓ Agree the information we need
- ✓ Read it & reflect before meeting
- ✓ Identify successes & prepare questions



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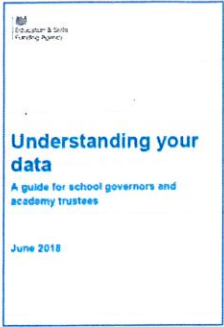
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# Holding the HT and SLT to Account

**Key Themes**

1. Pupil numbers/attendance/exclusions
2. Attainment and progress
3. Curriculum planning – staffing and class sizes
4. Financial management and governance
5. Quality assurance
6. Safeguarding and well-being
7. The school community – staff, pupils, parents



The image shows the cover of a report titled 'Understanding your data: A guide for school governors and academy trustees'. The cover is white with a blue border. It features the Department for Education logo at the top left, the title in blue, the subtitle 'A guide for school governors and academy trustees' in smaller blue text, and the date 'June 2018' at the bottom.

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**Asking the right questions**

- How do you know that?
- What **difference** is this making?
- When should we expect to see a **difference**?
- How does it **compare** with/what's the **trend**?
- **Why** did you decide on this?
- Did you consider **other options**?
- **Where** is the most/least progress being made?



The image is a word cloud where the word 'QUESTIONS' is the largest and most prominent. Other words include 'what', 'who', 'how', 'when', 'why', 'where', 'how', 'what', 'who', 'when', 'why', 'where', 'how', 'what', 'who', 'when', 'why', 'where', 'how', 'what', 'who', 'when', 'why', 'where'.

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**4. Getting into school**

How should governors visit the school?  
What to avoid? What to focus on?  
A protocol for visits during the day?

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# Holding the HT and SLT to Account

## Getting into school

- ✓ agree the **purpose**
- ✓ ensure visits seen as **supportive** to teachers, to inform our work, understand challenges
- ✓ **no judgements** on individuals
- ✓ avoid note taking in lessons
- ✓ **feedback** to whoever arranged visit
- ✓ **report back** to the GB team



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## Focus on Learning

- ✓ Behaviour and relationships
- ✓ Are children motivated and learning?
- ✓ How are aspects of the curriculum taught?
- ✓ How are resources used?
- ✓ How are different needs addressed?

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## Securing the Views of Stakeholders

How well do we know their views?  
Do we take any action as a result?



**Do parents, staff, pupils know:**  
Who the governors are? What we do?  
Our view on how the school is progressing?

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# Holding the HT and SLT to Account



### Core Functions

1. Ensuring clarity of vision, ethos and strategic direction
2. Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
3. **Overseeing the financial performance of the organisation and making sure its money is well spent**

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### Accountability for financial performance

Are resources allocated in line with the school's strategic priorities?

Does the school have a clear budget forecast (3yrs?) identifying opportunities and risks?

Does the school have sufficient reserves to cover any major changes and risks?

Is the organisation making best use of its budget including curriculum planning & delivery?

Are the school's assets & resources being used efficiently?

How can better value for money be achieved?

Is the organisation complying with basic procurement rules?

Is the school looking to collaborate with other schools to generate efficiencies?

*Governance Handbook 2019*

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### ESFA Financial Health & Efficiency

- Strategic financial planning
- Financial benchmarking
- Financial efficiency metric tool
- Top 10 planning checks



### TOP 10 Planning Checks

1. Staff pay as % of total expenditure
2. Average teacher cost
3. Pupil-to-teacher ratio (PTR)
4. Class sizes
5. Teacher contact ratio
6. % budget spent on leadership team
7. 3 to 5 year budget projections
8. Spend per pupil for non-pay expenditure
9. SDP priorities & relative cost of options
10. List of contracts with costs & renewal dates

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# Holding the HT and SLT to Account

Minutes of meetings are the main source of evidence for Ofsted inspectors to evaluate GB accountability

- ✓ Good attendance & participation
- ✓ Focus on school improvement
- ✓ Holding the school to account - especially safeguarding
- ✓ Challenging questions
- ✓ Visits to the school
- ✓ Governor development



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