Defining and collecting metrics on the quality of school governance: a feasibility study

July 2017

Tami McCrone, Kelly Kettlewell, Palak Mehta, David Sims, Simon Rutt, Giulia De Lazzari - NFER
Ellie Cotgrave, Clare Collins - NGA

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1. Introduction and method

This is the report of a feasibility study[1] about defining and collecting metrics on the quality of school governance. In chapter 1 we present a detailed introduction which sets out the aims and objectives of the study and elaborates the processes we used to develop a conceptual framework, devise survey instruments and collect and analyse data. Chapter 2 describes in detail how we developed the metrics. Chapter 3 explains the process we used to validate the metrics and reports on the outcomes. In chapter 4 we summarise the findings from this feasibility study, draw conclusions and make recommendations. The technical appendices at the back of the report include the instruments we used and detailed data analysis.

1.1 Introduction

Strong governance is an essential component of the effective leadership required to improve the quality of education and drive up standards. The Taylor report (Parliament, 1977) recommended that governing bodies should consist of a range of stakeholders including parents, staff, the local authority and members of the local community, in order that 'the members of the body should be able to speak with knowledge and experience over the whole range of matters which are likely to come up for discussion' (p. 23). In the following decades the stakeholder model of governance has persisted, but in recent years the focus has moved towards recruitment of governors on the basis of the skills needed to perform governance functions. The change has been most noticeable since the coalition government came into power in 2010 and following recent education reforms that have led to a rapid evolution of the role and responsibilities of school governing boards.

Illustrative of this shift is the growth of the academies programme, and the subsequent emphasis on the need for 'professional' standards of governance to meet the demands of an increasingly autonomous system. Academy trustees are directors of charitable companies limited by guarantee and as such have certain additional responsibilities, in particular with regards to finance.

In the increasingly autonomous school-led system there are now many types of governance arrangements including those for maintained school

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[1] A feasibility study is an assessment of the practicality of a proposed plan or method

governance, single academy trusts, sponsored academies, multi-academy trusts (MATs), umbrella trusts and collaborative partnerships. With more schools now governed as part of formal groups such as MATs and federations, many of which will have multiple tiers of governance and executive leadership structures (Theobald and Lord, 2016), these governing boards therefore have oversight of increasingly complex organisations. Whatever the governance model in place, high-quality governance in all schools is fundamental to their success.

However, despite the diversity in the current system, research and practice shows that the principles of good governance are universal (NGA, 2016). For example, resources such as the National Governors Association (NGA)'s eight elements of effective governance set out the key components of effective governance in all schools, and can also be applied to organisations outside the education sector. On the other hand more detailed guidance now often distinguishes between stand alone schools and those in groups.

The self-improving school system is characterised by increased autonomy where schools/trusts take responsibility for managing the improvement of their performance, often through collaboration and shared learning with other schools (Aston *et al.*, 2013). The essence of the self-improving school system is that responsibility for school improvement lies primarily with school governors/academy trustees and their lead executives. This point was also noted by the National Audit Office (2014) which observed that: 'School and trust-level governance is vital to the success of the education system, particularly as the Department develops its vision for schools increasingly to support one another' (p. 8).

In the White Paper, Educational Excellence Everywhere (2016), the Department for Education (DfE) notes that for governing boards to provide effective oversight of individual schools and MATs, they require appropriate membership expertise. DfE states that: 'As we move to a more autonomous school-led system, it is increasingly vital that schools operate under effective governing boards …' (p.50).

The DfE and its expert advisory group on governance understand what equates to good governance in schools but there are currently limited sources about the prevalence of high-quality governance across the education system and whether this is changing over time. Ofsted does not measure governance separately from professional leadership. Independent external reviews of governance provide in-depth assessment of the quality of governance in individual settings (either stand alone schools, federations or MATs) and annual survey data provides information on the activity and views of an

increasing number of governors/trustees; but neither provide a robust assessment of how the quality of governance is evolving across the system.

The National Audit Office (NAO) recommended that the DfE should improve its understanding of the quality of school governance but the DfE has no means to measure it robustly and cost effectively, thus, an appropriate measurement tool would enable the DfE to identify the prevalence of high-quality governance across the education system, and to ascertain whether this is changing over time.

The DfE commissioned the National Foundation for Educational Research (NFER) in partnership with the NGA to undertake a feasibility study about defining and collecting metrics on the quality of school governance. The aims and objectives of the feasibility study, which was conducted between January and October 2016, are set out below.

1.2 Aims

The overarching aim of the feasibility study was:

To identify whether it is possible to design metrics which indicate the quality of governance across the school system, and which can be used to assess whether it is improving over time.

The feasibility study also aimed to explain:

- the options and constraints related to creating metrics
- which metrics should be used and why
- how the required evidence should be collected.

1.3 Objectives

The objectives of the feasibility study were to:

- establish a set of criteria which, when combined, indicate whether a governing board is effective
- assess the quality of governance in a sample of schools of varying types by means of an External Review of Governance (ERG)
- compare the results of the ERG and survey in order to test whether the survey accurately measured the quality of governance.

1.4 Method

In summary, the methodology for the feasibility study used a three-stage approach which involved:

- Stage 1: conceptual development and cognitive testing of the constructs we were seeking to measure

- Stage 2: statistical analysis of online survey responses from headteachers and chairs of governors and validation of the emerging metrics from expert reviews of governance in schools that responded to the survey (see Figure 1)

- Stage 3: data analysis and reporting.

This was an iterative process involving development and refinement of the metrics through discourse, scrutiny, analysis and validation by the NFER/NGA research partnership. The views of the DfE and its Advisory Group on Governance (AGOG) were fed into this process.

More detail is provided in the following sections.

The three stages of the methodology were connected: each stage informed the next.

[NB: APPG is the All- Party Parliamentary Group for Governance and Leadership]

Figure 1 – Overview of methodology

Stage 1

APPG 20 Questions → Development of Constructs ← NGA's 8 elements of effective governance

Expert input → Development of Surveys

Cognitive interviews →

3 core functions of governance

Development of expert reviews framework

Stage 2

Survey sent to schools

A sample of survey schools → Expert reviews conducted

Stage 3

Reliability checks → Development of metrics ← Validation of metrics

1.4.1 Stage 1: Conceptual framework and instrument development

At the outset, it is important to note that the feasibility study was a creative process in that when we started there was no measure or metric of effective governance for us to work with. Consequently, it was essential that we followed a process that enabled us to understand how the principles of effective governance could be used to inform data collection and analysis. We consulted several documents[2] on governance which informed our thinking and helped us to identify four ideas underpinning effective governance which we called 'constructs': setting the vision for the school; governing board relationships and performance; monitoring the educational performance of the school; and financial scrutiny. We used these constructs to guide our continuing exploration of governance and identify areas (themes) for the development of questions in the data collection instruments (survey questionnaires). This process is explained in more detail below.

1.4.2 Conceptual framework

At the heart of any measurement project is a clear understanding of the underlying constructs you are seeking to measure. We developed a conceptual framework that defined these constructs by drawing on:

- DfE's three strategic functions for governors (1) setting the vision for the strategic direction of the school; (2) holding the headteacher to account for the school's educational performance; and (3) financial scrutiny by a governing board

- NGA's eight elements of effective governance (having the right people around the Table; understanding their roles and responsibilities; good chairing; professional clerking; good relationships based on trust; knowing the school: data, children,

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[2] All Party Parliamentary Group on Education Governance and Leadership, National Governors' Association (2015). *Twenty Questions – 2ⁿᵈ Edition 2015. Key Questions Every Governing Board Should Ask Itself.*
Association of Colleges (2013). Creating Excellence in College Governance.
Association of Colleges (2015). Code of Good Governance for English Colleges.
Grotberg, A. and Robb, M. (2015). Education in chains. Reform.
Joy, I. and Murray, P. (2016). It starts from the top: improving governance, improving impact. National Philanthropy Capital.
McCrone, T., Southcott, C. and George, N. (2011). *Governance Models in Schools* (LGA Research Report). Slough: NFER
Ofsted (2015). *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2014/15* (HC 616). London: Ofsted

parents, staff and community; commitment to asking challenging
questions; confidence to have courageous conversations)

- All-Party Parliamentary Group on Education Governance and
Leadership's 20 key questions for a school governing board to
ask itself.

Through this process we identified the four constructs:

- setting the vision for the school

- monitoring the educational performance of the school

- financial scrutiny governing board relationships and
performance.

1.4.3 Instrument development

Building on the conceptual framework, we decided to that using a survey to
collect data at school level and aggregate this to system level was appropriate
for this study. It was important to collect data from a representative of the
main accountable body so in some cases this was the chair of governors in a
school but in some multi-academy trusts it was someone from the trust board.
The rationale for a survey was that a large dataset was required to provide a
robust analysis in order to examine the feasibility of defining and collecting
metrics on the quality of school governance using a cost-effective and low-
burden tool. In contrast, a qualitative approach involving interviewing chairs of
governors and headteachers in a much smaller number of schools in the
same timescale (January to July 2016) would not have yielded the numeric
dataset required. Furthermore, a survey enabled us to use different questions
(see below) to test the constructs.

We developed the survey instruments, the survey questionnaires, through a
collaborative and creative process with input from the NFER, NGA, the DfE
and its Advisory Group on Governance (AGOG). We started this process by
using a face-to-face workshop involving the NFER and NGA teams to identify
a list of potential survey questions for each of the four constructs.
Subsequently, we refined these questions.

The questions were grouped into themed sections in the questionnaires.
These were: About you (background information); About your governing board
(number of governors); School governance in general; School governor
recruitment in your school; Chair of your school governing board;
Responsibility for leadership tasks in your school; Understanding your school;
Professional clerking in your school; Governor visits to your school. Some
questions were knowledge based, for example, asking respondents what their

governing board's role is in setting the strategic direction of the school and which forms of data on pupil progress and attainment their governing board uses. Some questions asked respondents for their perceptions, for example, to what extent their governing board fulfils specific roles in overseeing the school's financial performance and how they would rate the overall effectiveness of their governing board across different criteria.

We developed two versions (A and B) of a survey questionnaire with the same or similar questions, some with different response categories, to investigate which questions were most effective at measuring different aspects of governance. For example, the questions on governing board qualifications and experience (question 5) were as follows:

Version A: Does your governing board have appropriate qualifications and/or experience in the following areas (finance/procurement, strategic planning, human resources, educational data analysis, safeguarding, health and safety/premises and facilities management)? [Tick all appropriate].

Version B: How do you rate the level of qualifications/experience of your governing board in the following areas (finance/procurement, strategic planning, human resources, educational data analysis, safeguarding, health and safety/premises and facilities management)? [Tick one for each on a five-point scale from very low level to very high level.]

By using these two versions of the question, we were able to examine which version provided more useful data. For example, did the rating-scale responses to version B provide more fine-grained data which enabled us to measure in more detail this particular aspect of governance?

We devised different versions for other questions: 1, 2, 4, 6, 8, and 15. These can be seen in the survey questionnaires which are available in technical appendix 2 at the end of the report.

The two versions of the survey questionnaire also made it possible to test more question items (component parts of questions) than using one version. Below we present an example (question 3 in the survey questionnaires we used) to illustrate what question items are. The main question is: Do governors in your school receive the following types of training and guidance (includes induction and ongoing training)? The items are the individual component parts of the question which respondents are asked to answer (e.g. 'face-to-face induction training'). The response options are the alternative ways to answer the question (e.g. the tick box: 'Yes, this has significantly improved GB effectiveness').

Figure 2 – Example of a survey question with items

Q3 Do governors in your school currently receive the following types of training and guidance (includes induction and ongoing training)?

*(Please tick **one box** in **each** row)*

	Yes, this has significantly improved GB effectiveness	Yes, but has only somewhat improved GB effectiveness	Yes, but this has had no impact on GB effectiveness	No, we currently don't do this	Don't know
Face-to-face induction training	☐	☐	☐	☐	☐
Online induction training	☐	☐	☐	☐	☐
Guidance from a professional clerk	☐	☐	☐	☐	☐
The NGA's handbook 'Welcome to Governance'	☐	☐	☐	☐	☐
A link to the DfE's Governance Handbook	☐	☐	☐	☐	☐
A talk by the headteacher or other specialist on an area of interest	☐	☐	☐	☐	☐
Local Authority Governors' Services' website	☐	☐	☐	☐	☐
Training material provided by external trainers	☐	☐	☐	☐	☐
Training material provided internally by the chair	☐	☐	☐	☐	☐
Access to key school documents (e.g. school improvement plan or previous governing board meeting's minutes)	☐	☐	☐	☐	☐
Code of conduct for governors	☐	☐	☐	☐	☐
Tour of the school as part of induction	☐	☐	☐	☐	☐
Opportunity to discuss training under Development item on agenda at governing board agenda	☐	☐	☐	☐	☐

Each of the four constructs included a range of question items which linked to different aspects of the construct. The survey data we collected on the items was used in the analysis which assessed possible measures about the constructs. For example, we used items from seven questions which provided information about aspects of school vision-setting in the data analysis for Construct 1, setting the vision for the school. To illustrate further, the question items for Construct 1 included 'The governing board leads the strategic direction that guides the school development plan' and 'I could cite an example of a courageous conversation between the headteacher and the chair that made a real difference to children's outcomes'.

1.4.4 Cognitive testing of the survey questions

We subjected both versions (A and B) of the survey questionnaire to cognitive testing with chairs of governors and headteachers in five schools. The process involved face-to-face testing where we asked chairs of governors and headteachers to elucidate their thinking in responding to the survey items. This enabled us to understand their interpretation of the survey items, especially whether the items covered the characteristics of high-quality governance. Following cognitive testing, we refined the survey questionnaire items, revised both versions of the questionnaires and subjected them to scrutiny by the DfE and AGOG, before finalising them for data collection (please see technical appendix 2 for the final versions of the survey questionnaire).

1.4.5 Stage 2: Data gathering

We used the survey questionnaires to collect data on governance through an online survey of chairs of governors/trustees and headteachers in schools. To reflect the governance arrangements and differing delegation of functions across participating school types, eligible respondents included any of the following nine role categories: chair of governors at school/local level, vice-chair of governors at school/local level, chair of the MAT board, MAT board member, MAT regional representative, headteacher of a school not in a MAT, deputy/assistant headteacher of a school not in a MAT, headteacher of a school in a MAT, and deputy/assistant headteacher not in a MAT.

If the school was part of a MAT, the person best positioned to explain the governance of this school was invited to complete the survey questionnaire. This might be someone from the academy committee (usually known as the local governing board) or from the Trust board.

The instructions on the front of the questionnaire stated: 'If questions are being answered at Trust level then they should be answered with regards to the governance of your specific academy. By 'governor' we mean whoever is responsible for exercising governance functions; this might include trustees or directors for example'. This means that this study has investigated governance *at* school level and not governance *across* MATs.

We sent the survey questionnaire to a sample of 4,500 schools (maintained and academies) and asked them to forward a link to their chair of governors.

We sent a link to either the A or B version of the survey questionnaire, via email to headteachers, who were then asked to complete it themselves and to forward the link to the questionnaire to their chair of governors to complete online. In addition, the DfE and the NGA invited chairs of governing boards directly to complete the questionnaire. This multi-pronged approach was successful in yielding 503 completed questionnaires from chairs of governors, vice chairs of governors, chairs of MAT boards and MAT board members. The accompanying information to the survey questionnaire offered a NGA review of governance to schools responding to the survey early. The purpose of this offer was to help incentivise schools to respond to the survey and ensure a sample for the expert reviews.

As part of the reminder strategy the NGA and DfE sent survey questionnaires directly to chairs of governors/trustees.

Details of the number of survey questionnaires completed by day and reminder strategies are presented and discussed in chapter 2 of the accompanying Implementation Plan.

Sampling targeting strategy:

1. We wrote to local authorities and academy chains with lists of sampled schools to engage them in encouraging schools to participate in the research.

2. The NGA encouraged their members who were within the sample to complete the survey questionnaire through their newsletter.

3. We carried out a rigorous reminder strategy which included both the NGA and DfE contacting chairs directly to encourage participation as well as NFER reminding schools directly through a limited number of telephone calls. Details of the survey sample are presented below.

1.4.6 Survey sample

The purpose of the sample of schools is to allow enough data to be collected that allows the research team to create reliable metrics. The main driver for the amount of data required was the need for 200 respondents for each question as this provides reliable estimates of how a question has been answered, and through the use of common questions, we were able to impute responses to a question that a respondent did not see. This procedure is explained in greater detail in the section on Item Response Theory Modelling. Given we had two versions and responses from chairs and heads this resulted in the need for 400 respondents to see version A and 400 to see version B, with 800 responses in total.

Drawing on NFER's Register of Schools, and based on a response rate of approximately 20 per cent, we selected a sample of 4500[3] schools (2500 primary and 2000 secondary), which included a mix of academies (from both MATs and Single Academy Trusts) and LA-maintained schools; and equal numbers of schools with Ofsted ratings 1 or 2 versus 3 or 4 for leadership and management to ensure the right mix of schools. The sample was disproportionately weighted towards MATs (particularly primary schools) in order to future-proof the findings from this study, reflecting most new academies being incorporated into MATs. We oversampled secondary schools and schools with Ofsted rating 'requires improvement' and 'inadequate' for Leadership and Management.' The second purpose of the sample is to provide enough data to rigorously test how effective the metrics were in differentiating the potential wide range of performance in different settings. Details of the school sample are presented in Table 1 and by respondent in Table 2 below.

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[3] The original sample was 4000 schools but an additional 500 primary schools were added during the period when the survey was live.

Table 1 - Representation of the school sample: school characteristics

		N	%	n	%
Ofsted judgement-effectiveness of leadership and management	Outstanding	4226	21	144	21
	Good	12480	63	279	41
	Requires improvement	2209	11	196	29
	Inadequate	204	1	16	2
	Ofsted unknown	798	4	51	7
School type	Single school	16880	85	516	75
	Part of a smaller MAT (1-10 schools per MAT)	2127	11	141	21
	Part of a larger MAT (More than ten schools per MAT)	910	5	29	4
Academy status	Academy School	5064	25	397	58
	Non-academy School	14853	75	289	42
Total schools		**19917**	**100**	**686**	**100**

The survey sample yielded a good spread of respondents by school type, region, Ofsted rating and survey version as illustrated in Table 2. There was a fairly even mix of respondents from primary and secondary schools and the majority of respondents were from stand alone academies and MATs. The majority of respondents were chairs of governors at school/local level or headteachers of schools (in a MAT or not in a MAT). There was a good spread of schools across geographic regions. More schools had Ofsted 1 or 2 ratings than ratings 3 or 4 for leadership and management. It should be noted that in some cases we received responses from both the chair of governors and the headteacher of a school while in other cases we received a response from either the chair or the headteacher.

Table 2 - Survey sample and response rate

1. School phase		
	n	%
Primary (180 academy schools; 266 maintained schools)	446	47
Secondary (371 academy schools; 132 maintained schools)	503	53
Total	**949**	**100**
2. School governance model		
	n	%
MATs	233	24.6
Stand alone academies/free schools	318	33.5
Maintained schools (183 heads, 215 chairs)	398	41.9
Total	**949**	**100**
3. Respondent role		
Role	**n**	**%**
Chair of governors at school/local level – Academy school	239	25.2
Chair of governors at school/local level – non-academy school	208	21.9
Chair of the MAT board	39	4.1
Deputy/assistant headteacher of a school not in MAT	8	0.8
Headteacher of a school in MAT	134	14.1
Headteacher of a school not in MAT – academy school	124	13.1
Headteacher of a school not in MAT – non - academy school	178	18.8
MAT board member	5	0.5
Vice chair of governors at school/local level	12	1.3
Deputy/assistant headteacher of a school in MAT	2	0.2
MAT regional representative	0	0
Total	**949**	**100**

4. School region		
	n	%
London	89	9.4
Midlands	330	34.8
North	251	26.4
South	279	29.4
Total	**949**	**100**
5. Ofsted rating of leadership and management		
	n	%
Ofsted 1 or 2 for leadership & management[4]	585	61.6
Ofsted 3 or 4 for leadership & management[5]	287	30.2
Ofsted unknown	77	8.1
Total	**949**	**100**
6. Ofsted rating of leadership and management 3 or 4		
	n	%
Headteacher	132	46.0
Chair of governors	155	54.0
Total	**287**	**100**
7. Ofsted rating of leadership and management 3 or 4		
	n	%
Academy schools	110	38.3
Non-academy schools	177	61.7
Total	**287**	**100**

The next chapter describes how we analysed the survey findings and identified the school governance metrics.

1.4.7 The expert review of governance methodology

The aim of the expert review was to help validate the survey findings by helping to ascertain whether the survey was measuring the key components of effective governance and had not overlooked any important aspects. The findings from the reviews carried out by expert consultants were used to validate the self-assessments of governance made by survey respondents. The expert reviews focused on the NGA's eight elements of effective governance, and the DfE's three strategic functions for school governors, which were part of the conceptual framework for the study. We triangulated and analysed the data from the expert reviews and survey data for 28 schools

to evaluate the metrics. The evaluation of the metrics focused on the domains that the questions covered. By comparing the expert reviews with the survey data we were able to scrutinise and assess the fit between the questions and the metrics.

A sub-sample of 28 schools underwent an expert review of governance with a NGA consultant. Where the school was part of a MAT the governance at school level was reviewed[4]. Schools which were invited to undergo a review were identified from the completed survey responses. The rationale was to achieve a spread of schools by phase, MAT membership, Ofsted rating and geographical location as indicated in Table 3. Those which accepted the offer represented a good range in terms of school type, Ofsted rating and location. Table 3 provides an outline of the review sample achieved

Table 3 – External Review sample profile

Sample details	Number of schools
Primary	15
Secondary	13
Single school	19
Small MAT (2-9 schools)	7
Large MAT (10 or more schools)	2
Ofsted rating 1 or 2	19
Ofsted rating 3 or 4	7
Ofsted unknown	2
London	4
South	8
Midlands	10
North	6

The aims and methodology for the expert reviews were:

- to build a picture of the school's context and any live issues, preliminary desktop research, including looking at the school's website, the latest Ofsted report, Parent View and DfE performance Tables

- to build further understanding of the school's context and any issues that may be relevant background to the review, a telephone conversation between the consultant and in most cases both the chair and the headteacher

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[4] This was the agreed methodology at the time.

- to build a picture of the structure and content of meetings and the quality of information supplied to governors, a document review of recent documents such as agendas and minutes of meetings, headteacher reports, tracking data and budget reports

- to allow all involved in governance (i.e. governors/trustees, the clerk and senior leaders and not just the head and the chair) to express their views on their effectiveness, and for them to comment on issues such as the quality of chairing an online self-evaluation survey based on the *APPG Twenty key questions a governing board should ask itself* (see technical appendix 7)[5]

- to assess understanding, competence and behaviours a two- hour facilitated self-review workshop for all governors/trustees, senior leadership team (SLT) and where possible the clerk, during which participants tested themselves against NGA's eight elements.

There were two outputs from each expert review. Firstly, a written report contained findings on the governing board's effectiveness in carrying out its three core functions:

1. Ensuring clarity of vision, ethos and strategic direction

2. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff

3. Overseeing the financial performance of the school and making sure its money is well spent.

The report used detailed evidence of the board's performance against each of the eight elements, as well as recommendations of areas in which the governing board could improve. We provided each school with a copy of its report.

Secondly, a summary evidence grid was used to summarise the consultant's judgement of effectiveness against the eight elements and the three core functions. This was purely for our use during the validation process. NGA's head of consultancy quality assured every report and summary evidence grid, and where necessary liaised with the consultant to obtain further details or clarification.

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[5] The questions are the same but had to be rephrased to allow for RAG (Red, Amber, Green)-related answers used for scoring purposes when carrying out factor analysis (see chapter 2).

The findings from the expert reviews were used to validate the self-assessments made by the respondents to the survey.

1.4.8 Stage 3 - Overview of survey data analysis

Figure 3 below provides an overview of the different stages of the survey data analysis, how they relate to each other and inform the development of the metrics. The survey questionnaire contained 20 questions including parts of questions e.g. 8 a, b, c and 11 a and b. A total of 12 questions were the same in both versions of the survey questionnaire. The eight questions that were different in the two versions asked respondents about the same topic and either had a different stem to the question (see, for example, question 1 in the survey instruments in technical appendix 2) or had different response categories (see, for example, question 2 in technical appendix 2).

Figure 3 - Overview of data analysis
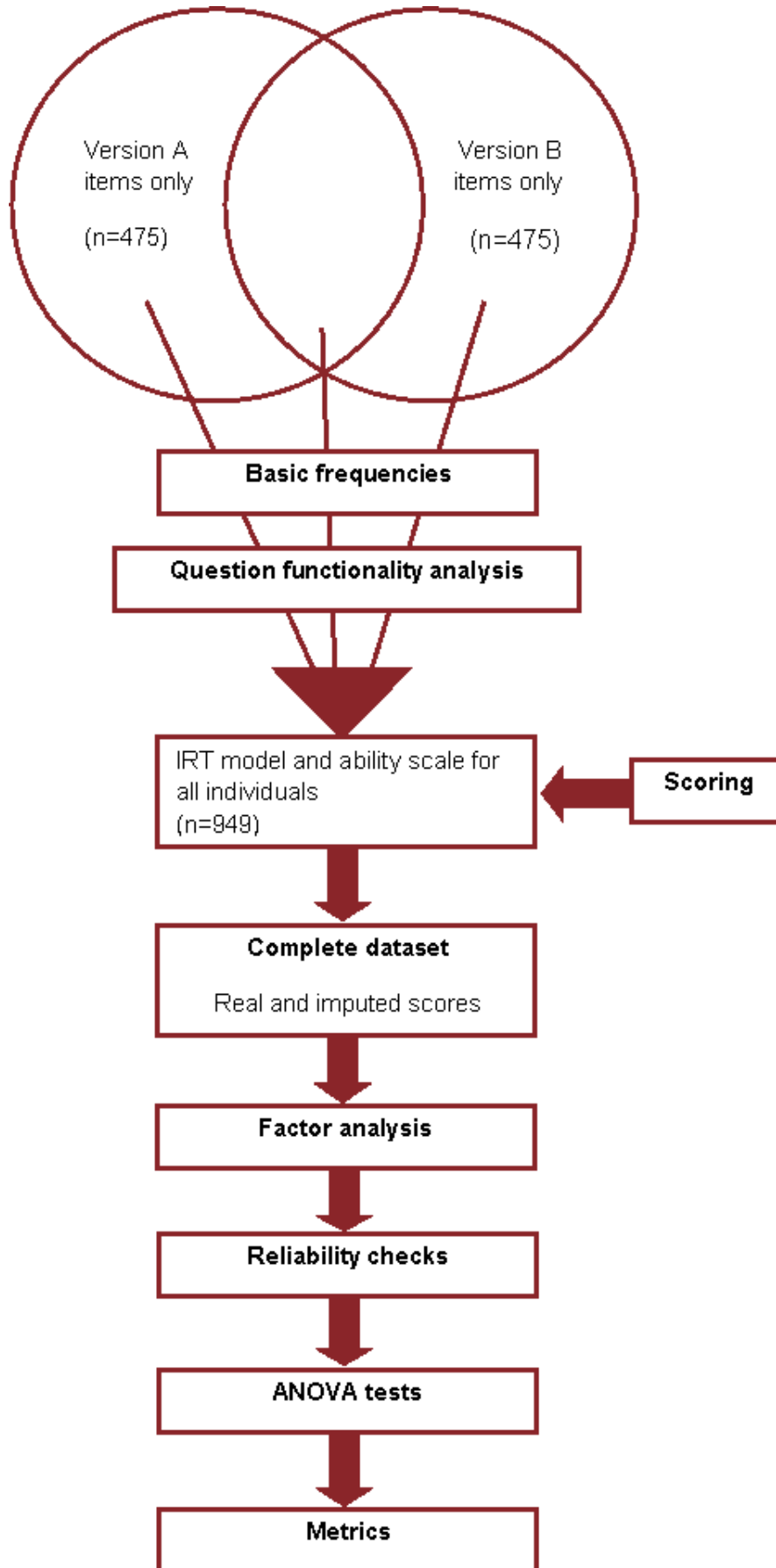
1.4.9 Basic frequencies and functionality analysis

We used SPSS 21.0 to run a series of statistical analyses. Our first set of analyses examined how the questions were answered. We produced descriptive statistics to examine the overall response pattern for each survey item. This analysis enabled us to examine differences in the way questions functioned between version A and version B of the survey. A question is considered to function better if it discriminates well between respondents. In psychometrics, *discrimination* of a question is a measure of the extent to which it differentiates high and low performers. Overall, questions/ items which discriminate well also show good distribution of responses where data is not clustered around a single response. For example, for a question with a five-point scale from 'strongly agree' to 'strongly disagree', we would want to see a distribution of responses across all of the five response options rather than 100 per cent of respondents ticking 'strongly agree' only. From this we made recommendations as to which version of the question was included in the factor analysis (please see technical appendix 4 for details of which questions were included in the factor analysis).

1.4.10 Scoring the questionnaire

From the frequency analysis and in order to create metrics to measure components of good governance, we scored (gave a numerical value) for each item and response option to every question in the survey.

We developed an iterative approach to the development of item scores, combining the collective expertise of the NFER and the NGA. The DfE also contributed to this process. NGA's input to this process was specifically to provide the expert view on how important – or otherwise – each aspect of governance is in contributing to overall effectiveness. This view is based on the knowledge and experience that the organisation has gained through working with governing boards across all phases, sectors and regions, both directly through consultancy, training and the advice service, and indirectly through events, surveys and research. The nature of governance in any sector is that there are often not simple binary answers, hence we used scales and weightings to tease out where the understanding of the issues indicates that sound judgements are being made in the interests of children and young people.

In the first instance, all items in the survey questionnaire were given a Red, Amber, Green (RAG) rating by the NGA as follows:

Figure 4 – Item rating system

Green	Items in the survey indicative of effective governance (e.g. 'strongly agreeing' that 'our clerk advises the governing board on which statutory policies it needs')
Amber	Items indicating acceptable behaviour in terms of effectiveness but that is not essential for effectiveness governance (e.g. governors 'attending school events such as school performances, celebrations or sports day')
Red	Items indicating behaviour viewed as ineffective governance (e.g. selecting 'assisting with the operational running of the school' as a core function of a governing board).

The RAG rating was then challenged and refined by the NFER research team and the DfE team, and weighting was applied to further reflect the teams' view about the relative importance of the constituents of effective governance. Values were then attributed to the RAG ratings and weightings were applied to response options to reflect their importance or impact in relation to their influence on other response options within the question (for example, some green items were deemed more important for good governance than other green items and therefore were weighted as such). This is demonstrated in the example in Figure 5 below. Here, a positive response to each item represents effective governance, and they are therefore all green. However, the response option 'no' is negatively weighted for the first and last items because *not* reviewing the headteacher's performance every year and *not* having confidence in the overall staff performance management system are indicative of ineffective governance. Similarly, selecting 'don't know/not sure' results in a negative score is similarly indicative of ineffective governance i.e. the chair and headteacher should know this information and if they do not, this represents poor governance. For the other items, selecting 'yes' indicates effective governance, but selecting 'no' or 'don't know/not sure' does not necessarily indicate ineffective governance, so these options are scored neutrally.

Figure 5 – Example of scoring system

Question: In terms of performance management…

6	Items	Categories	Values	Possible score range
	…the governing board ensures that the headteacher's performance review is carried out effectively by appointed governor(s) each year	Yes	2	-2 to + 2
		No	-2	
		Don't know/not sure	-2	
	….the governing board uses external advice to inform the headteacher's performance review process and to assess the impact the headteacher has made	Yes	2	0 to +2
		No	0	
		Don't know/not sure	0	
	… the headteacher's performance review objectives reflect all the key priorities in the improvement strategy/development plan	Yes	2	0 to +2
		No	0	
		Don't know/not sure	0	
	…the headteacher has a mid-year performance review meeting with appointed governors	Yes	2	0 to +2
		No	0	
		Don't know/not sure	0	
	….I have confidence in the overall staff performance management system within our school	Yes	2	-2 to +2
		No	-2	
		Don't know/not sure	-1	

In a second example (see technical appendix 3, survey scoring values, question 7), during the initial RAG rating some data sources were judged by the team to be more important to effective governance than others. These are the core sources governing boards would be expected to use, and are therefore highlighted green. The items which are amber are those which are useful to governing boards, but not necessarily a core data source. During the second stage of the process, the items were scored and in some cases weighting was applied. For example, looking at the items which are green, saying 'yes' to any of these results in a score of +3 and for most saying 'no' or

'don't know' receives a score of zero. However, for 'internally produced assessment data' a respondent answering 'no' or 'don't know' would receive a score of -2. This is because this item is the only one which indicates whether a governing board receives data about pupils' progress during the school year, which is an essential part of the governing board's monitoring role. The other green items all refer to national assessment data, albeit presented in different formats. Therefore respondents are not marked down if they don't use one of these, as they may be using another comparable data source. However, a governing board which uses a wide range of data sources would receive a higher overall score, as this reflects effective practice. For most of the amber items, answering 'yes' results in a score of +2, less than the +3 assigned to green items. However answering 'yes' to 'DfE school performance tables' results in an even lower score of +1. This is because this data source was judged to be of less importance to effective governance than the other amber items, primarily because much of the data can be found elsewhere and is published earlier.

1.4.11 Item response theory (IRT) modelling

Since the selected questions (that functioned well i.e. enabled us to examine differences in the way the questions functioned between the two survey versions) were from two different versions of the survey with two different sets of respondents, it was necessary to bring all the responses and data together on to a single scale. This meant that every respondent had a score for all the items, including the ones which appeared on the other version of the survey. We used IRT in order to create this single scale. This technique is a recognised way of being able to test many different questions and items without all respondents having to see all the questions.

IRT is a technique used in psychometrics to design, analyse and score assessments or instruments to measure individual ability on an underlying trait. By using common items that are on both versions of the questionnaire, alongside the questions an individual did respond to, we are able to derive item scores for the questions an individual did not see. So for questions that were unseen by a respondent we are able to impute an expected response based on the responses they did make to other questions. These estimated (or predicted) scores were created for version B questions for those individuals who answered version A questions only and vice versa. This resulted in a 'complete' dataset which included real and estimated scores for all 949 respondents.

1.4.12 Factor analysis and reliability checking

Once every respondent had a score (either true (actual) or imputed (estimated)) for all the items, we used **factor analysis** to determine questionnaire items that measured the same underlying construct or unobserved trait of governance. Factor analysis is used to identify where responses to one survey item are correlated to responses to other item/s and hence are both measuring the same underlying and unobserved trait. It enables us to combine a group of individual items into a single metric. For example, it is not possible to measure professional clerking using a single question or item, however by combining a number of correlated items it *is* possible to create a measure of this.

Following the factor analysis outcomes, we explored the reliability of each metric using Cronbach's Alpha which indicates the extent to which the items are measuring the same underlying latent trait (or metric). Cronbach's alpha determines the average correlation of items, with a number nearer to one suggesting a higher reliability. This higher reliability is required as it is a measure of internal consistency and identifies that the items within the metric are measuring the same underlying construct.

The next chapter explains how we analysed the survey data and identified the metrics for the effectiveness of school governance.

2. Analysis of the survey to identify metrics

This chapter provides details of the ten metrics that emerged from the statistical analysis of the survey. This includes a description of each of the metrics and the survey items contained in them and their statistical reliability. The chapter concludes by recommending which of these metrics, based purely on the statistical analysis, are feasible for use in measuring components of effective governance.

2.1 Developing the metrics

The factor analysis identified ten metrics, meaning sets of question items, that correlate well and are grouped together under ten areas. The ten metrics measure different aspects of governance and have been summarised as:

- Experience and qualifications

- Cohesion

- Training and its application

- Data use

- Leadership

- Financial scrutiny

- Stakeholder consultation

- Clerking

- Recruitment of the governing board

- Use of DfE finance tools

Below, we look at each metric in more detail, discussing the underlying constructs of good governance that each one is measuring (please see technical appendix 1 for a list of the metrics, their constituent question items and the location of the questions in the questionnaire).

The first metric identified is named **experience and qualifications**. This includes six question items. These all relate to the experience and qualifications held by the members of the governing board which map to construct 1 (strategic direction, clarity and transparency of purpose, roles and responsibility). This metric is therefore measuring to what extent the governing board has the right experience and qualifications to be an effective governing board.

Table 4 - Experience and qualifications metric

Questions and items included in metric	Underlying construct of effective governance to which question items relate
Finance/procurement qualifications/experience of the governing board	Strategic direction, clarity and transparency of purpose, roles and responsibility
Strategic planning qualifications/experience of the governing board	
Human resources qualifications/experience of the governing board	
Educational data analysis qualifications/experience of the governing board	
Safeguarding qualifications/experience of the governing board	
Health and safety/premises qualifications/experience of the governing board	

The second metric is called **cohesion**. It is made up of four question items that all correlate closely together. This metric measures to what extent the board members are all equally engaged and committed to fulfilling the responsibilities of the governing board and understand the role of the board. It maps closely with two of the constructs, namely strategic direction, clarity and transparency of purpose, roles and responsibility and governing board relationships and performance. The Table (5) below lists the questions items that make up this metric, alongside the corresponding constructs of effective governance.

Table 5 - Cohesion metric

Questions and items included	Underlying construct of effective governance to which question items relate
All governors understand the corporate nature of school governance today	Strategic direction, clarity and transparency of purpose, roles and responsibility
All our governors are equally committed to sharing the workload of governance	Governing board relationships and performance
Our vice-chair could easily step into the chair's role with minimal disruption	
All our governors contribute during governing board meetings	

The third metric, entitled **training and its application**, is made up of nine question items. These items cover governor training, self-evaluation of the governing board and the knowledge of what governors should be doing when visiting the school. When combined these items point towards a metric that is measuring how informed the governing board is in order that it can do its job effectively. The majority of items in the metric map to the construct 'governing board relationships and performance' while two items relating to the purpose of governor school visits relate to the construct 'ensure accountability of educational performance of the school and its pupils'.

Table 6 - Training and its application metric

Questions and items included	Underlying construct of effective governance to which question items relate
Our chair feels that training of other governors is a priority	Governing board relationships and performance
Our chair encourages potential future candidates for the position of chair to attend training	
Governors receive a link to the DfE's Governance Handbook for training purposes	
The NGA's handbook 'Welcome to Governance' is used for training purposes	
The all-party Parliamentary Group's 20 Key Questions for a School Governing Body to Ask Itself used for evaluation	
The Department for Education's Governance Handbook used for evaluation	
360 degree feedback on governors is used for evaluation	
Governor visits include monitoring progress towards a specific target in the school development plan	Ensure accountability of educational performance
Governor visits include seeing how a policy such as safeguarding is complied with	

The next metric is called **data use**. This metric contains nine items and all relate to the extent to which the governing board use different data sources to either inform their knowledge on, or challenge/question the headteacher on the educational performance of the school. This is a core strategic function of a governing board and maps to construct 4 (ensure accountability of educational performance of the school).

Table 7 - Data use metric

Questions and items included	Underlying construct of effective governance to which question items relate
Pupil performance data from RAISE online to inform and/or challenge	Ensure accountability of educational performance
DfE School Financial Health and Efficiency tool used to inform and/or challenge	
Fischer Family Trust (FFT) governor dashboard used to inform and/or challenge	
FFT Aspire used to inform and/or challenge	
DfE school performance Tables used to inform and/or challenge	
Local Authority performance data used to inform and/or challenge	
School middle leaders' report used to inform and/or challenge	
Ofsted Data Dashboard used to inform and/or challenge	
Internally produced assessment data to inform and/or challenge	

The fifth metric, **leadership,** comprises 12 question items that measure the extent to which the school has effective leadership and how this is overseen by the governing board. These question items relate to the performance of the chair of governors and how the headteacher is held to account for the performance of the school. There are also items that relate to the relationship between the chair of governors and the headteacher. Items within this metric relate to constructs one (strategic direction, clarity and transparency of purpose, roles and responsibility) and two (governing board relationships and performance).

Table 8 - Leadership metric

Questions and items included	Underlying construct of effective governance to which question items relate
Our headteacher is well-supported by the chair of governors	Governing board relationships and performance
The chair and headteacher work in partnership	
Our chair undertakes governance training every year	
Our chair undergoes a 360 degree (or similar) appraisal every year	
Our chair feels that training of other governors is a priority	
The governing board ensures that the headteacher's performance review is carried out effectively by appointed governor(s) each year	Strategic direction, clarity and transparency of purpose, roles and responsibility
The governing board uses external advice to inform the headteacher's performance review process and to assess the impact the headteacher has made	
The headteacher's performance review objectives reflect all the key priorities in the improvement strategy/development plan	
The headteacher has a mid-year performance review meeting with appointed governors	
I have confidence in the overall staff performance management system within our school	
Our headteacher and chair's relationship is professional – 'courageous conversations' are not a problem	
I could cite an example of a 'courageous conversation' between the headteacher and the chair that made a real difference to children's outcomes	

The sixth metric is **financial scrutiny**. This metric contains nine question items that all relate to how the governing board oversees the financial performance of the school. All items in the metric relate to construct 4 'oversee the financial performance of the school'.

Table 9 - Financial scrutiny metric

Questions and items included	Underlying construct of effective governance to which question items relate
Pupil premium spending is scrutinised alongside pupil performance data to see what difference it is making to pupils	Oversee the financial performance of the school
The budget supports your school's improvement plan	
The school's improvement plan is effectively costed	
Your staffing structure is agreed in line with your development plan and budget	
The finances of the school are forward-planned	
The financial performance of the school is monitored on a termly basis	
Monitoring the financial performance is seen as important as holding the headteacher to account for the education performance	
The school does not run with a deficit budget	
Governors' knowledge and skills are used effectively to monitor the school's budget	

Stakeholder consultation is the seventh metric and contains eight items. All these question items refer to the governing board's use of consultation with the school community and also their visibility at school events. These items relate to metric 3 'ensure the accountability of educational performance of the school and its pupils'.

Table 10 - Stakeholder consultation metric

Questions and items included	Underlying construct of effective governance to which question items relate
Held open meetings with parents/carers on particular issues	Ensure accountability of educational performance
Held discussions with pupils	
Used parent/carer survey data to inform decisions	
Used pupil survey data to inform decisions	
Used staff survey data to inform decisions	
Visits to the school include gaining feedback on the school by talking to pupils/parents/carers	
Visits to the school include attending school events such as school performances, celebrations or sports day	
Visits to the school include representing the governing board at a parents evening	

The eighth metric is **clerking**. There are seven question items that make up this metric. These elements all refer to the job role of the clerk. This relates therefore to ensuring the clerking of the board is professional and is important for the effective functioning of the school governing board (construct 2).

Table 11 - Clerking metric

Questions and items included	Underlying construct of effective governance to which question items relate
Does your school's governing board clerk have a job description for his/her role as a clerk?	Governing board relationships and performance
Our clerk focuses on taking thorough minutes of the meetings	
Our clerk provides legal and procedural advice before, during and after meetings	
Our clerk knows our school well	
Our clerk ensures that papers are circulated to governors well in advance of meetings	
Our clerk advises the governing board on which statutory policies it needs	
Our clerk ensures that meetings are quorate	

The ninth metric is **recruitment**. This metric is made up of six question items which all refer to the process that the governing board goes through when recruiting a new governor. This metric is measuring to what extent the process of appointing governors is transparent and professional and maps directly to construct 1 (strategic direction, clarity and transparency of purpose, roles and responsibility).

Table 12 - Recruitment metric

Questions and items included	Underlying construct of effective governance to which question items relate
We required applicants to complete an application form	Strategic direction, clarity and transparency of purpose, roles and responsibility
We required applicants to provide a CV or written resume of their skills and experience	
We held structured interviews	
We used SGOSS[6] (or similar agency)	
We used written role descriptions to assess applicants	
We carried out a skills audit to identify skills needed	

The final metric relates directly to the **use of DfE finance tools** and sits within construct 3 (overseeing the financial performance of the school). The metric contains three question items.

Table 13 - Use of DfE financial tools metric

Questions and items included	Underlying construct of effective governance to which question items relate
Governing board uses DfE School Financial Health and Efficiency tool	Oversee the financial performance of the school
Your school uses the DfE school efficiency metric tool to compare your spending to that of other schools	
Your school uses the DfE's financial benchmarking website to compare prices so you can report on value for money	

Overall, these ten metrics cover the three core functions of a governing board and map well against the four constructs of effective governance, used in our conceptual framework that we identified in stage one of this feasibility study. The next section of this chapter looks at the statistical reliability of these ten metrics to determine whether we can be confident that they are reliable measures of effective governance.

2.2 Reliability of the metrics

2.2.1 Internal reliability of the metrics

The metrics were tested for how reliable they are using Cronbach's alpha. This test provides a measure of reliability by comparing how each question performs individually with how all the questions perform together. The value of the alpha increases when the correlation between the question items increase. Therefore a Cronbach's alpha closer to one indicates a more reliable measure. As the Table below shows, seven of the nine metrics have an alpha score of over 0.70 which is an acceptable level of reliability. Three of the metrics: 'training and its application;' 'recruitment;' and 'using DfE finance tools'; have alpha scores of over 0.60. While this alpha score is not optimal from a statistical point of view, it is not too low that we would discount these metrics, particularly as items that make up these metrics sit well together and logically appear to group together to measure underlying elements of good governance. Therefore based on the alpha scores of these ten metrics, we continued with the development of all ten metrics.

Table 14 - Reliability of the metrics

Metric name	Reliability of metric (Cronbach's alpha)
Experience and qualifications	0.84
Cohesion	0.70
Training and its application	0.64
Data use to inform and challenge	0.83
Leadership	0.85
Financial scrutiny	0.81
Stakeholder consultation	0.79
Clerking	0.82
Recruitment	0.66
Use of DfE financial tools	0.67

2.2.2 The metric scores

The score for a metric is calculated by adding together the individual scores of each question item within that particular metric. For example, a score for **cohesion** is calculated by adding together the scores of the four items:

- 'All our governors understand the corporate nature of school governance today'

- 'All our governors are equally committed to sharing the workload of governance'

- 'Our vice chair could easily step into the chair's role with minimal disruption'

- 'All our governors contribute during governing board meetings'

A higher score indicates more items within that metric have been positively answered. The scores have then been standardised so that each metric has a mean score of 50 and a standard deviation of 10 (see Table 15 below). The reason for 50 is purely arbitrary as it is just a way of comparing across measurements that have different scales. Statisticians would normally recommend not using scores of 100, 500 or 1000 as these are used widely for attainment indicators.

The standardised score range for each metric varies considerably due to the different spread of scores around each metric's raw mean. As each metric has a different range of raw scores, standardising allows all metrics to be compared. Use of standardised scores also allows for changes over time to be assessed. For example, if the clerking raw mean in the first year of instrument use is 22, this could be the fixed mean for the second year (and would be standardised to 50). If schools' responses indicate more effective practice and so they achieve a higher raw mean score of 25 in year two then the standardised score for this administration would be above 50. This would allow analysis that will identify if clerking has improved nationally over the course of the year.

Table 15 - Metric scores

Metric	Minimum standardised Score	Maximum standardised score	Mean	Std. Deviation
Experience and qualifications	-9.25	67.98	50.0	10.0
Cohesion	14.88	63.69	50.0	10.0
Training and its application	15.15	69.48	50.0	10.0
Data use to inform and challenge	31.24	74.68	50.0	10.0
Leadership	10.83	67.79	50.0	10.0
Financial scrutiny	-32.01	58.14	50.0	10.0
Stakeholder consultation	16.01	67.94	50.0	10.0
Clerking	4.33	59.93	50.0	10.0
Recruitment	23.71	74.44	50.0	10.0
Use of DfE financial tools	34.09	72.48	50.0	10.0

The scores for the metrics have been used to further test the robustness of the metrics, as discussed in more detail below.

2.2.3 Analysis of variance to understand the performance of the metrics

In order to understand in a little more detail how the metrics were performing, we ran an analysis of variance (ANOVA) on all metrics. An underlying assumption is that the sample of schools cover the full range of effective governance, and ensured that our sampling frame included this. It is also assumed that we would not expect to see any difference in governance between geographical regions or between levels of free school meal eligibility, as well as other school level characteristics. A school with a high eligibility for free school meals (FSM) should be just as likely to have effective governance as a school with low eligibility. The ANOVA took each metric individually and analysed to what extent there were significant differences in the scores by school phase, school type (maintained, single academy or part of a MAT), region, percentage of pupils eligible for FSM, and Ofsted rating for leadership and management. Any regular differences, other than Ofsted rating, may be due to school effects which we are not trying to measure and would need to be investigated further. It is worth noting that the Ofsted rating for leadership

and management is reflected in the effectiveness of the whole of school leadership and management, a part of which is governance. Therefore, this rating cannot be seen as a direct measurement of school governance per say.

Below are key findings for each metric (for a detailed analysis of each metric please see technical appendix 1).

Table 16 - Differences by school characteristics for the metrics

| Metric: | Significant differences in metric score | | | | |
	School phase	School type	region	FSM eligibility	Ofsted ratings
Experience and qualifications	No	No	No	No	No
Cohesion	No	No	No	No	Yes
Training and its application	No	No	No	No	No
Data use	No	No	No	No	No
Leadership	No	No	No	No	No
Financial scrutiny	No	Yes	No	No	Yes
Stakeholder consultation	No	No	No	No	No
Clerking	No	No	No	No	No
Recruitment	No	No	No	No	No
Use of DfE finance tools	No	Yes	Yes	Yes	Yes

For the metrics **experience and qualifications; training and its application; data use; leadership; stakeholder consultation; clerking; and recruitment** there were no significant differences in the metric score by any of the school characteristics. This finding indicates that we can be confident in the robustness of these metrics, and that statistically they are performing as we would expect them to.

For **cohesion** there were no significant differences by school phase, school type, region or FSM eligibility. There was a significant difference by Ofsted rating with those schools with a higher Ofsted rating for leadership and management scoring higher than those with a lower rating for leadership and management, which should be expected for this measure. Therefore we are confident this measure is performing as it should.

There were no significant differences in the **financial scrutiny** scores when analysed by school phase, region or FSM eligibility. There was a significant difference between the scores for this measure by school type, with single academies scoring higher than maintained schools and those in MATs scoring

the lowest. This may reflect the differing levels of financial control and responsibility that boards have in the different types of schools. There were also significant differences by Ofsted rating for leadership and management, with those rated as 'outstanding' or 'good' scoring higher on this measure than those rated as 'requires improvement' or 'inadequate'. This is a core function of strong leadership and therefore it would be expected that those judged to be stronger in leadership and management would score higher on this metric. We are therefore satisfied that these significant differences would be expected for this metric and as such are confident in the robustness of this measure.

For the **use of DfE finance tools** metric there were significant differences across all school characteristics apart from school phase. It is difficult to explain why there would be significant differences across all these school characteristics and, as such, it appears that this metric is picking up school effects rather than exclusively measuring elements of good governance. Therefore we cannot be confident this metric is measuring the use of DfE finance tools accurately.

2.3 Conclusions

The factor analysis created ten separate metrics for measuring the components of good governance, which all map against the four constructs of good governance (strategic direction, clarity and transparency of purpose, roles and responsibility; governing board relationships and performance; oversee the financial performance of the school; and ensure accountability of educational performance of the school).

Based purely on our statistical analysis of these ten metrics, **we conclude that it is feasible to develop nine of the ten metrics.**

While internal reliability of all the metrics was deemed to be satisfactory, the ANOVA results for use of DfE finance tools suggest that this is not reliably measuring what we expected it to measure. The results observed for this metric cannot be explained by statistical analysis. As such we would not recommend taking this measure forward.

We can be particularly confident about the reliability of the nine other metrics and the reliability scores coupled with the results of the ANOVA tests suggest that these metrics are statistically reliable and are sound measures of good governance.

The next chapter explains how we validated the metrics against an expert review of governance, and draws conclusions on which metrics can be validated successfully.
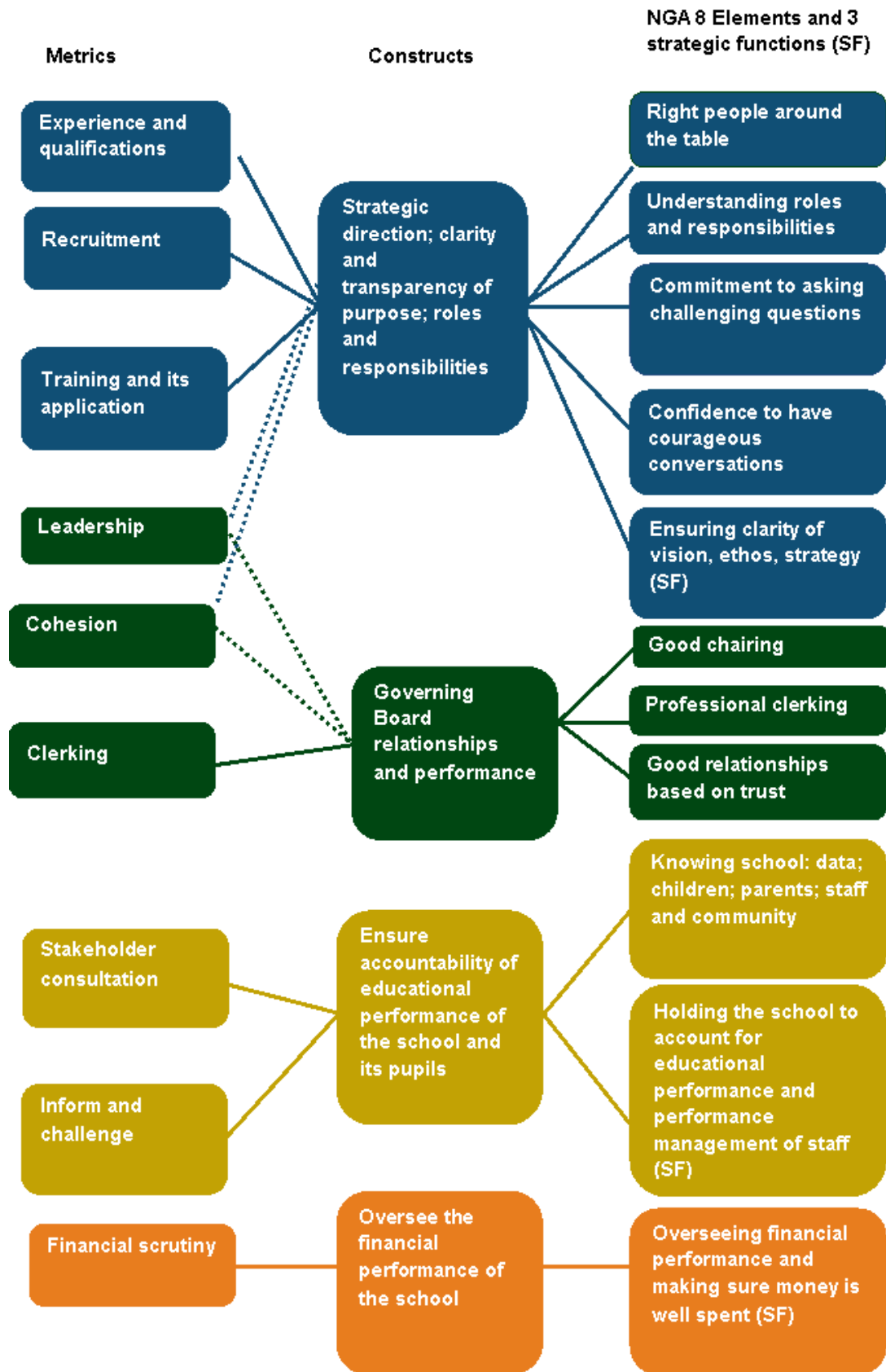
3. Validation of metrics

This chapter outlines how we validated the nine metrics against an independent assessment of the quality of governance in a sample of schools, using as the comparator, expert judgements of how well the governance of each school in the sample performed against the NGA elements and strategic functions. The validation process enabled us to assess the face validity of the metrics and their underpinning constructs. We outline the validation process, the findings and the extent to which we consider the metrics identify the components of effective governance.

3.1 The conceptual framework for the validation of the metrics

We developed the metrics, from analysis of the survey responses as outlined in chapter 2, concurrently with carrying out expert reviews (an outline of how the NGA carried out the 28 expert reviews is provided in chapter 1.4). It is worth noting that it would have been better to have had the metrics in place before completing the reviews to ensure that direct comparisons were possible, but timings did not allow for the delay this would have caused. Figure 3.1 below illustrates how the NGA elements and the strategic functions of effective governance, used to inform the reviews, and the metrics that emerged from the survey analysis link back to the original constructs used to develop the metrics (see chapter 1).

Figure 6 - Conceptual framework for the validation of metrics

Metrics

- Experience and qualifications
- Recruitment
- Training and its application
- Leadership
- Cohesion
- Clerking
- Stakeholder consultation
- Inform and challenge
- Financial scrutiny

Constructs

- Strategic direction; clarity and transparency of purpose; roles and responsibilities
- Governing Board relationships and performance
- Ensure accountability of educational performance of the school and its pupils
- Oversee the financial performance of the school

NGA 8 Elements and 3 strategic functions (SF)

- Right people around the table
- Understanding roles and responsibilities
- Commitment to asking challenging questions
- Confidence to have courageous conversations
- Ensuring clarity of vision, ethos, strategy (SF)
- Good chairing
- Professional clerking
- Good relationships based on trust
- Knowing school: data; children; parents; staff and community
- Holding the school to account for educational performance and performance management of staff (SF)
- Overseeing financial performance and making sure money is well spent (SF)

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3.2 The approach to validating the metrics

Through a validation workshop and subsequent analysis we compared the findings from the surveys and the expert review reports for 28 schools in order to validate the nine metrics (see chapter 2). We analysed the alignment between the expert review ratings given for each school in terms of the eight NGA elements and the three core functions, used as the evidence base for the expert reviews (see chapter 1) and the scores for each metric via the constructs.

Using the methodology described in section 1.4 above the NGA experts provided review ratings (on a five point scale from very effective to very ineffective) of how well a school performed against each of the NGA elements and strategic functions.

To facilitate the process of alignment we considered the headteacher's and the chair's scores for each metric alongside the standardised mean score and the observed score range (see technical appendix 1). We considered whether the headteacher and the chair achieved a score below the mean, above the mean or achieved the mean score.

Based on these comparisons we made an informed judgement as to whether the review ratings aligned with the headteacher's score, the chair's score or both scores.

We also took into consideration evidence from recent Ofsted inspections for the 28 schools on leadership and management. This provided further independent evidence that helped to inform the validation process.

The expectation was that the metrics (and their component items) which provide a valid, unbiased assessment of governance effectiveness align closely with the expert review assessment.

3.3 Validation findings

In order to be confident that the metrics are sound, we wanted to see a high degree of alignment between the headteacher and/or chair survey scores and the assessment of the school governance by the expert review. Alignment in the scores for the majority of metrics (i.e. the reviews endorsed five or more of the nine metrics for both the headteacher and the chair within each school) was seen as achieving alignment and validation of the metric. This finding signified that there was alignment between the survey scores for the headteacher and the chair with the expert review for more than half the metrics. As can be seen in Table 3.1 below, in 12 schools (just under half the

reviews carried out) there was alignment with the headteacher *and* the chair. In a further twelve schools the reviews aligned with the scores of either the headteacher or the chair (for five or more metrics). We believe this represents alignment in the majority of schools. We do not consider this to be a *high* level of alignment.

Table 17 - Level of alignment between external reviews of 28 schools and the schools' scores across nine metrics

Level of alignment:	Total number of schools
Aligns with headteacher and chair	12
Aligns with chair	5
Aligns with headteacher	7
Aligns with neither headteacher or chair	4

The reviews did not validate the metrics in four schools (they only supported the scores for the headteacher and chair for four or fewer metrics).

The summary of results by metrics (based on schools) is outlined in Table 3.2 below and in more detail in technical appendix 5.

Table 18 - Validation findings based on number of schools

	Experience and qualifications	Cohesion	Training and its application	Data use to inform and challenge	Leadership	Financial scrutiny	Stakeholder consultation	Clerking	Recruitment
Aligns with headteacher and chair	13	6	11	8	10	9	9	12	10
Aligns with chair	4	5	4	8	7	5	7	4	7
Aligns with headteacher	9	7	6	7	3	8	5	4	7
Aligns with neither headteacher or chair	2	10	7	5	8	6	7	8	4

This Table indicates the level of validation by the individual metrics. For example, the reviews validated scores in almost half the schools reviewed (13) on the **experience and qualifications** metric and did not validate the scores on that metric of either headteacher or chair in only two schools. This indicates that this metric has a higher level of alignment. Conversely, the reviews validated scores in less than a quarter of schools (six) on the 'cohesion' metric and did not validate the metric in ten schools. This indicates that this metric has a lower level of alignment. This is of particular concern as the cohesion metric covers understanding of the role as well the involvement of all board members, and is the closest metric to covering behaviour.

In terms of the characteristics of the schools where the reviews closely validated the metrics there were no notable differences by school type, phase or structure. The following minor observations on the differences between sub-sectors of the 28 schools illustrate this point:

- the reviews validated scores for the experience and qualifications metric for headteachers and chairs in a slightly greater proportion of secondary than primary schools (approximately four-fifths in secondary schools and two-thirds in primary)

- the reviews validated scores for the cohesion metric for headteachers and chairs in a greater proportion of primary than secondary schools (approximately two-thirds in primary and two-fifths in secondary schools)

- the reviews appeared to capture clerking activities in maintained schools better than in MATs and single academy trusts. Of the twelve schools where there was a higher level of alignment on the clerking metric, six of the schools are maintained schools; three are part of a MAT and three are single academy trusts. This may be due to the complexities in levels of governance within MATs.

Table 3.2 also illustrates that there is no discernible difference in the alignment levels between the review ratings and the headteacher and chair scores. The reviews do not align more closely with either role. This suggests that the expert reviews do not validate responses from either role more strongly.

It should be noted that this review process took place during a period of considerable change due to many schools becoming academies and/or joining MATs. This is a powerful example of how metrics cannot capture or allow for contextual factors. It is also important to remember that governance within a MAT should be considered as a whole.

3.4 Conclusions

The reviews aligned more strongly with some metrics, such as experience and qualifications and (to slightly less extent) clerking, than others, for example cohesion and data use to inform and challenge. It is important to note that those metrics which are slightly less aligned are arguably the more important ones in terms of effective governance. The reviews do not align more closely with either the chair or headteacher roles.

Overall, our conclusion is that the validation process and the extent of alignment between the expert reviews and the metrics indicate that the metrics that have emerged from this feasibility study do broadly identify the components of effective governance. We believe that these findings indicate that defining and collecting metrics on the quality of governance is feasible as alignment was achieved, to a certain extent, across the majority of chairs and headteachers within schools. However, given that there was not *high* alignment in the *majority* of schools (in which a review was carried out) we suggest, to strengthen the validation, that it is worth considering carrying out further reviews,

based on the nine metrics. The aim would be for an independent contractor to validate the actual metrics that have emerged from the feasibility study and to explore reasons why some (e.g. cohesion) appear to be weaker, for example.

In this feasibility study alignment is taken to have been established when at least five out of nine metrics align with the review results; however, we suggest that if further work is taken to develop the metrics, at that stage consideration should be given to requiring alignment between the reviews and *both* the headteacher's and chair's survey responses in the majority of schools. Alternatively if one was aiming to minimise the burden of the final metrics on schools by asking for only one survey response (i.e. either from headteacher or chair) from each school, then we suggest that consideration would need to be made at the next stage of the work to increase the number of metrics which align to, perhaps, seven out of the nine.

4. Recommendations for the development of metrics to measure effective governance

This project has examined the feasibility of defining and collecting metrics to measure effective governance. We have developed nine metrics, which relate to four underlying components of good governance ('constructs'). Our analysis has demonstrated that these metrics function well statistically (i.e. reliably), and overall, the validation process provides evidence to suggest these metrics are measuring what they are supposed to be measuring (i.e. are valid).

4.1 Key findings

- This study has demonstrated that defining and collecting metrics on the quality of governance is broadly feasible. However, in order to secure confidence in the metrics, we recommend further validation.

- We have developed nine statistically-reliable metrics, validated to a certain extent by expert reviews, that broadly identify the components of effective governance

- We believe, with further developmental work these metrics could possibly be applied on a large scale. For example, further examination will establish the reasons why the validation process indicated that some metrics (e.g. cohesion) were weaker. We can then decide whether the metric can be strengthened or whether the elements of governance within cohesion cannot be measured in this way. The inclusion of a cohesion metric would ensure a more powerful overall set of metrics.

4.2 Recommendations

We recommend that further development work is undertaken to improve the metrics. The metric requiring the most improvement is cohesion as there was poor alignment for this metric between the survey responses and the reviews. Additionally, cohesion includes many of the fundamental behaviours required for effective governance. We believe that if the metrics were refined then they could be used to track the quality of governance across the system.

Further developmental work could also investigate whether these metrics would work for a school that is part of any MAT, or whether it only applies to those MATs which have a high level of delegation to academy committees. It could also investigate whether the metrics would work *across* a MAT.

5. References

All Party Parliamentary Group on Education Governance and Leadership, National Governors' Association (2015). *Twenty Questions – 2nd Edition 2015. Key Questions Every Governing Board Should Ask Itself* [online]. Available: http://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Governance-Tools/Twenty-Questions.aspx [15 July, 2016].

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Technical appendix 1: Metrics

Standardisation

All metrics have been standardised with mean 50 and standard deviation 10. We have standardised the metrics in order to make them easily comparable to each other. This means that, for each metric, a figure below 50 indicates that the school has a score below average, while a figure above 50 indicates that the school has a score above average.

Metric title: Experience and qualifications

Metric items

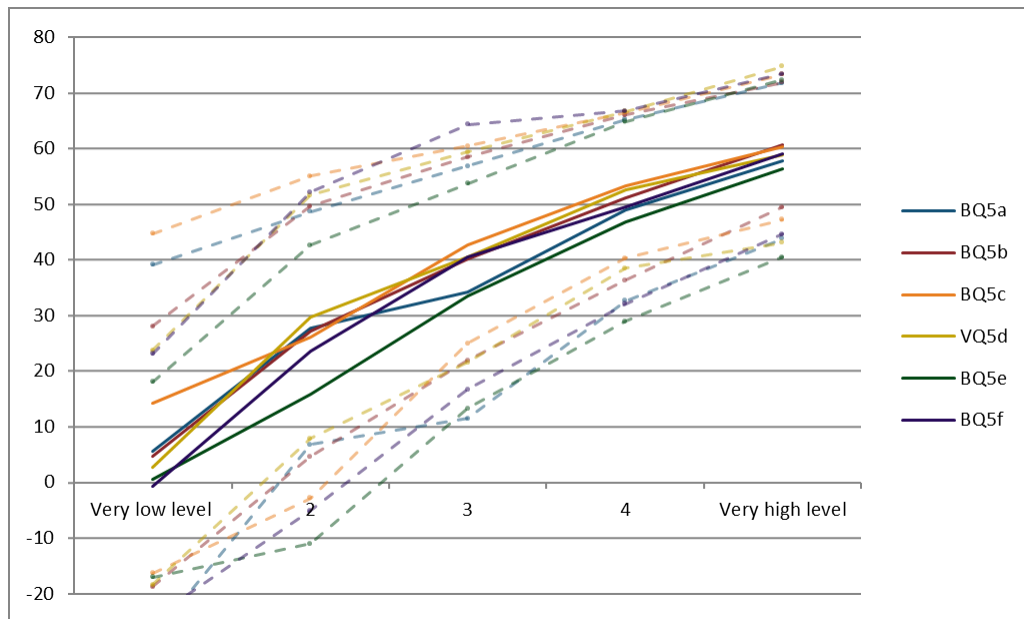How do you rate the level of qualification/experience of your governing board in the following areas?

- **BQ5a**: Finance/Procurement
- **BQ5b**: Strategic planning
- **BQ5c**: Human Resources
- **BQ5d**: Educational data analysis
- **BQ5e**: Safeguarding
- **BQ5f**: Health and safety

Summary statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Experience and qualifications	949	-9.25	67.98	50	10

Relationship between single items and metric score

How do you rate the level of qualification/experience of your governing board in the following areas?

BQ5a: Finance/Procurement

BQ5b: Strategic planning

BQ5c: Human Resources

BQ5d: Educational data analysis

BQ5e: Safeguarding

BQ5f: Health and safety

Metric title: Cohesion
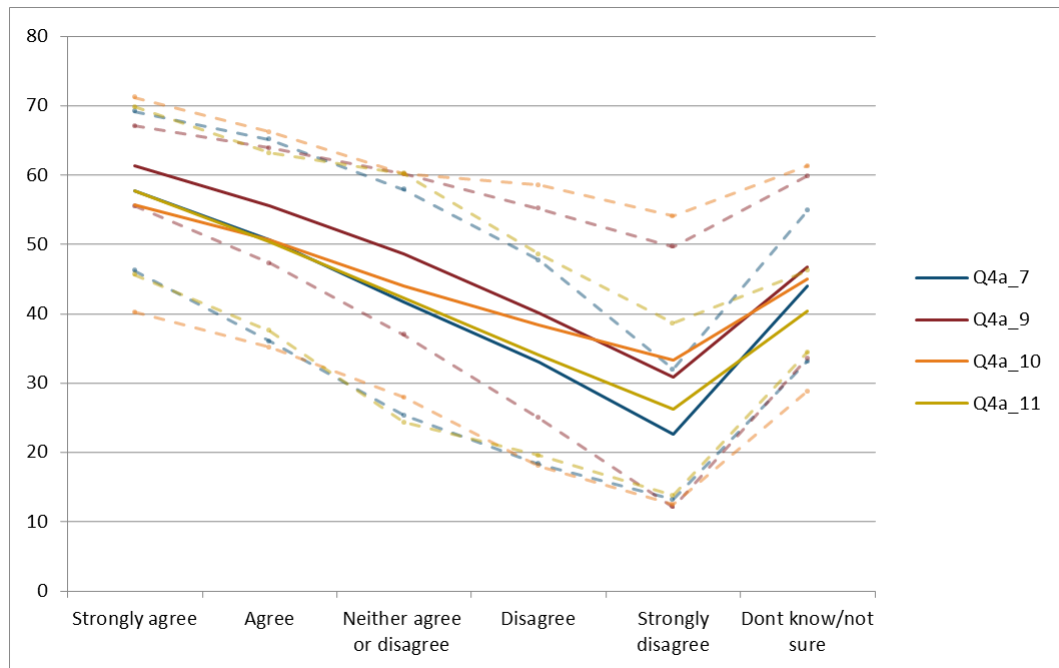
Metric items

- **Q4a_7**: All our governors understand the corporate nature of school governance today

- **Q4a_9**: All our governors are equally committed to sharing the workload of governance

- **Q4a_10**: Our vice chair could easily step into the chair's role with minimal disruption

- **Q4a_11**: All our governors contribute during governing board meetings

Summary statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Cohesion	945	14.88	63.69	50	10

Relationship between single items and metric score

Q4a_7: All our governors understand the corporate nature of school governance today

Q4a_9: All our governors are equally committed to sharing the workload of governance

Q4a_10: Our vice chair could easily step into the chair's role with minimal disruption

Q4a_11: All our governors contribute during governing board meetings

Metric title: Training and its application

Metric items

When a governor currently visits, what does a visit actually involve?

- **AQ15c**: Monitoring progress towards a specific target in the school development plan

- **AQ15d**: Seeing how a policy such as safeguarding is complied with

Do governors in your school currently receive the following types of training and guidance (includes induction and ongoing training)?

- **Q3d**: The NGA's handbook 'Welcome to Governance'

- **Q3e**: A link to the DfE's Governance Handbook

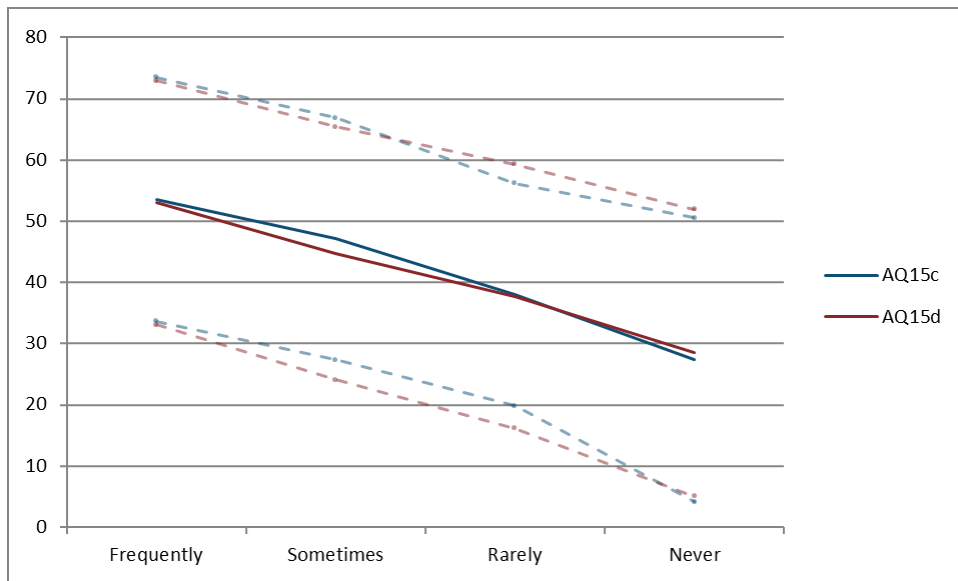- **Q4a_3**: Our chair encourages potential future candidates for the position of chair to attend training

How much do the following sources help with the evaluation of your governing board's practice?

- **Q11a_1**: The All-party Parliamentary Group's 20 Key Questions for a School Governing Body to Ask Itself

- **Q11a_2**: The Department for Education's Governance Handbook

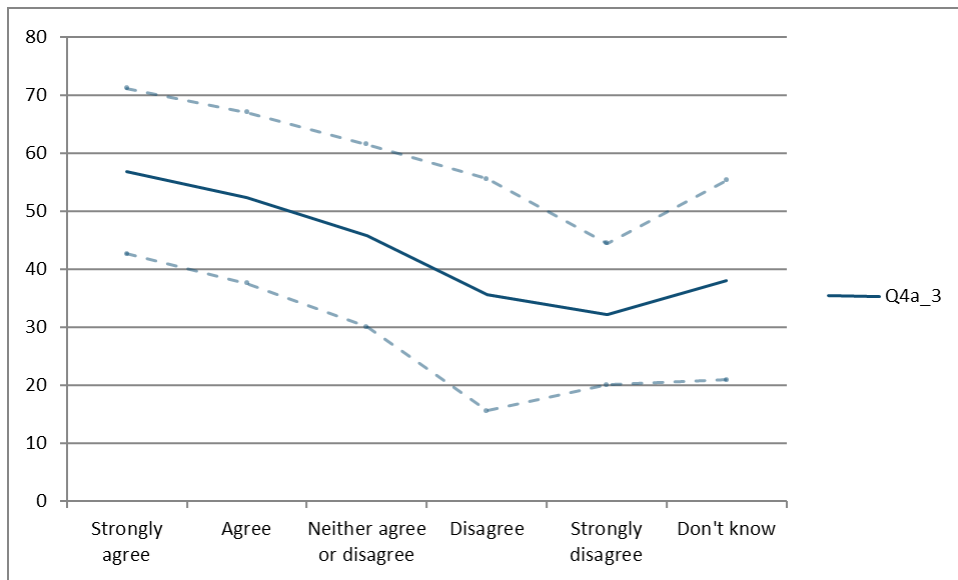- **Q11a_4**: Use of 360 degree feedback on governors

Summary statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Training and its application	941	15.15	69.48	50	10

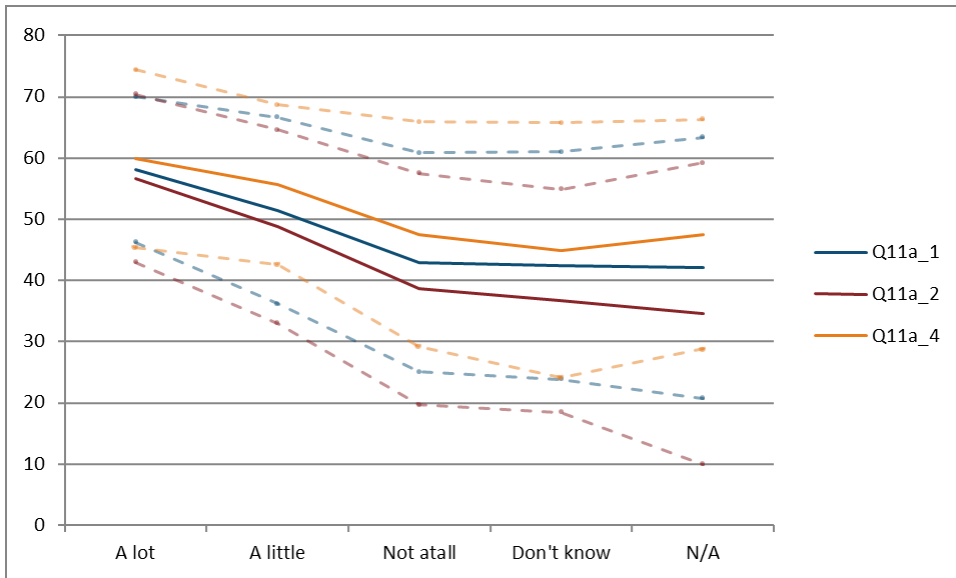# Relationship between single items and metric score

AQ15c: Monitoring progress towards a specific target in the school development plan

AQ15d: Seeing how a policy such as safeguarding is complied with

Q4a_3: Our chair encourages potential future candidates for the position of chair to attend training

Q11a_1: The All-party Parliamentary Group's 20 Key Questions for a School Governing Body to Ask Itself

Q11a_2: The Department for Education's Governance Handbook

Q11a_4: Use of 360 degree feedback on governors
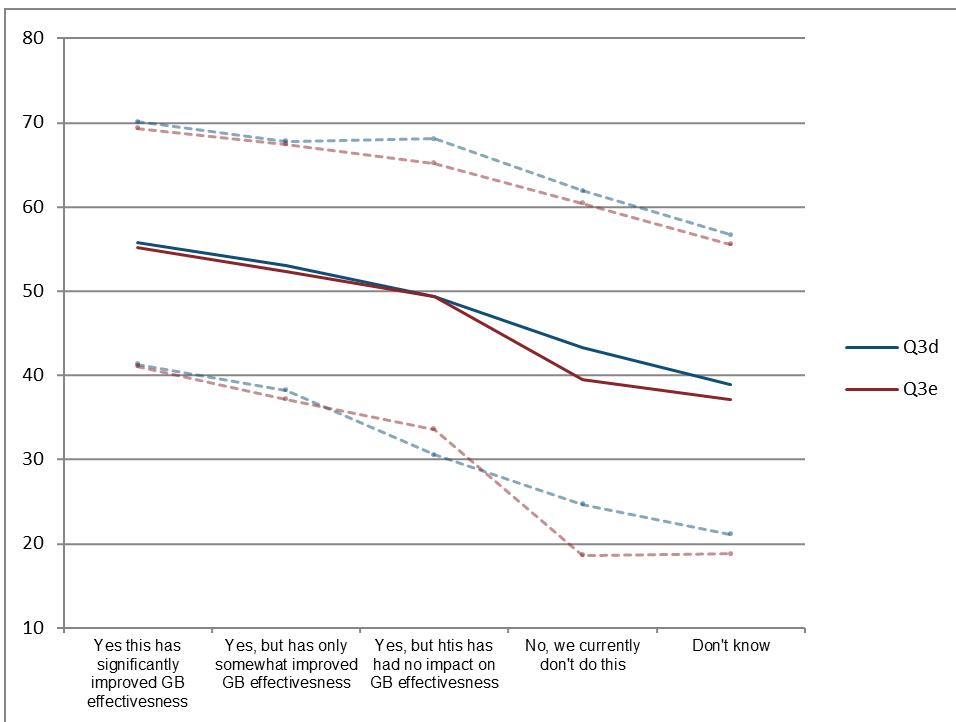
Do governors in your school currently receive the following types of training and guidance (includes induction and ongoing training)?

Q3d: The NGA's handbook 'Welcome to Governance'

Q3e: A link to the DfE's Governance Handbook

Metric title: Data use

Metric items

Which forms of data on pupil progress/attainment does your governing board use?

- **Q7a**: Pupil performance data from RAISE online
- **Q7b**: DfE School Financial Health and Efficiency tool
- **Q7c**: Fischer Family Trust (FFT) governor dashboard
- **Q7d**: FFT Aspire
- **Q7e**: DfE school performance Tables
- **Q7f**: Local Authority performance data
- **Q7g**: School middle leaders' report
- **Q7h**: Ofsted Data Dashboard
- **Q7i**: Internally produced assessment data

Summary statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Data use	949	31.24	74.68	50	10

Relationship between single items and metric score
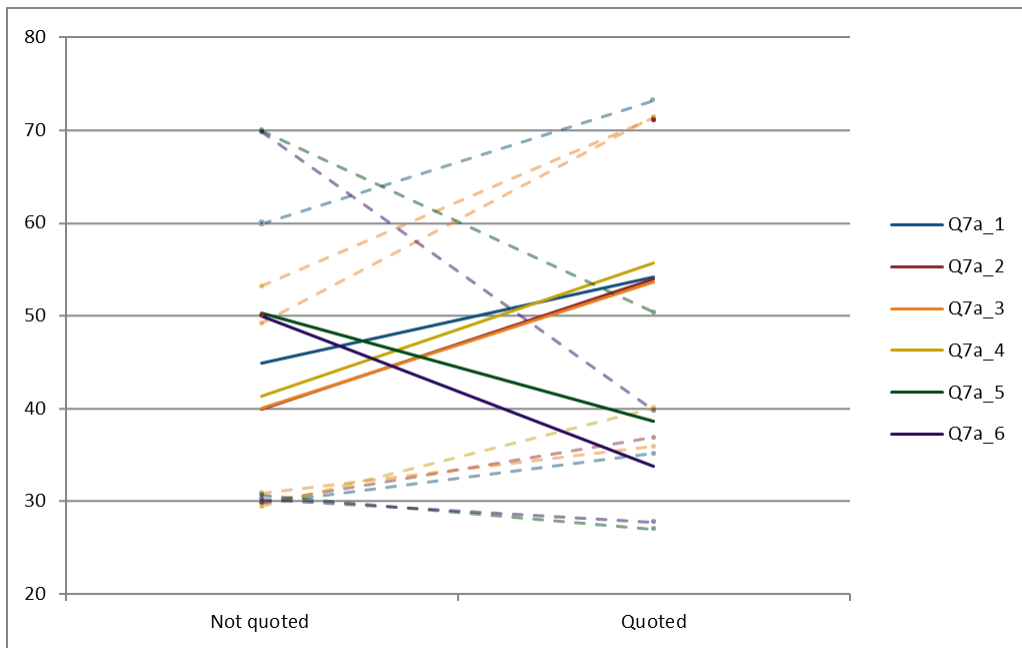

Which forms of data on pupil progress/attainment does your governing board use? Pupil performance data from RAISE online:

Q7a_1: Yes, to inform significant resource decisions.

Q7a_2: Yes, to challenge the headteacher.

Q7a_3: Yes, to become better informed about schools and pupil progress.

Q7a_4: Yes, to identify where more questions need to be asked.

Q7a_5: No, do not use.

Q7a_6: Don't know

Which forms of data on pupil progress/attainment does your governing board use? DfE School Financial Health and Efficiency tool:

Q7b_1: Yes, to inform significant resource decisions.

Q7b_2: Yes, to challenge the headteacher.

Q7b_3: Yes, to become better informed about schools and pupil progress.

Q7b_4: Yes, to identify where more questions need to be asked.

Q7b_5: No, do not use.

Q7b_6: Don't know

Which forms of data on pupil progress/attainment does your governing board use? Fischer Family Trust (FFT) governor dashboard:

Q7c_1: Yes, to inform significant resource decisions.

Q7c_2: Yes, to challenge the headteacher.

Q7c_3: Yes, to become better informed about schools and pupil progress.

Q7c_4: Yes, to identify where more questions need to be asked.

Q7c_5: No, do not use.

Q7c_6: Don't know

Which forms of data on pupil progress/attainment does your governing board use? FFT Aspire:

Q7d_1: Yes, to inform significant resource decisions.

Q7d_2: Yes, to challenge the headteacher.
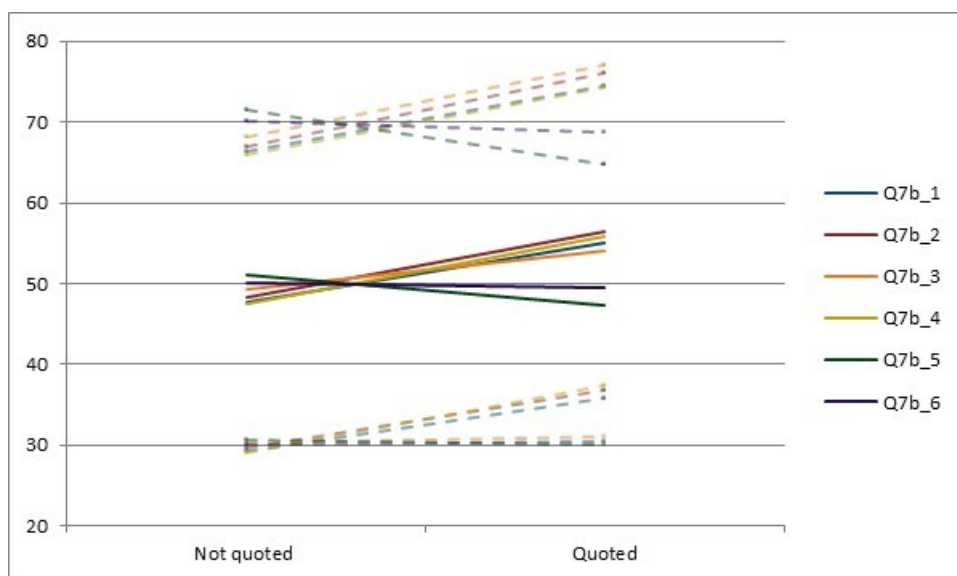
Q7d_3: Yes, to become better informed about schools and pupil progress.

Q7d_4: Yes, to identify where more questions need to be asked.

Q7d_5: No, do not use.

Q7d_6: Don't know

Which forms of data on pupil progress/attainment does your governing board use? FFT Aspire:**Q7e_1**: Yes, to inform significant resource decisions.
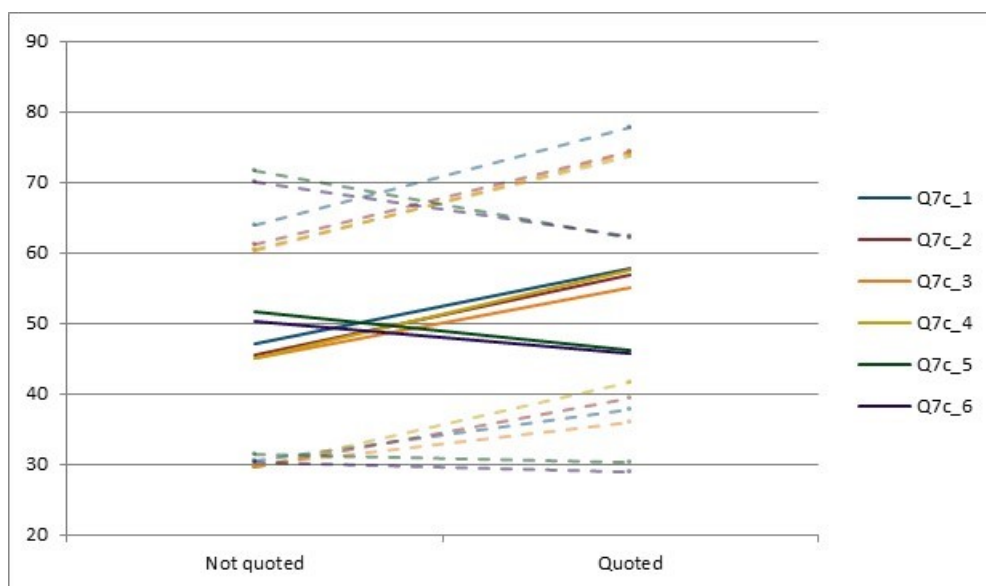
Q7e_2: Yes, to challenge the headteacher.

Q7e_3: Yes, to become better informed about schools and pupil progress.

Q7e_4: Yes, to identify where more questions need to be asked.

Q7e_5: No, do not use.

Q7e_6: Don't know

66

Which forms of data on pupil progress/attainment does your governing board use? Local Authority performance data:

Q7f_1: Yes, to inform significant resource decisions.

Q7f_2: Yes, to challenge the headteacher.

Q7f_3: Yes, to become better informed about schools and pupil progress.

Q7f_4: Yes, to identify where more questions need to be asked.

Q7f_5: No, do not use.

Q7f_6: Don't know

Which forms of data on pupil progress/attainment does your governing board use? School middle leaders' report:
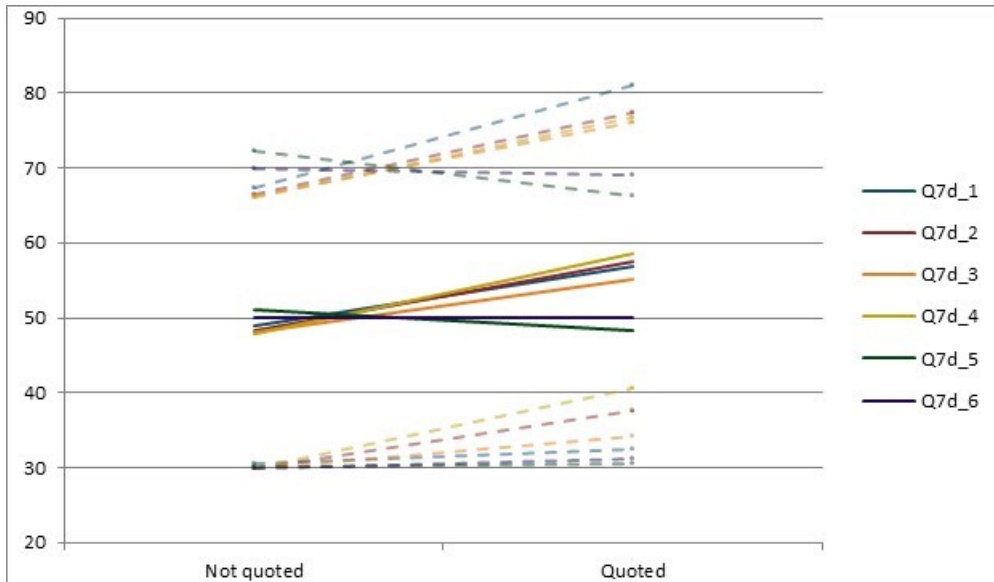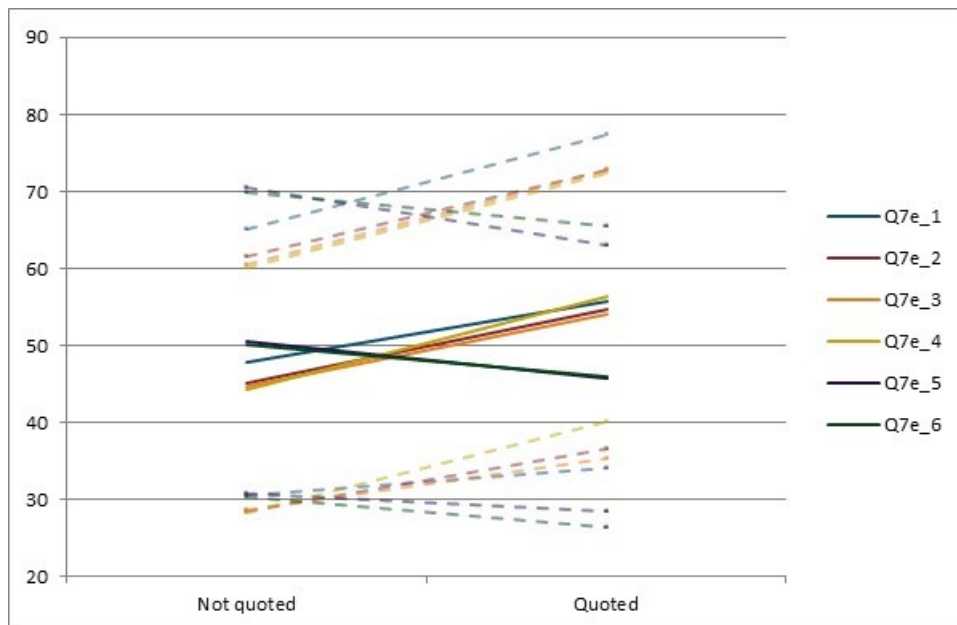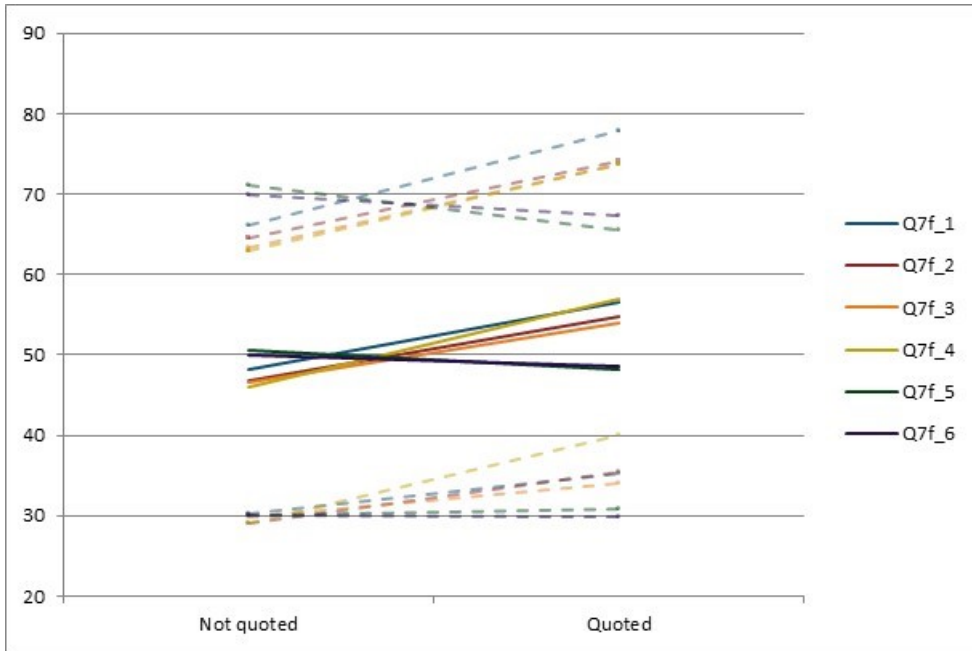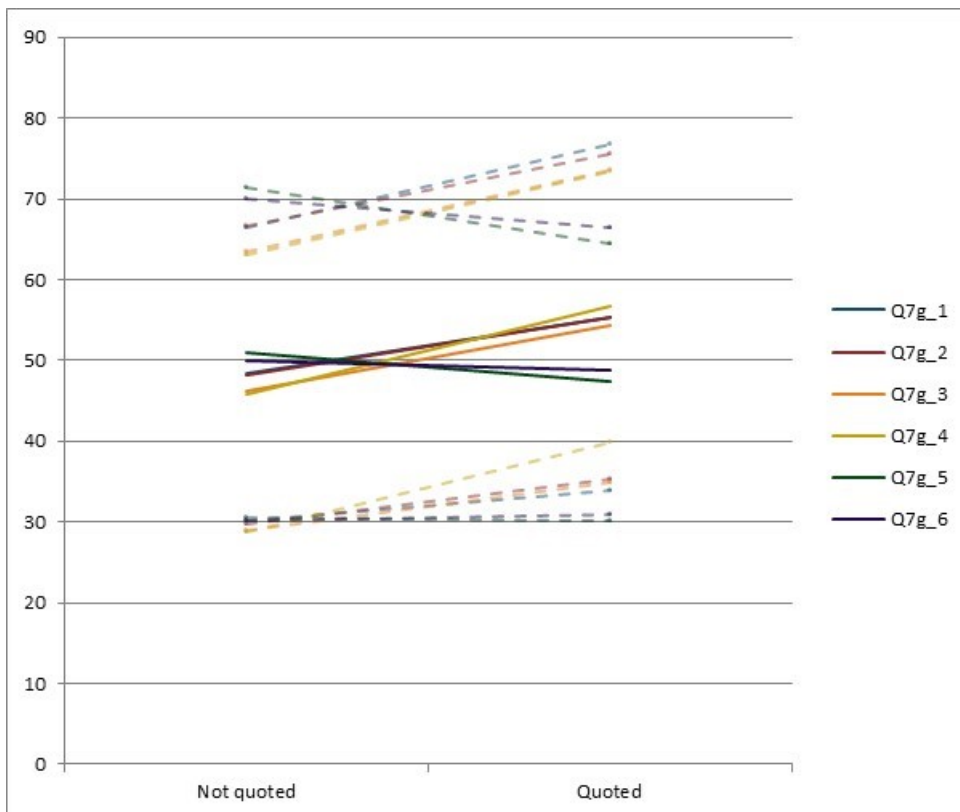
Q7g_1: Yes, to inform significant resource decisions.

Q7g_2: Yes, to challenge the headteacher.

Q7g_3: Yes, to become better informed about schools and pupil progress.

Q7g_4: Yes, to identify where more questions need to be asked.

Q7g_5: No, do not use.

Q7g_6: Don't know

Metric title: Leadership

Metric items

- **BQ6a**: …the governing board ensures that the headteacher's performance review is carried out effectively by appointed governor(s) each year

- **BQ6b**: ….the governing board uses external advice to inform the headteacher's performance review process and to assess the impact the headteacher has made

- **BQ6c**: … the headteacher's performance review objectives reflect all the key priorities in the improvement strategy/development plan

- **BQ6d**: …the headteacher has a mid-year performance review meeting with appointed governors

- **BQ6e**: ….I have confidence in the overall staff performance management system within our school

- **AQ4b**: Our headteacher and chair's relationship is professional - 'courageous conversations' are not a problem

- **AQ4c**: I could cite an example of a 'courageous conversation' between the headteacher and the chair that made a real difference to children's outcomes

- **AQ4e**: Our headteacher is well-supported by the chair of governors

- **AQ4g**: Our chair undergoes a 360 degree (or similar) appraisal every year

- **AQ4i**: Our chair undertakes governance training every year

- **Q4a_4**: The chair and headteacher work in partnership

- **Q4a_12**: Our chair feels that training of other governors is a priority

Summary statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Leadership	946	10.83	67.79	50	10

Relationship between single items and metric score
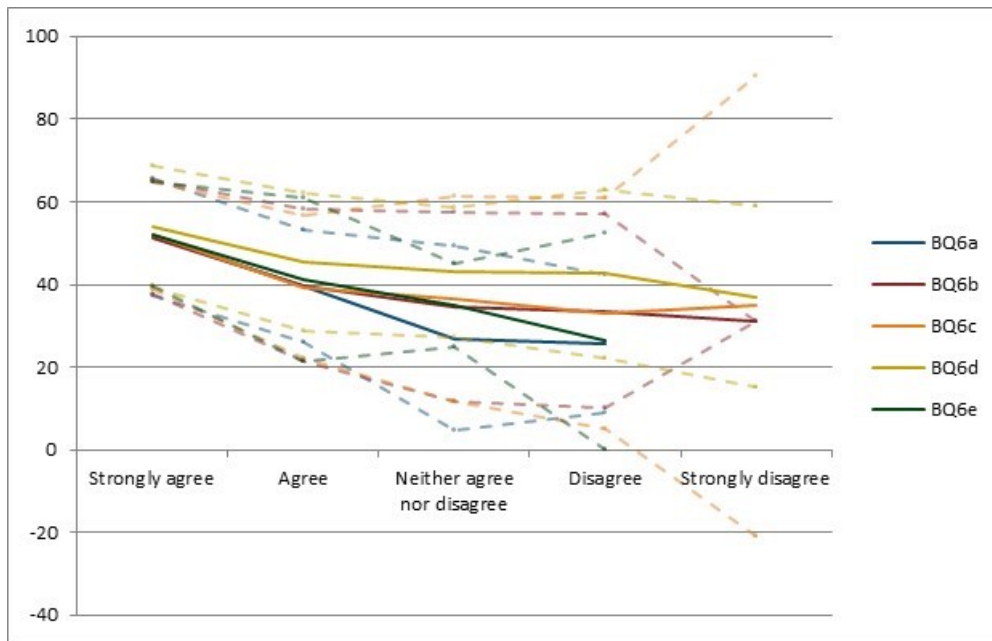

BQ6a: …the governing board ensures that the headteacher's performance review is carried out effectively by appointed governor(s) each year

BQ6b: ….the governing board uses external advice to inform the headteacher's performance review process and to assess the impact the headteacher has made

BQ6c: … the headteacher's performance review objectives reflect all the key priorities in the improvement strategy/development plan

BQ6d: …the headteacher has a mid-year performance review meeting with appointed governors

BQ6e: ….I have confidence in the overall staff performance management system within our school

AQ4b: Our headteacher and chair's relationship is professional - 'courageous conversations' are not a problem

AQ4c: I could cite an example of a 'courageous conversation' between the headteacher and the chair that made a real difference to children's outcomes

AQ4e: Our headteacher is well-supported by the chair of governors

AQ4g: Our chair undergoes a 360 degree (or similar) appraisal every year

AQ4i: Our chair undertakes governance training every year

Q4a_4: The chair and headteacher work in partnership

Q4a_12: Our chair feels that training of other governors is a priority

Metric title: Financial scrutiny

Metric items

Thinking about the governing board's role in overseeing financial performance, to what extent does it currently ensure that:

- **Q10a**: the budget supports your school's improvement plan
- **Q10b**: the school's improvement plan is effectively costed
- **Q10c**: your staffing structure is agreed in line with your development plan and budget
- **Q10d**: the school does not run with a deficit budget
- **Q10e**: the finances of the school are forward-planned
- **Q10f**: the financial performance of the school is monitored on a termly basis
- **Q10g**: monitoring the financial performance is seen as important as holding the headteacher to account for the educational performance
- **Q10i**: pupil premium spending is scrutinised alongside pupil performance data to see what difference it is making to pupils
- **Q10j**: governors' knowledge and skills are used effectively to monitor the school's budget

Summary statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Financial scrutiny	943	-32.01	58.14	50	10

Relationship between single items and metric score
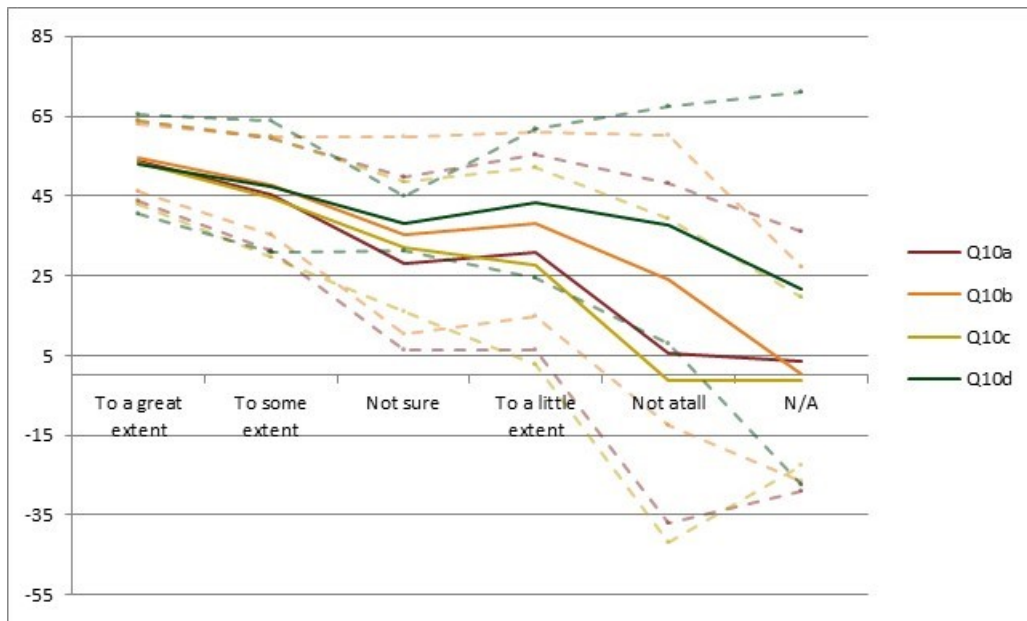
OriQ10a: the budget supports your school's improvement plan

OriQ10b: the school's improvement plan is effectively costed

OriQ10c: your staffing structure is agreed in line with your development plan and budget

OriQ10d: the school does not run with a deficit budget
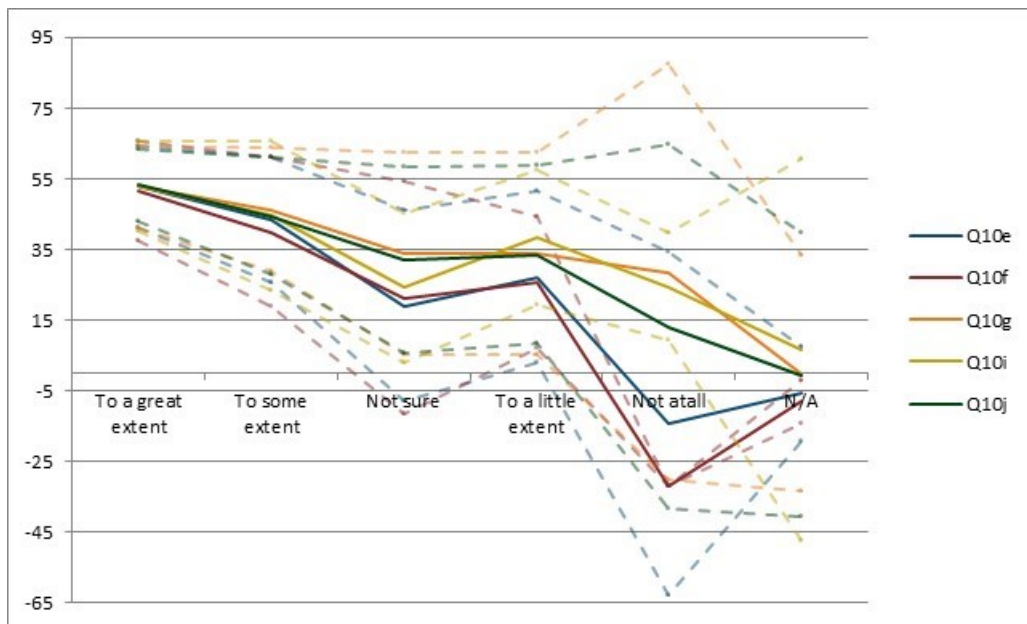
OriQ10e: the finances of the school are forward-planned

OriQ10f: the financial performance of the school is monitored on a termly basis

OriQ10g: monitoring the financial performance is seen as important as holding the headteacher to account for the educational performance

OriQ10i: pupil premium spending is scrutinised alongside pupil performance data to see what difference it is making to pupils

OriQ10j: governors' knowledge and skills are used effectively to monitor the school's budget

Metric title: Stakeholder consultation

Metric items

When a governor currently visits, what does a visit actually involve?

- **AQ15b**: Gaining feedback on the school by talking to pupils/parents/carers
- **AQ15e**: Attending school events such as school performances, celebrations or sports day
- **AQ15h**: Representing the governing board at a parents evening

In the last year how frequently has your governing board engaged with (i.e. held discussions with or actively used data from) stakeholders in the following ways:

- **Q9a**: …held open meetings with parents/carers on particular issues?
- **Q9b**: …held discussions with pupils?
- **Q9e**: …used parent/carer survey data to inform decisions?
- **Q9f**: …used pupil survey data to inform decisions?
- **Q9g**: …used staff survey data to inform decisions?

Summary statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Stakeholder consultation	948	16.08	67.94	50	10

Relationship between single items and metric score

When a governor currently visits, what does a visit actually involve?

AQ15b: Gaining feedback on the school by talking to pupils/parents/carers

AQ15e: Attending school events such as school performances, celebrations or sports day

AQ15h: Representing the governing board at a parents evening

In the last year how frequently has your governing board engaged with (i.e. held discussions with or actively used data from) stakeholders in the following ways:

Q9a: …held open meetings with parents/carers on particular issues?

Q9b: …held discussions with pupils?

Q9e: …used parent/carer survey data to inform decisions?

Q9f: …used pupil survey data to inform decisions?

Q9g: …used staff survey data to inform decisions?

Metric title: Clerking

Metric items

- **Q12**: Does your school's governing board clerk have a job description for his/her role as a clerk?

- **Q13a**: Our clerk provides legal and procedural advice before, during and after meetings

- **Q13b**: Our clerk knows our school well

- **Q13c**: Our clerk ensures that papers are circulated to governors well in advance of meetings

- **Q13d**: Our clerk focuses on taking thorough minutes of meetings

- **Q13e**: Our clerk advises the governing board on which statutory policies it needs

- **Q13f**: Our clerk ensures that meetings are quorate

Summary statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Clerking	942	4.33	59.93	50	10

Relationship between single items and metric score
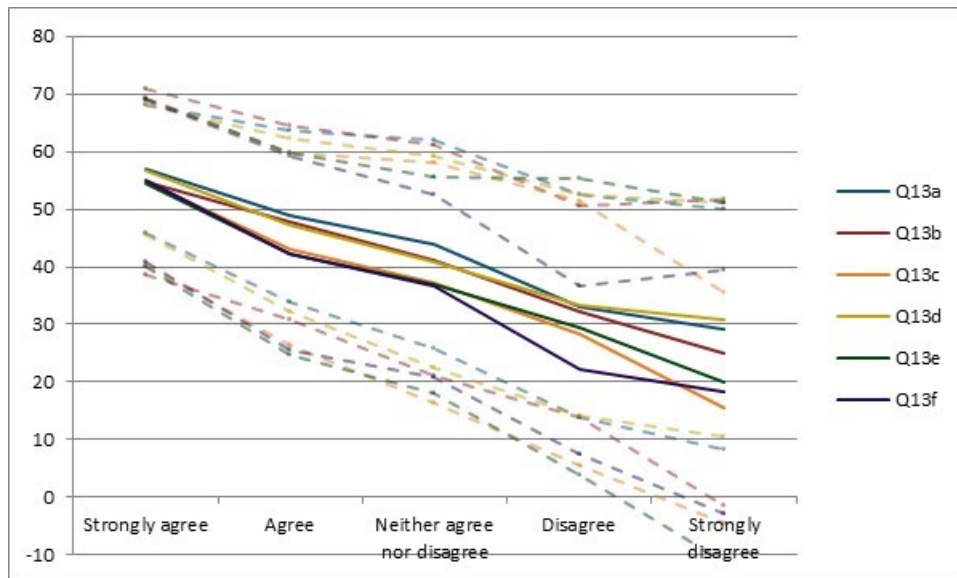
Q13a: Our clerk provides legal and procedural advice before, during and after meetings

Q13b: Our clerk knows our school well

Q13c: Our clerk ensures that papers are circulated to governors well in advance of meetings

Q13d: Our clerk focuses on taking thorough minutes of meetings

Q13e: Our clerk advises the governing board on which statutory policies it needs

Q13f: Our clerk ensures that meetings are quorate

Q12: Does your school's governing board clerk have a job description for his/her role as a clerk?

Metric title: Recruitment

Metric items

Thinking about when you last recruited a new governor, which of the following processes you follow?

- **BQ2b:** We required applicants to complete an application form

- **BQ2c:** We required applicants to provide a CV or written resume of their skills and experience

- **BQ2d:** We held structured interviews

- **BQ2f:** We used SGOSS (or similar agency)

- **BQ2h:** We carried out a skills audit to identify skills needed

- **BQ2i:** We used written role descriptions to assess applicants

Summary statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Recruitment	949	23.71	74.44	50	10

Relationship between single items and metric score
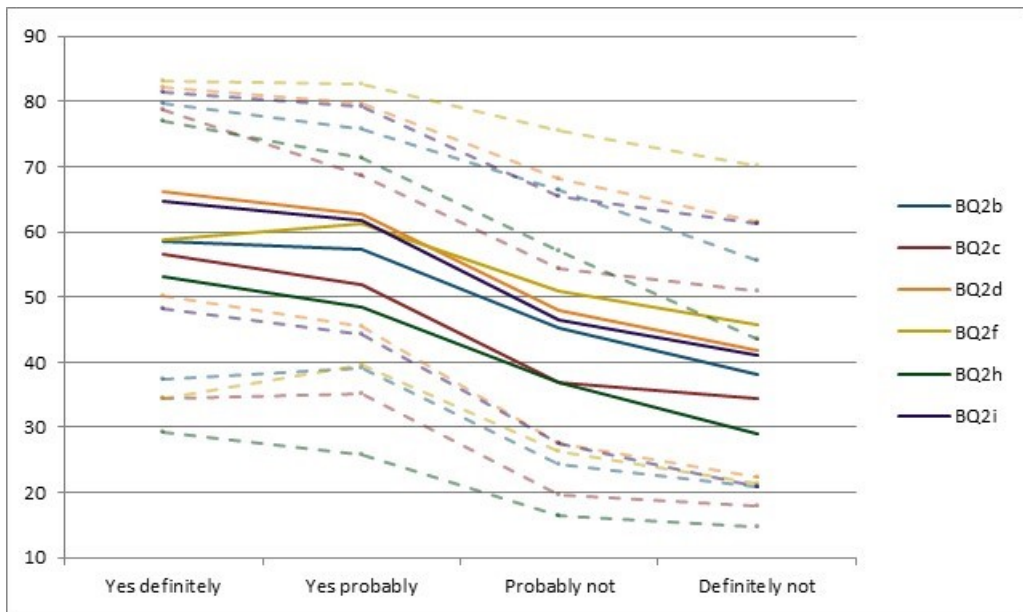
BQ2b: We required applicants to complete an application form

BQ2c: We required applicants to provide a CV or written resume of their skills and experience

BQ2d: We held structured interviews

BQ2f: We used SGOSS (or similar agency)

BQ2h: We carried out a skills audit to identify skills needed

BQ2i: We used written role descriptions to assess applicants

Technical appendix 2: Survey questionnaires

Understanding School Governance across the System

Understanding School Governance across the System

The Department for Education (DfE) has commissioned The National Foundation for Education Research (NFER) in partnership with the National Governors' Association (NGA) to explore s governance arrangements in an evolving system.

We would very much appreciate your help with this research and hope that you feel that you able to contribute. As a thank-you for taking part, we will send feedback to all participating sc in autumn 2016. In addition to this we will also select 30 schools from those who have comple both the headteacher and chair surveys to receive a free, confidential and independent NGA external review of governance during April or May 2016.

Please note that all data collected will be held in strict confidence and no individual school, headteacher or governor will be identified in any report arising from the research. We will not any other data with the DfE apart from in an anonymised form. All data relating to this project kept confidential by NFER and DfE.

If you are part of Multi Academy Trust (MAT), the person best positioned to explain the governance in this school should complete the survey. This might be someone from th local governing board or from the Trust board. If questions are being answered at Tru level then they should be answered with regards to the governance of your specific academy. By 'governor' we mean whoever is responsible for exercising governance functions; this might include trustees or directors for example.

Regardless of school type we would like the headteacher at school level to complete tl survey.

In answering the questions we would value your view on what the current governance arrangements are for your school. We appreciate that you will probably be planning changes governance practice in future but we would like to know what is actually happening now.

If you have any queries please do not hesitate to contact Kathryn Hurd on 01753 637078 or email at METR@NFER.ac.uk

Thank you in advance for your help with this survey.

*indicates different questions in versions A & B
FILTERS (FROM ABOUT YOU Q1)=
HEAD-3,4,7,8
CHAIR- 1,2,5,6,9
MAT- 2,6,9,4,8
MAINTAINED/SINGLE ACADEMIES-1,3,5,7,

FILTER:CHAIRS ONLY

Please confirm that you are answering for this school: _____

Yes ☐   No ☐

About you

Please indicate if you are:

Chair of governors at school/local level ☐₁   Chair of the MAT Board ☐₂   Headteacher of a school not in MAT ☐₃   Headteacher of a school in MAT

Vice chair of governors at school/local level ☐₅   MAT Board member ☐₆   Deputy/assistant headteacher of a school not in MAT ☐₇   Deputy/assistant headteacher a school in MAT

MAT regional representative ☐₉

Please indicate how long you have been in your current role (as indicated above)?

20 years or more ☐   5-9 years ☐   Less than a year ☐

10-19 years ☐   1-4 years ☐

About your governing board

Please indicate how many governors are on your (MATS:school-level) governing board?

(Insert in box) _____

School governance in general

PLAUSIBILITY CHECK NO MORE THAN 3

1* **What do you think are the THREE CORE functions of a school's governing board**

*(Please tick **THREE** functions from the following*

To provide updates for the school on educational developments ☐

To support and endorse the headteacher's plans/school development plan ☐

To provide support for the headteacher's key leadership roles ☐

To assist with the operational running of school ☐

To help the headteacher in the face of adversity ☐

To provide a responsive service for parents ☐

To oversee the financial performance of the school and make sure it achieves value-for-money with its resources ☐

To inform the local community about the school's progress ☐

To set the school's vision, ethos and strategic direction ☐

To hold the headteacher to account for the educational performance of pupils ☐

To make sure that the school's governing board meetings work effectively ☐

School governor recruitment in your school

(This does not apply to the election of parent, or staff governors or appointment of foundation governors)

2* **When thinking about the last time you recruited someone new to your governir board, which of the following processes did you follow?**

*(Please tick **all** that ap*

We invited applicants to visit the school and have an informal conversation ☐

We required applicants to complete an application form ☐

We required applicants to provide a CV or written resume of their skills and experience ☐

We held structured interviews ☐

We asked our local authority/local governor services to suggest someone ☐

We used SGOSS (or similar agency) ☐

We approached local businesses/the chambers of commerce ☐

We carried out a skills audit to identify skills needed ☐

We used written role descriptions to assess applicants ☐

We arranged for applicants to attend a governing board meeting before appointment ☐

We identified people known to the governors and invited them to join the board ☐

We identified people known to the headteacher or senior leadership team and invited them to join the board ☐

We advertised in the local press ☐

3 **Do governors in your school currently receive the following types of training and guidance (includes induction and ongoing training)?**

*(Please tick **one box** in **each row**)*

	Yes, this has significantly improved GB effectiveness	Yes, but has only somewhat improved GB effectiveness	Yes, but this has had no impact on GB effectiveness	No, we currently don't do this
Face-to-face induction training	☐	☐	☐	☐
Online induction training	☐	☐	☐	☐
Guidance from a professional clerk	☐	☐	☐	☐
The NGA's handbook 'Welcome to Governance'	☐	☐	☐	☐
A link to the DfE's Governance Handbook	☐	☐	☐	☐
A talk by the headteacher or other specialist on an area of interest	☐	☐	☐	☐
Local Authority Governors' Services' website	☐	☐	☐	☐
Training material provided by external trainers	☐	☐	☐	☐
Training material provided internally by the chair	☐	☐	☐	☐
Access to key school documents (e.g. school improvement plan or previous governing board meeting's minutes)	☐	☐	☐	☐
Code of conduct for governors	☐	☐	☐	☐
Tour of the school as part of induction	☐	☐	☐	☐
Opportunity to discuss training under development	☐	☐	☐	☐

Chair of your school governing board

4*   **Please indicate the extent to which you agree/disagree with the following statem**
        about current practice in your school: *(Please tick **one** box **in each row**)*

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree	
FILTER: HEADS ONLY We are reluctant to let a good chair go	☐	☐	☐	☐	☐	
Our headteacher and chair's relationship is professional - 'courageous conversations' are not a problem	☐	☐	☐	☐	☐	
I could cite an example of a 'courageous conversation' between the headteacher and the chair that made a real difference to children's outcomes	☐	☐	☐	☐	☐	
The chair and headteacher work in partnership	☐	☐	☐	☐	☐	
Our headteacher is well-supported by the chair of governors	☐	☐	☐	☐	☐	
FILTER: HEAD ONLY Our chair allows a significant issue to be properly debated even if this means altering the agenda	☐	☐	☐	☐	☐	
Our chair undergoes a 360 degree (or similar) appraisal every year	☐	☐	☐	☐	☐	
Our vice-chair could easily step into the chair's role with minimal disruption	☐	☐	☐	☐	☐	
Our chair undertakes governance training every year	☐	☐	☐	☐	☐	
Our chair feels that training of other governors is a priority	☐	☐	☐	☐	☐	

5* **Does your governing board have appropriate qualifications and/or experience i**
the following areas? *(Please tick **all appropriate box***

Finance/procurement ☐

Strategic planning ☐

Human Resources ☐

Educational data analysis ☐

Safeguarding ☐

Health & safety/premises and facilities management ☐

Responsibility for leadership tasks in your school

6* **In terms of performance management** *(Please tick **one** box **in each row**)*

	Yes	No	Don' no
…the governing board ensures that the headteacher's performance review is carried out effectively by appointed governor(s) each year	☐	☐	
….the governing board uses external advice to inform the headteacher's performance review process and to assess the impact the headteacher has made	☐	☐	
…=the headteacher's performance review objectives reflect all the key priorities in the improvement strategy/development plan	☐	☐	
…the headteacher has a mid-year performance review meeting with appointed governors	☐	☐	
….I have confidence in the overall staff performance management system within our school	☐	☐	

7 **Which forms of data on pupil progress/attainment does your governing board us**

*(Please tick **all appropriate** boxes **in each row***

	Yes, to inform significant resource decisions	Yes, to challenge the headteacher	Yes, to become better informed about schools and pupil progress	Yes, to identify where more questions need to be asked	No, do not use
Pupil performance data from RAISEonline	☐	☐	☐	☐	☐
DfE School Financial Health and Efficiency tool	☐	☐	☐	☐	☐
Fischer Family Trust (FFT) governor dashboard	☐	☐	☐	☐	☐
FFT Aspire	☐	☐	☐	☐	☐
DfE school performance Tables	☐	☐	☐	☐	☐
Local authority performance data	☐	☐	☐	☐	☐
School middle leaders' report	☐	☐	☐	☐	☐
Ofsted Data Dashboard	☐	☐	☐	☐	☐
Internally produced assessment data	☐	☐	☐	☐	☐

No, do not use and don't know are exclusive (i.e. cannot be ticked with others)

Understanding your school

FILTER: FOR ALL MAINTAINED SCHOOLS AND SINGLE ACADEMY SCHOOLS

8a* **Currently, what is the governing board's role in setting your school's strategic direction?**

(By strategic direction, we mean a longer-term measurable vision for the school e.g. pupils make good pro and are prepared for the next phase in their education)

(Please tick all that describe

We have a three-to-five year strategy for school development

We make sure the current year's development plan reflects our strategy's key priorities

We include stakeholders (e.g. staff and parents) in developing our strategy

We develop our strategy jointly with the headteacher and senior leadership team

The governing board leads on the strategy

The headteacher's performance objectives include delivering on the key priorities identified in the strategy

We have an annual strategy development session/day attended by all governors and the senior leadership team

FILTER :SCHOOLS IN MATs

**To what extent are the following strategic functions carried out at school/local le[vel]
at MAT board level?**

8b (By strategic, we mean a longer-term measurable vision for the school e.g. pupils make good progress a[nd]
prepared for the next phase in their education)

(By carried out we mean take responsibility for)

*(Please tick **one in ea[ch]**)*

	Carried out entirely at school/local level		Carried out jointly at both school level and MAT board level	e[ ]
	1	**2**	**3**	**4**
Setting the three-to-five year strategy for school development	☐	☐	☐	☐
Overseeing the financial performance of the school and making sure it achieves value-for-money with its resources	☐	☐	☐	☐
Ensuring the current year's school development plan reflects the strategy's key priorities	☐	☐	☐	☐
Including stakeholders in developing the school strategy	☐	☐	☐	☐
Leading the development of the school strategy jointly with the headteacher and senior leadership team	☐	☐	☐	☐
Setting the school's vision, ethos and strategic direction	☐	☐	☐	☐
Ensuring the headteacher's performance objectives include delivering on the strategy priorities	☐	☐	☐	☐
Holding an annual strategy development session/day	☐	☐	☐	☐
Holding the headteacher to account for the educational performance of its pupils	☐	☐	☐	☐

FILTER :SCHOOLS IN MATs

8c* **Currently, what is the governing board's role in setting your school's strategic direction?**

(By strategic direction, we mean a longer-term measurable vision for the school e.g. pupils make good pro and are prepared for the next phase in their education)

(Please rank from 1 to 7 where I = the most important role and 7 = the least important role tic

describe

We have a three-to-five year strategy for school developme

We make sure the current year's development plan reflects our strategy's key prioriti

We include stakeholders (e.g. staff and parents) in developing our strateg

We develop our strategy jointly with the headteacher and senior leadership tea

The governing board leads on the strateg

The headteacher's performance objectives include delivering on the key priorities identified

the strateg

We have an annual strategy development session/session attended by all governors and th

senior leadership tea

ALL TO ANSWER

9 In the last year how frequently has your **governing board** engaged with (i.e. held discussions with or actively used data from) stakeholders in the following ways:

*(Please tick **one** box in each*

	Frequently	Sometimes	Rarely	N
…held open meetings with parents/carers on particular issues?	☐	☐	☐	[
…held discussions with pupils?	☐	☐	☐	[
…the chair has attended parents/open evenings?	☐	☐	☐	[
…updated parents/the wider community about the governing board's work via a newsletter and/or the school website?	☐	☐	☐	[
…used parent/carer survey data to inform decisions?	☐	☐	☐	[
…used pupil survey data to inform decisions?	☐	☐	☐	[
…used staff survey data to inform decisions?	☐	☐	☐	[

10 **Thinking about the governing board's role in overseeing financial performance, t
extent does it currently ensure that:**

*(Please tick **one** box in*

	To a great extent	To some extent	Not sure	To a little extent	N a a
the budget supports your school's improvement plan	☐	☐	☐	☐	☐
the school's improvement plan is effectively costed	☐	☐	☐	☐	☐
your staffing structure is agreed in line with your development plan and budget	☐	☐	☐	☐	☐
the school does not run with a deficit budget	☐	☐	☐	☐	☐
the finances of the school are forward-planned	☐	☐	☐	☐	☐
the financial performance of the school is monitored on a termly basis	☐	☐	☐	☐	☐
monitoring the financial performance is seen as important as holding the headteacher to account for the educational performance	☐	☐	☐	☐	☐
your school uses the DfE school efficiency metric tool to compare your spending to that of other schools	☐	☐	☐	☐	☐
pupil premium spending is scrutinised alongside pupil performance data to see what difference it is making to pupils	☐	☐	☐	☐	☐
governors' knowledge and skills are used effectively to monitor the school's budget	☐	☐	☐	☐	☐
your school uses the DfE's financial benchmarking website (benchmarking report card) to compare prices so you can report on value for money	☐	☐	☐	☐	☐

11a   How much do the following sources help with the evaluation of your governing board's practice?

*(Please tick **one** box **in each**)*

	A lot	A little	Not at all	Don't know
The All-party Parliamentary Group's 20 Key Questions for a School Governing Body to Ask Itself	☐	☐	☐	☐
The Department for Education's Governance Handbook	☐	☐	☐	☐
School performance data	☐	☐	☐	☐
Use of 360 degree feedback on governors	☐	☐	☐	☐
Ofsted's Common Inspection Framework	☐	☐	☐	☐
Governor Mark - the GLM Quality Mark for School Governance	☐	☐	☐	☐
An external independent review by consultants (e.g. NGA, National Leaders of Governance)	☐	☐	☐	☐

11b   Could you cite a specific example of where your evaluation resulted in a chang practice which made governance more effective?   *(Please tick one)*

Yes ☐   No ☐   Not sure ☐

Professional clearking in your school

12   Does your school's governing board clerk have a job description for his/her role a clerk?   *(Please tick one bo)*

Yes ☐   No ☐   Don't know ☐

13 **To what extent do you agree with the following statements**

*(Please tick **one** box in ea*

	Strongly agree	Agree	Neither agree nor disagree	Disagree	S c
Our clerk provides legal and procedural advice before, during and after meetings	☐	☐	☐	☐	
Our clerk knows our school well	☐	☐	☐	☐	
Our clerk ensures that papers are circulated to governors well in advance of meetings	☐	☐	☐	☐	
Our clerk focuses on taking thorough minutes of meetings	☐	☐	☐	☐	
Our clerk advises the governing board on which statutory policies it needs	☐	☐	☐	☐	
Our clerk ensures that meetings are quorate	☐	☐	☐	☐	
It's important that our clerk carries out his/her clerking role as part of another job in the school	☐	☐	☐	☐	

Governor visits to your school

94

14 **Excluding chairs, in general how often do governors visit the school for a governance purpose other than governing board meetings?**

(Please tick on

More frequently ☐   Twice a term ☐   Termly ☐   Twice a year ☐   Once a year ☐   Less often

15* **When a governor currently visits, what does a visit actually involve?**

*(Please tick **one** box **only in each***

	Frequently	Sometimes	Rarely	Nev
Supporting teachers in the classroom (e.g. listening to pupils read)	☐	☐	☐	☐
Gaining feedback on the school by talking to pupils/parents/carers	☐	☐	☐	☐
Monitoring progress towards a specific target in the school development plan	☐	☐	☐	☐
Seeing how a policy such as safeguarding is complied with	☐	☐	☐	☐
Attending school events such as school performances, celebrations or sports day	☐	☐	☐	☐
Assessing the quality of teaching by observing lessons	☐	☐	☐	☐
Ensuring teachers are marking properly by checking books	☐	☐	☐	☐
Representing the governing board at a parents evening	☐	☐	☐	☐

16 **Finally, how would you rate the overall effectiveness of your governing board i following areas?** *(Please tick **one** box in each*

	Very effective	Effective	Not Sure	Ineffective	V ineff
To set the school's vision, ethos and strategic direction	☐	☐	☐	☐	☐
To hold the headteacher to account for the educational performance of its pupils	☐	☐	☐	☐	☐
To oversee the financial performance of the school and make sure it achieves value-for-money with its resources	☐	☐	☐	☐	☐

17 **Would you be happy to be contacted by someone from the DfE to discuss governance general in the future?** *(Please tick **one** box*

Yes ☐ No ☐

Thanks you for helping with this survey.

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Technical appendix 3: Survey scoring values

Question		Items	Categories (version A)	Values	Possible score range
1*		To provide updates for the school on educational developments	NB can only select/tick 3	-1	V A: -4 to + 6
		To support and endorse the headteacher's plans/school development plan		+1	
		To provide suppaort for the headteacher's key leadership roles		+1	
		To assist with the operational running of school		-2	
		To help the headteacher in the face of adversity		+1	
		To provide a responsive service for parents		-1	
		To oversee the financial performance of the school and make sure it achieves value-for-money with its resources		+2	
		To inform the local community about the school's progress		+1	
		To set the school's vision, ethos and strategic direction		+2	
		To hold the headteacher to account for the educational performance of its pupils		+2	
		To make sure that the school's governing board meetings work effectively		+1	
2*		We invited applicants to visit the school and have an informal conversation	Ticked	+1	-3 to +16
		We required applicants to complete an application form	Ticked	+2	
		We required applicants to provide a CV or written resume of their skills and experience	Ticked	+2	
		We held structured interviews	Ticked	+2	

Question		Items	Categories (version A)	Values	Possible score range
		We asked our local authority/local governor services to suggest someone	Ticked	-1	
		We used SGOSS (or similar agency)	Ticked	+1	
		We approached local businesses/the chambers of commerce	Ticked	+1	
		We carried out a skills audit to identify skills needed	Ticked	+2	
		We used written role descriptions to assess applicants	Ticked	+2	
		We arranged for applicants to attend a governing board meeting before appointment	Ticked	+1	
		We identified people known to the governors and invited them to join the board	Ticked	-1	
		We identified people known to the headteacher or senior leadership team and invited them to join the board	Ticked	-1	
		We advertised in the local press	Ticked	+2	
3		Face-to-face induction training	Yes	+2	0 to +2
			No	0	
		Online induction training[6]	Yes	+1	0 to +1

Question		Items	Categories (version A)	Values	Possible score range
			No – don't do this	0	
		Guidance from a professional clerk	Yes	+2	0 to + 2
			No	0	
		The NGA's handbook 'Welcome to Governance'	Yes	+2	0 to +2
			No	0	
		A link to the DfE's Governance Handbook	Yes	+2	0 to + 2
			No	0	
		A talk by the headteacher or other specialist on an area of interest	Yes	+2	0 to +2
			No	0	
		Local Authority Governors' Services' website	Yes	+1	0 to +1
			No	0	
		Training material provided by external trainers	Yes	+1	0 to +1
			No	0	
		Training material provided internally by the chair	Yes	+1	0 to + 1
			No	0	
		Access to key school documents (e.g. school improvement plan or previous governing board meeting's minutes)	Yes	+2	-2 to +2
			No	-2	
		Code of conduct for governors	Yes	+2	0 to + 2
			No	0	

Question		Items	Categories (version A)	Values	Possible score range
Q4 -		Tour of the school as part of induction	Yes	+2	0 to +2
			No	0	
		Opportunity to discuss training under Development item on agenda at governing board agenda	Yes	+2	0 to +2
			No	0	
		A meeting with the head/chair as part of induction	Yes	+ 2	-1 to +2
			No	-1	
		Observing how governing boards in other schools work	Yes	+ 2	0 to +2
			No	0	
		Our headteacher and chair's relationship is professional - 'courageous conversations' are not a problem	Strongly agree	+3	0 to +3
			Agree	+2	
			Neither agree or disagree	0	
			Disagree	-2	
			Strongly disagree	-3	
			Don't know/not sure	0	
			Strongly agree	+3	-3 to +3
			Agree	+2	

Question		Items	Categories (version A)	Values	Possible score range
		I could cite an example of a 'courageous conversation' between the headteacher and the chair that made a real difference to children's outcomes	Neither agree or disagree	0	
			Disagree	-2	
			Strongly disagree	-3	
			Don't know/not sure	0	
		The chair and headteacher work in partnership	Strongly agree	+2	-2 to +2
			Agree	+1	
			Neither agree or disagree	0	
			Disagree	-1	
			Strongly disagree	-2	
			Don't know/not sure	0	
		Our headteacher is well-supported by the chair of governors	Strongly agree	+2	-2 to +2
			Agree	+1	

Question		Items	Categories (version A)	Values	Possible score range
			Neither agree or disagree	0	
			Disagree	-1	
			Strongly disagree	-2	
			Don't know/not sure	0	
		Our chair undergoes a 360 degree (or similar) appraisal every year	Strongly agree	+3	0 to +3
			Agree	+2	
			Neither agree or disagree	0	
			Disagree	0	
			Strongly disagree	0	
			Don't know/not sure	0	
		Our vice-chair could easily step into the chair's role with minimal disruption	Strongly agree	+3	-2 to +3
			Agree	+2	
			Neither agree or disagree	0	

Question		Items	Categories (version A)	Values	Possible score range
			Disagree	-1	
			Strongly disagree	-2	
			Don't know/not sure	0	
		Our chair undertakes governance training every year	Strongly agree	+3	0 to +3
			Agree	+2	
			Neither agree or disagree	0	
			Disagree	0	
			Strongly disagree	0	
			Don't know/not sure	0	
		Our chair feels that training of other governors is a priority	Strongly agree	+3	-2 to +3
			Agree	+2	
			Neither agree or disagree	0	
			Disagree	-1	

Question		Items	Categories (version A)	Values	Possible score range
			Strongly disagree	-2	
			Don't know/not sure	0	
		Our chair frequently makes important decisions without consulting the full governing board	Strongly agree	-3	-3 to +2
			Agree	-2	
			Neither agree or disagree	0	
			Disagree	+1	
			Strongly disagree	+2	
			Don't know/not sure	0	
		The governing body leads the strategic direction that guides the school development plan	Strongly agree	+3	+3 to -3
			Agree	+2	
			Neither agree or disagree	0	
			Disagree	-2	
			Strongly disagree	-3	

Question		Items	Categories (version A)	Values	Possible score range
			Don't know/not sure	0	
		Performance-managing the clerk is our chair's responsibility	Strongly agree	+3	0 to+3
			Agree	+2	
			Neither agree or disagree	0	
			Disagree	0	
			Strongly disagree	0	
			Don't know/not sure	0	
		In our school we consider that the chair shouldn't be in post for longer than about six years	Strongly agree	+3	-1 to +3
			Agree	+2	
			Neither agree or disagree	0	
			Disagree	0	
			Strongly disagree	-1	
			Don't know/not sure	0	

Question		Items	Categories (version A)	Values	Possible score range
		Our chair reviews individual governors' performance	Strongly agree	+3	0 to +3
			Agree	+2	
			Neither agree or disagree	0	
			Disagree	0	
			Strongly disagree	0	
			Don't know/not sure	0	
		All our governors contribute during governing board meetings	Strongly agree	+3	-3 to +3
			Agree	+2	
			Neither agree or disagree	0	
			Disagree	-2	
			Strongly disagree	-3	
			Don't know/not sure	0	
		All our governors understand the corporate nature of school governance today	Strongly agree	+3	-3 to +3
			Agree	+2	

Question		Items	Categories (version A)	Values	Possible score range
			Neither agree or disagree	0	
			Disagree	-2	
			Strongly disagree	-3	
			Don't know/not sure	0	
		All our governors are equally committed to sharing the workload of governance	Strongly agree	+3	-3 to +3
			Agree	+2	
			Neither agree or disagree	0	
			Disagree	-2	
			Strongly disagree	-3	
			Don't know/not sure	0	
		Our chair encourages potential future candidates for chair to attend training	Strongly agree	+3	-3 to +3
			Agree	+2	
			Neither agree or disagree	0	

Question		Items	Categories (version A)	Values	Possible score range
			Disagree	-2	
			Strongly disagree	-3	
			Don't know/not sure	0	
5*		Finance/procurement	Ticked	+ 3	-14 to +14
			Not ticked	-3	
		Strategic planning	Ticked	+2	
			Not ticked	-2	
		Human Resources	Ticked	+2	
			Not ticked	-"2	
		Educational data analysis	Ticked	+3	
			Not ticked	-3	
		Safeguarding	Ticked	+2	
			Not ticked	-2	
		Health & safety/premises and facilities management	Ticked	+2	
			Not ticked	-2	
6*			Yes	2	-2 to + 2
			No	-2	

Question		Items	Categories (version A)	Values	Possible score range
		…the governing board ensures that the headteacher's performance review is carried out effectively by appointed governor(s) each year	Don't know/not sure	-2	
		….the governing board uses external advice to inform the headteacher's performance review process and to assess the impact the headteacher has made	Yes	2	0 to +2
			No	0	
			Don't know/not sure	0	
		…=the headteacher's performance review objectives reflect all the key priorities in the improvement strategy/development plan	Yes	2	0 to +2
			No	0	
			Don't know/not sure	0	
		…the headteacher has a mid-year performance review meeting with appointed governors	Yes	2	0 to +2
			No	0	
			Don't know/not sure	0	
		….I have confidence in the overall staff performance management system within our school	Yes	2	-2 to +2
			No	-2	
			Don't know/not sure	-1	

Question		Items	Categories (version A)	Values	Possible score range
7		Pupil performance data from RAISEonline	Yes – better informed about school and pupils progress	+2	0 to +2
			No – do not use	0	
			DK	0	
			Yes – challenge head OR Yes – to identify where questions needed OR inform sig resource decisions	+3	0 to +3
			No – do not use	0	
			DK	0	
		DfE School Financial Health and Efficiency tool	Yes – better informed about school and pupils progress	+1	0 to +1
			No – do not use	0	
			DK	0	
			Yes – challenge head OR	+2	0 to +2

Question		Items	Categories (version A)	Values	Possible score range
			Yes – to identify where questions needed OR inform sig resource decisions		
			No – do not Use	0	
			DK	0	
		Fischer Family Trust (FFT) governor dashboard	Yes – better informed about school and pupils progress	+2	0 to +2
			No – do not use	0	
			DK	0	
			Yes – challenge head OR Yes – to identify where questions needed OR inform sig resource decisions	+3	0 to +3
			No – do not use	0	
			DK	0	

Question		Items	Categories (version A)	Values	Possible score range
		FFT Aspire	Yes – better informed about school and pupils progress	+1	0 to +1
			No – do not use	0	
			DK	0	
			Yes – challenge head OR Yes – to identify where questions needed OR inform sig resource decisions	+2	0 to +2
			No – do not use	0	
			DK	0	
		DfE school performance Tables	Yes – better informed about school and pupils progress	+1	0 to +1
			No – do not use	0	
			DK	0	
			Yes – challenge head OR	+2	0 to +2

Question		Items	Categories (version A)	Values	Possible score range
			Yes – to identify where questions needed OR inform sig resource decisions		
			No – do not use	0	
			DK	0	
		Local Authority performance data	Yes – better informed about school and pupils progress	+1	0 to +1
			No – do not use	0	
			DK	0	
			Yes – challenge head OR Yes – to identify where questions needed OR inform sig resource decisions	+2	0 to +2
			No – do not use	0	
			DK	0	

Question		Items	Categories (version A)	Values	Possible score range
		School middle leaders' report	Yes – better informed about school and pupils progress	+1	0 to +1
			No – do not use	0	
			DK	0	
			Yes – challenge head OR Yes – to identify where questions needed OR inform sig resource decisions	+2	0 to +2
			No – do not use	0	
			DK	0	
		Ofsted Data Dashboard	Yes – better informed about school and pupils progress	+2	0 to +2
			No – do not use	0	

Question		Items	Categories (version A)	Values	Possible score range
			DK	0	
			Yes – challenge head OR Yes – to identify where questions needed OR inform sig resource decisions	+3	0 to +3
			No – do not use	0	
			DK	0	
		Internally produced assessment data	Yes – better informed about school and pupils progress	+2	-2 to +2
			No – do not use	-2	
			DK	-2	
			Yes – challenge head OR Yes – to identify where questions needed OR	+3	-2 to +3

Question		Items	Categories (version A)	Values	Possible score range
			inform sig resource decisions		
			No – do not use	-2	
			DK	-2	
8a Version A /8c Version B		We have a three-to-five year strategy for school development	Ticked	+2	0 to +2

Question		Items	Categories (version A)	Values	Possible score range
		We make sure the current year's development plan reflects our strategy's key priorities	Ticked	+2	0 to +2
		We include stakeholders (e.g. staff and parents) in developing our strategy	Ticked	+2	0 to +2
		We develop our strategy jointly with the headteacher and senior leadership team	Ticked	+2	0 to +2
		The governing board leads on the strategy	Ticked	+5	0 to +5
		The headteacher's performance objectives include delivering on the key priorities identified in the strategy	Ticked	+2	0 to +2
		We have an annual strategy development session/session attended by all governors and the senior leadership team	Ticked	+2	0 to +2
09		…held open meetings with parents/carers on particular issues?	Frequently	+3	0 to +3
			Sometimes	+2	
			Rarely	+1	
			Never	0	
		…held discussions with pupils?	Frequently	+3	0 to +3
			Sometimes	+2	
			Rarely	+1	
			Never	0	
		…the chair has attended parents/open evenings?	Frequently	+1	0 to +2
			Sometimes	+2	

Question		Items	Categories (version A)	Values	Possible score range
			Rarely	+1	
			Never	0	
		…updated parents/the wider community about the governing board's work via a newsletter and/or the school website?	Frequently	+1	0 to +3
			Sometimes	+3	
			Rarely	+2	
			Never	0	
		…used parent/carer survey data to inform decisions?	Frequently	+4	0 to +4
			Sometimes	+3	
			Rarely	1	
			Never	0	
		…used pupil survey data to inform decisions?	Frequently	+4	0 to +4
			Sometimes	+3	
			Rarely	+1	
			Never	0	
		…used staff survey data to inform decisions?	Frequently	+4	0 to +4
			Sometimes	+3	
			Rarely	+1	
			Never	0	
10 (all n/a = 0)		the budget supports your school's improvement plan	To a great extent	+3	-2 to +3

Question		Items	Categories (version A)	Values	Possible score range
			To some extent	+2	
			Not sure	0	
			To a little extent	+1	
			Not at all	-2	
		the school's improvement plan is effectively costed	To a great extent	+3	-1 to +3
			To some extent	+2	
			Not sure	0	
			To a little extent	+1	
			Not at all	-1	
		your staffing structure is agreed in line with your development plan and budget	To a great extent	+3	-1 to +3
			To some extent	+2	
			Not sure	0	
			To a little extent	1	

Question		Items	Categories (version A)	Values	Possible score range
			Not at all	-1	
		the school does not run with a deficit budget	To a great extent	+3	-1 to +3
			To some extent	+2	
			Not sure	0	
			To a little extent	+1	
			Not at all	-1	
		the finances of the school are forward-planned	To a great extent	+3	-1 to +3
			To some extent	+2	
			Not sure	0	
			To a little extent	+1	
			Not at all	-1	
		the financial performance of the school is monitored on a termly basis	To a great extent	+3	-2 to +3
			To some extent	+2	

Question		Items	Categories (version A)	Values	Possible score range
			Not sure	0	
			To a little extent	+1	
			Not at all	-2	
		monitoring the financial performance is seen as important as holding the headteacher to account for the educational performance	To a great extent	+3	-1 to +3
			To some extent	+2	
			Not sure	0	
			To a little extent	+1	
			Not at all	-1	
		your school uses the DfE school efficiency metric tool to compare your spending to that of other schools	To a great extent	+3	-1 to +3
			To some extent	+2	
			Not sure	0	
			To a little extent	+1	
			Not at all	-1	

Question		Items	Categories (version A)	Values	Possible score range
		pupil premium spending is scrutinised alongside pupil performance data to see what difference it is making to pupils	To a great extent	+3	-2 to +3
			To some extent	+2	
			Not sure	0	
			To a little extent	+1	
			Not at all	-2	
		governors' knowledge and skills are used effectively to monitor the school's budget	To a great extent	+3	-2 to +3
			To some extent	+2	
			Not sure	0	
			To a little extent	+1	
			Not at all	-2	
		your school uses the DfE's financial benchmarking website (benchmarking report card) to compare prices so you can report on value for money	To a great extent	+3	-1 to +3
			To some extent	+2	
			Not sure	0	

Question		Items	Categories (version A)	Values	Possible score range
			To a little extent	+1	
			Not at all	-1	
11a			A lot	+3	0 to +3
		The All-party Parliamentary Group's 20 Key Questions for a School Governing Body to Ask Itself	A little	+2	
			Not at all	0	
			Don't know/NA	0	
			A lot	+2	0 to +2
		The Department for Education's Governance Handbook	A little	+1	
			Not at all	0	
			Don't know/NA	0	
			A lot	+3	0 to +3
		School performance data	A little	+2	
			Not at all	0	
			Don't know/NA	0	
			A lot	+2	0 to +2
		Use of 360 degree feedback on governors	A little	+1	
			Not at all	0	
			Don't know/NA	0	
		Ofsted's Common Inspection Framework	A lot	+2	0 to +2

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Question		Items	Categories (version A)	Values	Possible score range
			A little	+1	
			Not at all	0	
			Don't know/NA	0	
		Governor Mark - the GLM Quality Mark for School Governance	A lot	+2	0 to +2
			A little	+1	
			Not at all	0	
			Don't know/NA	0	
		An external independent review by consultants (e.g. NGA, National Leaders of Governance)	A lot	+3	0 to +3
			A little	+2	
			Not at all	0	
			Don't know/NA	0	
11b		Yes		+1	-1 to +1
		No		-1	
		Not sure		0	
12		Yes		+1	-1 to +1
		No		-1	
		Don't know		0	
13		Our clerk provides legal and procedural advice before, during and after meetings	1	+4	0 to +4
			2	+3	
			3	+2	

Question		Items	Categories (version A)	Values	Possible score range
			4	0	
			5	0	
		Our clerk knows our school well	1	+4	0 to +4
			2	+3	
			3	+2	
			4	0	
			5	0	
		Our clerk ensures that papers are circulated to governors well in advance of meetings	1	+4	0 to +4
			2	+3	
			3	+2	
			4	0	
			5	0	
		Our clerk focuses on taking thorough minutes of meetings	1	+3	0 to +3
			2	+2	
			3	+1	
			4	0	
			5	0	
		Our clerk advises the governing board on which statutory policies it needs	1	+4	0 to +4
			2	+3	
			3	+2	

Question		Items	Categories (version A)	Values	Possible score range
			4	0	
			5	0	
		Our clerk ensures that meetings are quorate	1	+4	0 to +4
			2	+3	
			3	+2	
			4	0	
			5	0	
		It's important that our clerk carries out his/her clerking role as part of another job in the school	1	0	0 to +4
			2	0	
			3	+2	
			4	+3	
			5	+4	
14		More frequently		0	0 to +2
		Twice a term		0	
		Termly		+2	
		Twice a year		+2	
		Once a year		+1	
		Less often		0	
15		Supporting teachers in the classroom (e.g. listening to pupils read)	Frequently	-3	-3to +2
			Sometimes	-2	

Question		Items	Categories (version A)	Values	Possible score range
			Rarely	-1	
			Never	+2	
		Gaining feedback on the school by talking to pupils/parents/carers	Frequently	+3	0 to +3
			Sometimes	+2	
			Rarely	+1	
			Never	0	
		Monitoring progress towards a specific target in the school development plan	Frequently	+3	-1 to +3
			Sometimes	+2	
			Rarely	+1	
			Never	-1	
		Seeing how a policy such as safeguarding is complied with	Frequently	+3	-1 to +3
			Sometimes	+2	
			Rarely	+1	
			Never	-1	
		Attending school events such as school performances, celebrations or sports day	Frequently	+2	-1 to + 2
			Sometimes	+1	
			Rarely	0	
			Never	-1	
		Assessing the quality of teaching by observing lessons	Frequently	-3	-3 to +2
			Sometimes	-2	

Question		Items	Categories (version A)	Values	Possible score range
			Rarely	-1	
			Never	+2	
		Ensuring teachers are marking properly by checking books	Frequently	-3	-3 to + 2
			Sometimes	-2	
			Rarely	-1	
			Never	+2	
		Representing the governing board at a parents evening	Frequently	+2	-1 to + 2
			Sometimes	+1	
			Rarely	0	
			Never	-1	

From above list, some questions are multiple response 'tick box' questions where a respondent is asked to tick more than one response/item. As a result, items within each question are considered to be interdependent and an overall score for the question is generated by simply summing the scores for individual items within it. e.g. Q1, Q2, Q5, Q7 and Q8a

Scoring values (* questions are those that are NOT common across 2 versions so have different scores.)

Question		Items	Categories (version B)	Values	Possible score range
1*		To provide updates for the school on educational developments	NB can only select/tick 3	-1	V A: -3 to + 6
		To support and endorse the headteacher's plans/school development plan		+1	
		To provide support for the headteacher's key leadership roles		+1	
		To assist with the operational running of school		-2	
		To help the headteacher in the face of adversity		+1	
		To provide a responsive service for parents		-1	
		To oversee the financial performance of the school and make sure it achieves value-for-money with its resources		+2	
		To inform the local community about the school's progress		+1	
		To set the school's vision, ethos and strategic direction		+2	
		To hold the headteacher to account for the educational performance of its pupils		+2	
		To make sure that the school's governing board meetings work effectively		+1	
2*		We invited applicants to visit the school and have an informal conversation	Yes definitely	+1	-3 to +16 for Q2
			Yes probably	+1	
			Probably not	0	
			Definitely not	0	
		We required applicants to complete an application form	Yes definitely	+2	

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Question		Items	Categories (version B)	Values	Possible score range
			Yes probably	+2	
			Probably not	0	
			Definitely not	0	
		We required applicants to provide a CV or written resume of their skills and experience	Yes definitely	+2	
			Yes probably	+2	
			Probably not	0	
			Definitely not	0	
		We held structured interviews	Yes definitely	+2	
			Yes probably	+2	
			Probably not	0	
			Definitely not	0	
		We asked our local authority/local governor services to suggest someone	Yes definitely	+ 1	
			Yes probably	+1	
			Probably not	0	
			Definitely not	0	
		We used SGOSS (or similar agency)	Yes definitely	+1	
			Yes probably	+1	
			Probably not	0	
			Definitely not	0	
		We approached local businesses/the chambers of commerce	Yes definitely	+1	

Question		Items	Categories (version B)	Values	Possible score range
			Yes probably	+1	
			Probably not	0	
			Definitely not	0	
		We carried out a skills audit to identify skills needed	Yes definitely	+2	
			Yes probably	+2	
			Probably not	0	
			Definitely not	0	
		We used written role descriptions to assess applicants	Yes definitely	+2	
			Yes probably	+2	
			Probably not	0	
			Definitely not	0	
		We arranged for applicants to attend a governing board meeting before appointment	Yes definitely	+1	
			Yes probably	+1	
			Probably not	0	
			Definitely not	0	
		We identified people known to the governors and invited them to join the board	Yes definitely	-1	
			Yes probably	-1	
			Probably not	0	
			Definitely not	0	
			Yes definitely	-1	

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Question		Items	Categories (version B)	Values	Possible score range
		2l We identified people known to the headteacher or senior leadership team and invited them to join the board	Yes probably	-1	
			Probably not	0	
			Definitely not	0	
		We advertised in the local press	Yes definitely	+2	
			Yes probably	+2	
			Probably not	0	
			Definitely not	0	
5*		Finance/procurement	1 – very low level	-3	-14 to +14 for whole question
			2	-2	
			3	0	
			4	+2	
			5 – very high level	+3	
		Strategic planning	1 – very low level	-2	
			2	-1	
			3	0	
			4	+1	

Question		Items	Categories (version B)	Values	Possible score range
			5 – very high level	+2	
			1 – very low level	-2	
			2	-1	
		Human Resources	3	0	
			4	+1	
			5 – very high level	+2	
			1 – very low level	-3 -2	
			2	0	
		Educational data analysis	3	+2	
			4	+3	
			5 – very high level		
			1 – very low level	-2	
		Safeguarding	2	-1	
			3	0	
			4	+1	

Question		Items	Categories (version B)	Values	Possible score range
			5 – very high level	+2	
			1 – very low level	-2	
			2	-1	
		Health & safety/premises and facilities management	3	0	
			4	+1	
			5 – very high level	+2	
6*		…the governing board ensures that the headteacher's performance review is carried out effectively by appointed governor(s) each year	Strongly agree	+2	-4 to +10 for Q6
			Agree	+1	
			Neither agree nor disagree	-2	
			Disagree	-1	
			Strongly disagree	-2	
		….the governing board uses external advice to inform the headteacher's performance review process and to assess the impact the headteacher has made	Strongly agree	+2	
			Agree	+1	
			Neither agree nor disagree	0	

Question		Items	Categories (version B)	Values	Possible score range
			Disagree	0	
			Strongly disagree	0	
		…the headteacher's performance review objectives reflect all the key priorities in the improvement strategy/development plan	Strongly agree	+2	
			Agree	+1	
			Neither agree nor disagree	0	
			Disagree	0	
			Strongly disagree	0	
		…the headteacher has a mid-year performance review meeting with appointed governors	Strongly agree	+2	
			Agree	+1	
			Neither agree nor disagree	0	
			Disagree	0	
			Strongly disagree	0	
		….I have confidence in the overall staff performance management system within our school	Strongly agree	+2	
			Agree	+1	

Question		Items	Categories (version B)	Values	Possible score range
			Neither agree nor disagree	-1	
			Disagree	-1	
			Strongly disagree	-2	
Q15		Supporting teachers in the classroom (e.g. listening to pupils read)	yes	-3	-13 to +19 for Q15
			no	+2	
		Gaining feedback on the school by talking to pupils/parents/carers	yes	+3	
			no	0	
		Monitoring progress towards a specific target in the school development plan	yes	+3	
			no	-1	
		Seeing how a policy such as safeguarding is complied with	yes	+3	
			no	-1	
		Attending school events such as school performances, celebrations or sports day	yes	+2	
			no	-1	
		Assessing the quality of teaching by observing lessons	yes	-3	
			no	+2	
		Ensuring teachers are marking properly by checking books	yes	-3	
			no	+2	

Question	Items	Categories (version B)	Values	Possible score range
	Representing the governing board at a parents evening	yes	+2	
		no	-1	

All scoring for common questions is included in version A scoring.

Technical appendix 4: Questions and items included in factor analysis

Question in survey	Details of what was included in factor analysis
Q1	Common question in both questionnaires
Q2	Questionnaire version B question included
Q3	Common question in both questionnaires
Q4	Common items from version A Q4 and version B Q4a
	Version B items in Q4b only
Q5	Questionnaire version B question included
Q6	Questionnaire version B question included
Q7	Common question in both questionnaires
Q8a	Questionnaire version A question included
Q8b	Question excluded
Q8c	Questionnaire version B question included
Q9	Common question in both questionnaires
Q10	Common question in both questionnaires
Q11a	Common question in both questionnaires
Q11b	Common question in both questionnaires
Q12	Common question in both questionnaires
Q13	Common question in both questionnaires
Q14	Common question in both questionnaires
Q15	Questionnaire version A question included
Q16	Question excluded
Q17	Question excluded

Technical appendix 5: Validation outcome by school

| Schs | Metric | | | | | | | | | |
	1 (exp)	2 (coh)	3 (perf)	4 (data)	5 (ldrs)	6 (fin)	7 (cons)	8 (clerk)	9 (rec)	Overall
1147 H	y	n	n	y	y	y	y	y	y	y
C	y	n	n	y	y	n	y	y	y	y
1377 H	y	n	y	n	n	y	y	n	y	y
C	y	n	y	n	y	y	y	n	y	y
1608 H	n	y	y	y	n	n	n	y	n	n
C	y	y	y	n	n	n	y	y	y	y
1727 H	n	n	n	y	n	n	y	n	n	n
C	n	y	n	n	n	y	n	y	y	n
1839 H	y	y	n	n	n	y	y	n	y	y
C	y	y	y	y	n	y	y	n	y	y
1912 H	n	y	y	y	y	n	n	y	n	y
C	y	y	y	y	y	n	y	y	n	y
1914 H	-	-	-	-	-	-	-		-	-
C	y	y	y	y	y	y	y	n	y	y
2051 H	y	n	n	n	y	y	y	y	y	y
C	n	n	n	n	y	n	y	y	y	n

	Metric									
Schs	**1 (exp)**	**2 (coh)**	**3 (perf)**	**4 (data)**	**5 (ldrs)**	**6 (fin)**	**7 (cons)**	**8 (clerk)**	**9 (rec)**	**Overall**
2083 H	y	y	y	y	y	n	n	y	y	y
C	n	n	n	n	n	y	n	n	n	n
2115 H	y	n	y	y	n	y	n	n	y	y
C	n	n	y	y	n	n	n	n	n	n
2518 H	y	y	n	n	n	y	y	y	n	y
C	n	n	n	y	y	n	n	y	y	n
2572 H	y	y	y	y	y	y	n	y	n	y
C	y	y	n	y	y	n	n	y	n	y
4257 H	y	y	n	n	n	n	y	y	y	y
C	n	n	y	y	y	y	y	y	n	y
4291 H	n	n	n	n	n	y	y	y	y	n
C	y	y	n	n	n	y	y	n	y	y
4393 H	y	n	n	y	y	n	n	n	y	n
C	y	n	n	n	y	n	y	n	n	n
5053 H	n	n	n	y	n	n	n	n	n	n
C	n	n	n	y	y	n	n	y	y	n

| | Metric | | | | | | | | | |
Schs	1 (exp)	2 (coh)	3 (perf)	4 (data)	5 (ldrs)	6 (fin)	7 (cons)	8 (clerk)	9 (rec)	Overall
5077 H	y	n	y	y	y	y	n	n	y	y
C	y	y	y	y	y	y	y	n	y	y
5114 H	y	y	y	y	y	y	y	y	y	y
C	y	n	y	y	y	y	n	y	y	y
5422 H	y	n	y	n	n	y	n	y	n	n
C	y	y	y	y	n	y	n	y	n	y
5717 H	y	y	y	n	y	y	y	n	y	y
C	y	y	y	n	y	y	y	n	y	y
6099 H	y	y	y	y	n	n	y	y	y	y
C	-	-	-	-	-	-	-		-	-
6178 H	y	y	y	n	y	n	y	y	y	y
C	n	n	n	y	n	n	n	n	n	n
6179 H	y	n	y	n	y	y	y	y	n	y
C	y	n	n	y	y	n	y	y	y	y
6194 H	y	y	y	y	n	y	n	n	y	y
C	y	n	y	y	y	n	y	y	y	y

	Metric									
Schs	**1 (exp)**	**2 (coh)**	**3 (perf)**	**4 (data)**	**5 (ldrs)**	**6 (fin)**	**7 (cons)**	**8 (clerk)**	**9 (rec)**	**Overall**
6359 H	y	n	n	y	n	y	y	n	n	n
C	n	n	y	n	y	y	y	n	y	y
6581 H	y	n	y	n	n	y	n	n	y	n
C	n	n	y	n	n	n	n	n	n	n
6905 H	y	n	y	n	y	n	n	y	y	y
C	y	n	y	y	y	n	y	n	y	y
6994 H	y	y	y	y	n	y	n	y	n	y
C	y	y	n	n	n	y	n	y	n	n
Total	39	24	32	31	29	30	29	30	34	

y indicates that the scores align between the expert reviews and the metrics.

n indicates that the scores do not align.

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Any enquiries regarding this publication should be sent to us at:
mike.bourne@education.gov.uk or www.education.gov.uk/contactus

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