

Susy Stone MA BEM – Headteacher and Governor Support, PAJES
Governor Workshop 20th May 2025



Isidore Rabi, winner of a Nobel Prize for physics, was once asked why he became a scientist. He replied: "My mother made me a scientist without ever knowing it. Every other child would come back from school and be asked, 'What did you learn today?' But my mother used to say, 'Izzy, did you ask a good question today?' That made the difference. Asking good questions made me into a scientist."



<https://www.gov.uk/guidance/governance-in-maintained-schools/1-effective-governance>

This guidance is for:

- governors, senior leaders, governance professionals (clerks) and associate members
- local-authority-maintained schools including maintained special schools and maintained nursery schools, foundation and voluntary schools
- foundations and others such as diocesan authorities with an interest in the governance of schools
- organisations supporting boards to develop effective governance

The core functions of the governing body are

- that the vision, ethos and strategic direction of the school are clearly defined
- that the headteacher performs their responsibilities for the educational performance of the school
- the sound, proper and effective use of the school's financial resources



**WHAT IS YOUR SCHOOL VISION? IS IT UNDERSTOOD BY ALL STAKEHOLDERS?
*HOW DO YOU KNOW?***

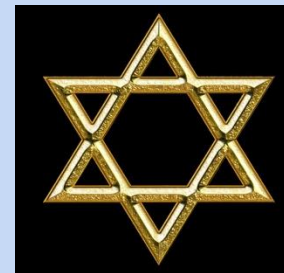
WALK THE TALK



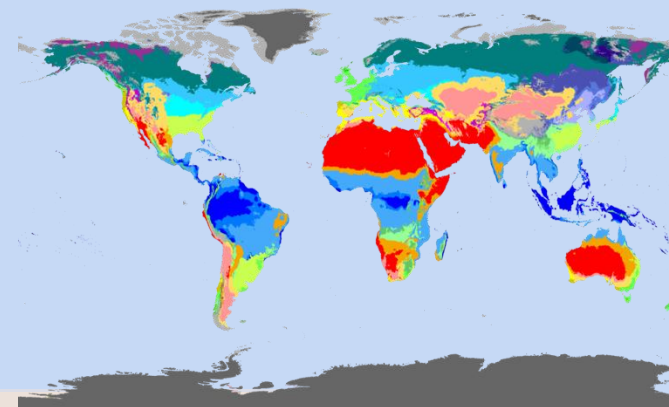
Behaviour and conduct *of all*



British Values



Jewish values



Climate Mapping



Website

Communications

Display

Student Conversations

Staff conversations

Social Media

“I don’t do finance “



All governors (whether they are part of a finance committee or not) must have a basic understanding of the school’s financial cycle and the legal requirements of the school on accountability and spend.

Government checklist

If you don't understand, ask

Accompanying notes

Columns showing comparative data

Benchmarking information

<https://pajes.org.uk/wp-content/uploads/2024/03/Jill-Gould-Presentation.pdf>



CRITICAL FRIEND



	Description	This Year.	Budget for next year
E01 - E0	Staff Salaries	4767851	5065785
E08	Advertising	22000	26000
E09	Training	12778	15000
E12	Repairs and Maintenance	164582	140000
E13	Grounds Maintenance	11430	12000
E14	Cleaning and Caretaking	152928	95000
E15	Water	13187	21000
E16	Energy Costs	165342	162000
E17	Rates	19660	10800
E18	Other Premises Costs	129198	146500
E19	Learning Resources (not ICT)	285705	165300
E20	IT Resources	181354	160000
E21	Exam Fees	91228	100000
E22	Administration costs	37263	42800
E23	Insurance	17694	20000
E25	Catering	28808	30000
E26	Agency Supply	109872	30000
E27	Professional Services - Currircilum	22139	23000
E28	Professional Services - Non Curr	41711	60000
	Total Expenditure	6274730	6325185
	Balance	34822	45555
	Carry Forward	0	34822
	Balance	34822	80377

Voluntary Donations



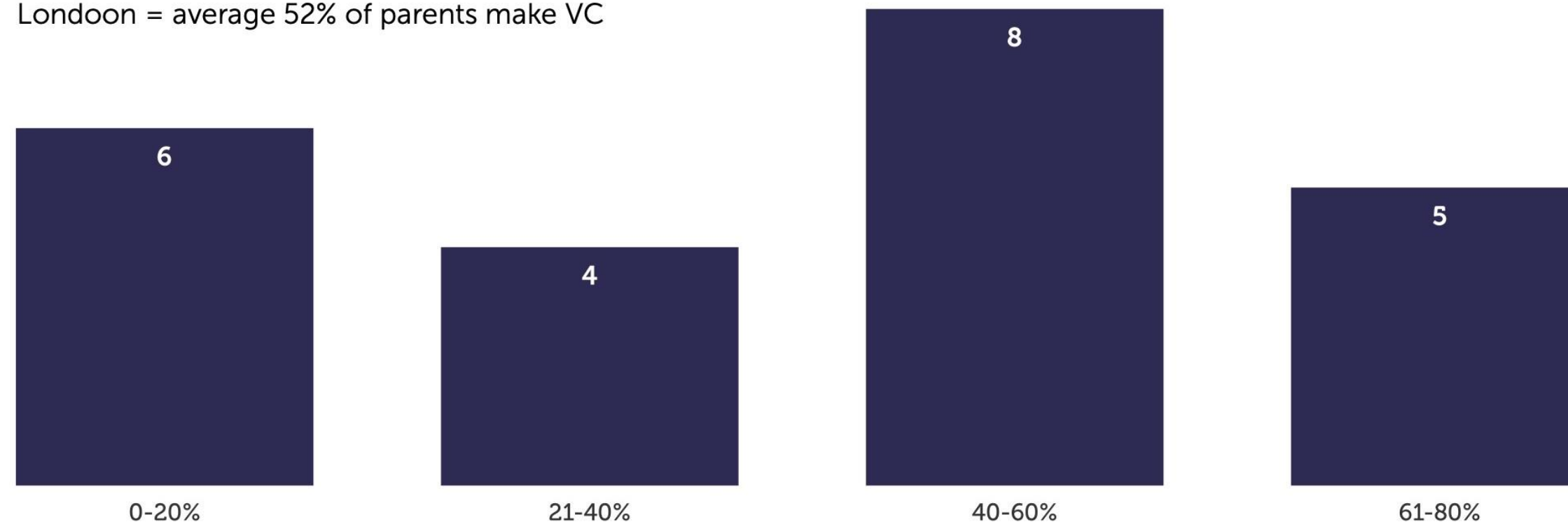
Number of Schools

Average contribution rates:

Provinces 20% of parents make VC

North Manchester = average of 33% of parents make VC

London = average 52% of parents make VC



- * Excluding 5 independent Schools
- * Excluding 1 state school that does request VC but did not report an amount
- * The highest rate was 70%

Independent schools
20% VAT on fees

At the time of
announcement

From September

The headteacher performs their responsibilities for the educational performance of the school

Where to start?



DEVELOPMENT PLAN 20.. – 20..

DEVELOPMENT AREA: EARLY YEARS

Key Activities	Success criteria	By when	Costs	Resources
Improve accessibility to mark making and writing implements and formats	Increased interest and enjoyment of writing by all pupils	January 20..	£	Dedicated trolley with rich variety of resources
Increase opportunities for daily shared and regular guided writing	Regular spontaneous and shared writing experienced	January 20..	£	individual whiteboards/pens
Establish and implement systems for close and regular tracking and moderation of examples of writing and mark making	Termly analysis and moderation of writing with agreed FSP outcomes/exemplification materials	April 20..	£	Cover and Time
Provide appropriate opportunities and experiences planned for every child	1.Evidence in planning of appropriate writing opportunities for individuals 2. Raised percentage of children secure in PSE/CLLD to above Borough/National average	July 20..	Already within staffing	Planning time

Data



	<i>Pupils Total</i>	<i>A</i>	<i>D</i>	<i>0-10</i>	<i>11-20</i>	<i>21-30</i>	<i>31-40</i>	<i>Wt</i>	<i>Wa</i>	<i>%Wt</i>	<i>%Wa</i>
All Pupils	86	0	0	1	1	9	75	20	66	23.3	76.7
Boys	44	0	0	1	1	3	39	8	36	18.2	81.8
Girls	42	0	0	0	0	6	36	12	30	28.6	71.4

Key: Wt - Working toward required standard, Wa - Working at required standard
Pass threshold for Wa is 32



Your evidence base

The data required for your evidence base should be

- The most recent data available and in the format in which it is routinely available
- Easily accessible and understood

Use your evidence base to:

- Identify underlying reasons where you might expect performance to be better
- Challenge any mitigating actions, analysing the risks and benefits
- Clearly document the changes and progress made since your last board discussion

You should

- Avoid over-interpreting analysis of small subgroups of pupils
- Understand the precision and limitations of data and what can be inferred from it
- The collection of data and its analysis must be proportionate

Consider what is the minimum information the board requires to hold leaders to account –

time collecting and analysing data can be burdensome in busy schools.

Policy review



5-step guide to reviewing a policy.

1. Make sure you need it *(and read it!!)*
2. Check for key changes in guidance
3. Understand whether the policy is working effectively
4. Assess the impact of the policy on those with protected characteristics
5. Consult on any major changes



<https://thekeysupport.com>



<http://governorhub.com>



<https://www.nga.org.uk>

Curriculum Monitoring

Link Governors

Subject presentations

Student Interviews

Planned, questions agreed

Learning walks




- With a focus
- Not a lesson observation
- Factual not judgmental
- Note any questions or concerns and raise with senior staff or your Chair
- Thank



Other Monitoring

Skills audit

Financial, Health and Safety and Safeguarding audits

RAG rating   

Surveys

Internal reviews

Peer Reviews

Local Reviews

Awards and Kitemarks

Inspection





How are we going to congratulate and celebrate?