



GOOD CHURCH SCHOOL GOVERNANCE

with
Mike Simmonds
Governance Consultant


 Board of Education
 Diocese of Chelmsford
GOVERNANCE
 Training




Educating for Wisdom, Knowledge and Skills	Educating for Hope and Aspiration
<i>'Life in all its fullness'</i>	
Educating for Community and Living Well Together	Educating for Dignity and Respect



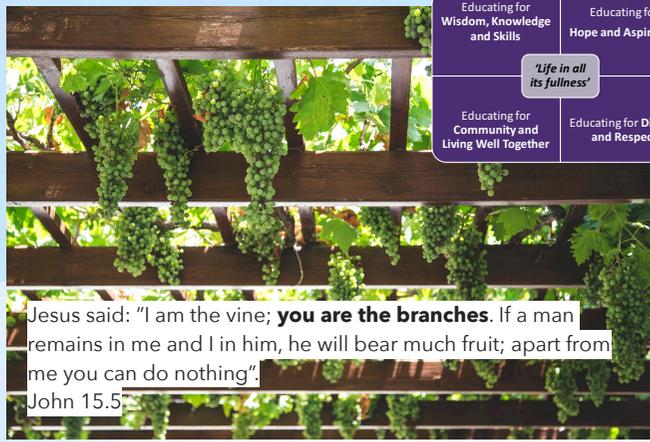
Deeply Christian, Serving the Common Good

Educating for Wisdom, Knowledge and Skills	Educating for Hope and Aspiration
<i>'Life in all its fullness'</i>	
Educating for Community and Living Well Together	Educating for Dignity and Respect

'The God of all creation is concerned with everything related to education wisdom, truth and knowledge; the learning and teaching of understanding, virtues, and habits that shape individuals, families and communities; the worth of each person; what is passed on from one generation to another; in whom and what people trust; what people hope for; and more....'


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**GOOD CHURCH
SCHOOL
GOVERNANCE**



Jesus said: "I am the vine; **you are the branches**. If a man remains in me and I in him, he will bear much fruit; apart from me you can do nothing".
John 15.5



There are **4,644** Church of England schools and **200** church schools in Wales. Church schools are supported by their local **Diocesan Board of Education**.
Approximately **1 million** children attend Church of England schools.

About **15 million** people alive today went to a Church of England school.

A **quarter** of primary schools and over **200** secondary schools are Church of England.

The Church is the biggest sponsor of academies in England.

22,500 Foundation Governors in Church schools recruited, trained and supported by dioceses.

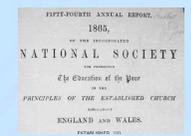


Church of England Vision for Education
Deeply Christian, Serving the Common Good



"Church Schools have the advantage not only of being part of a corporate school history that stretches back for 200 years but also of sharing in an ethos that draws upon 2000 years of story, reflection, wisdom and experience"

Cox, J. (2011) More than caring and sharing: Making a church school distinctive.



The National Society: founded in October 1811 set up to raise money to build schools, pay teachers and promote education for poor children. Driven by deep concern for the lives of children working in factories, mills and mines.



Church of England Vision for Education
Deeply Christian, Serving the Common Good

We have a complex education system that has developed over a long period. It has been shaped by the interaction of many stakeholders in response to diverse vision and pressures and through extensive negotiations. It is like a rich ecosystem that has to be understood in its complexity and its long-term and newer elements interact with one another'.



Established Local Authorities and Church of England Dioceses working in partnership to provide education



grove education

Governance in a Christian Manner



eD59

Mike Simmonds

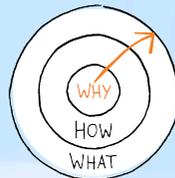
"...governing in a Christian manner takes on an even deeper meaning and purpose. Each key responsibility could be interpreted and managed practically and pragmatically. Whatever measurement is used, this can be effective and provide for a successful school. However, a governor developing their approach from the **foundation of a Christian mindset or worldview will bring an added dimension to their role.** This may have different meanings to different people and depends on their own journey of faith."

"The enterprise, in its furthest reaches, must somewhere bear the imprint of his touch, something of the whorls and configurations of his (Jesus) mark".
J Astley



GOOD CHURCH SCHOOL GOVERNANCE

The Golden Circle



1 VOLUNTEERS - AND AN OPPORTUNITY

2 SERVING THE CHURCH, THE DIOCESE AND THE COMMUNITY

3 SUPPORTING CHANGE AND CONTRIBUTING



GOOD CHURCH SCHOOL GOVERNANCE



A means of using your experience and understanding in community service.



Joining in what God is already doing within education.



Listening to and heeding a sense of what God wants you to contribute.



Making a difference in a distinctively Christian context.



CALLED

to be a governor?



GOOD CHURCH SCHOOL GOVERNANCE



What I am hoping to contribute to the work of the school through being a governor?



PART ONE: THE ROLE OF THE GOVERNOR IN A CHURCH SCHOOL

FOUNDATION GOVERNORS

ensure that the **foundation** of the school/academy is sustained and developed
Nominated by PCC - Appointed by DBE

Theologically rooted Christian vision

- Preserve and deepen the **relationship with the Church and Diocese**
- Active in SIAMS
- Focused concern for RE & CW
- Applying Christian thinking to everything
- Committed to collective responsibility





Church schools
Not Faith Schools

Theologically rooted Christian vision

- Voluntary Aided**
- Voluntary Controlled**
- Federation**
- Academies**

- The vision and ethos of the school are distinctly Christian and permeate the life of the school and is theologically rooted
- Signs and symbols around the school demonstrate the link with the Christian belief
- Prayer and collective worship have an important place
- Leadership and governance shapes the culture of the school (everyone including Governors can articulate the Christian vision of the School)
- There is evidence of the wider relationships at Parish/Deanery/Diocesan level





ments w
Government have us
governor /'gʌvənə
1 a person who con
the Governor of Cal
2 a person who con
son or hospital



MINISTRY - LEARNING - INFLUENCE



Pastoral



Practical



Provision



Prophetic



Vision

'I have come that they may have life and have it to the full'. John 10:10



We are empowered, through the mission of God, to support and guide our family of schools, encourage collaboration, and celebrate success.

<https://www.cdbe.org.uk/about-us/vision>

Supporting 138 richly diverse Church Schools across the diocese. From the inner-city boroughs of East London, to rural villages within the Essex countryside.

Travelling Well Together
Our Diocesan Direction of Travel and Shared Values



THE CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL

Certificate for the purposes of section 23(1) of the Diocesan Boards of
The DBE must, as required by section 2(1) of the Measure—

- (a) promote or assist in the promotion of education in the Diocese that is consistent with the faith and practice of the Church of England;
- (b) promote or assist in the promotion of religious education and religious worship in schools in the Diocese;
- (c) promote or assist in the promotion of church schools in the Diocese;
- (d) promote co-operation between itself and other persons concerned with education in the Diocese.



The Education Adviser Team



Carrie Prior
Director of Education



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Assistant Director of Education



Ruth Everett - School Adviser

Richard Hopkins - School Adviser & SIAMS

Maire O'Regan - School Adviser

Julie Sarti - School Adviser

Ann Sharp - Early Years Adviser

Helen Craig - Schools Adviser & Collective Worship Lead



Governors

**Jesus said:
"You are the light of
the world". Matthew 5 v 14**

*"the precious light of
ordinariness must be allowed
to shine on expert activities if
those activities are to be
healthy".
Joan Sallis*



RELATIONSHIPS
are the key to effectiveness

The body is a unit, though it is made up of many parts; and though all its parts are many, they form one body.

1Corinthians 12.12

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Theologically rooted Christian vision

The conversations about 'theological rootedness' could establish a firm foundation upon which to build

Scripture

- Know your historic context
- Know your Leaders vision
- Know your local context
- Know your schools needs

Theologically rooted Christian vision

Governing bodies must set the school's vision:

- in line with the school's mission, which is set by the relevant religious authority
- jointly with the relevant religious authority
- in accordance with any trust deed, as applicable

The governing body should ensure that it fulfils its functions in line with the mission set.

Maintained Schools Governance Guide (March 2024)

Church of England Vision for Education

Deeply Christian, Serving the Common Good

The Church of England Vision For Education



A Church school's theologically rooted Christian vision builds on this overarching aim. Its vision will be rooted in an understanding of what the community needs (its context) and in what the Christian faith teaches about that need .

Dr Margaret James - Grove Book



Seeing the masterpiece whilst you mix the paints.



Governors

are the GUARDIANS and HERALDS of the vision...
ARTICULATE and EMBODY the vision

Cottrell, S. Hit the Ground Kneeling page 37



Boards must be ambitious for all children and young people and infused with a passion for education and a **commitment to continuous school improvement** that enables the best possible outcomes. Governance must be **grounded in reality** as defined by both high-quality objective data and a full understanding of the views and needs of pupils/students, staff, parents, carers and local communities. It should be **driven by inquisitive, independent minds** and through conversations focussed on the key strategic issues which are conducted with **humility, good judgement, resilience and determination.**

Previous Governance Handbook





COMMITTED

A Governing Body **must**:

- Act with integrity, objectivity and honesty in the best interests of the school
- Be open about the decisions they make and the actions they take and shall be prepared to explain their decisions and actions to interested parties

Maintained Schools Governance Guide (March 2024)



1

Nolan Principles

Selflessness

Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends.

2

Nolan Principles

Integrity

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties.

3

Nolan Principles

Objectivity

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit.

4

Nolan Principles

Accountability

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office.

5

Nolan Principles

Openness

Holders of public office should be as open as possible about all the decisions and actions they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands.

6

Nolan Principles

Honesty

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest.

7

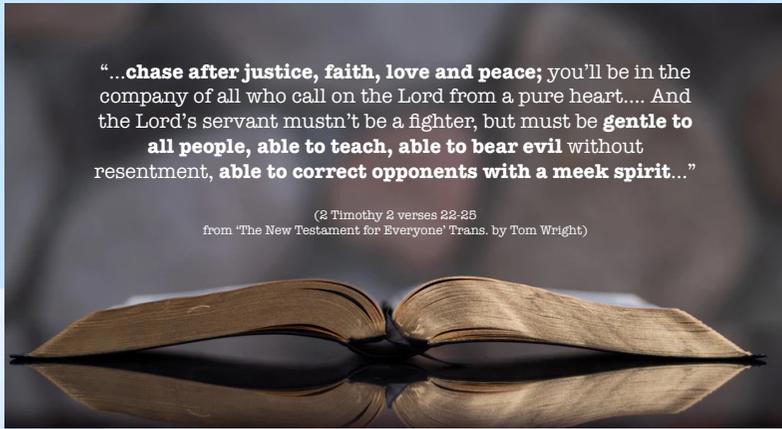
Nolan Principles

Leadership

Holders of public office should promote and support these principles by leadership and example.

“...chase after justice, faith, love and peace; you’ll be in the company of all who call on the Lord from a pure heart.... And the Lord’s servant mustn’t be a fighter, but must be **gentle to all people, able to teach, able to bear evil** without resentment, **able to correct opponents with a meek spirit...**”

(2 Timothy 2 verses 22-25
from ‘The New Testament for Everyone’ Trans. by Tom Wright)



PART TWO: THE WORK OF THE GOVERNOR IN A CHURCH SCHOOL



Objective

O S T

Tactics

Strategy

the vision, ethos and strategic
direction of the school are
clearly defined

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

the sound, proper and
effective use of the school’s
financial resources

Securing the Christian Character

Church of England Vision for Education

Deeply Christian, Serving the Common Good

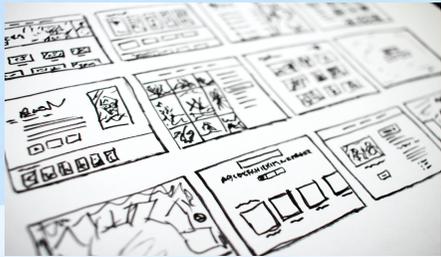
strategic oversight for the school’s
safeguarding arrangements.

‘The Board
needs to have its
arms responsibly around
the organisation without
its fingers irresponsibly
in it!’

John Carver

Governors are on
the bridge steering the
ship not downstairs
tinkering with the engine
room

(National Governance
Association)



Strategic v Operational



Balanced decisions require balanced opinions and experiences

We bring our difference to make a difference

Making decisions: inclusion by design

- 1 **Recognise exclusion**

Who wouldn't be able to access this?
- 2 **Balance your bias**

What is an alternate position to your default assumption?
- 3 **Learn from diversity**

How can diverse perspectives enhance universal offers?
- 4 **Solve for one, extend to many**

What is the impact beyond the intended cohort?



IMPACT OF SCHOOL IMPROVEMENT



Understand your role and responsibilities

Know your gaps - knowledge and skills and commit to addressing these through training and professional development



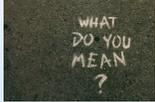
Know your School and its context

This includes the pupils, staff, parents, community, context, performance and ethos



Build and develop good relationships

This includes working with the Headteacher and the Governance Professional (Clerk)



Hold executive leaders, headteacher and senior leaders to account

Challenging questions

Courageous conversations



The chair is responsible for:

- **leading** the governing body and ensuring its **effectiveness**, with support from the vice chair and the governance professional
- **championing high standards of governance** and continuous improvement
- **setting and agreeing the governing body meeting agenda** with support from the senior executive leader and the governance professional
- having **honest conversations with governors...** who are not committed to or are ineffective in their role



Maintained schools **governance** guide Published 7 March 2024



What governing boards and headteachers should expect from each other

updated 2022



Getting the right people around the table
 The governing board is expected to:

- determine what size and composition works for them
- conduct skills audits to identify skills gaps and development needs to be met, whether through recruitment or training
- adopt transparent processes for recruiting and selecting governors, including interviewing prospective candidates
- consider targeted recruitment to create a more diverse board
- replace board members over time (ie after their second term of office), including timely succession planning for the chair

An effective chair and vice chair
 The chair leads the governing board and ensures that it fulfils its functions well. The vice chair can be very important in sharing the leadership of the board, not only making the role of chair more manageable but also acting as a sounding board when there are challenges and opportunities to reflect on.

The chair and vice chair are expected to work together to facilitate the governing board working as a team and supporting all governors to participate actively and equally.

Developing skills and knowledge
 The governing board is expected to prioritise and have a system in place for the induction of new governors, including appointing to relevant training as appropriate. The headteacher is expected to be part of the induction process. For example, by attending a welcome meeting and/or visit to the school(s).

The governing board is expected to remain proactive in developing its skills and knowledge. This means keeping up to date on its responsibilities and good practice, responding to the results of the skills audit and arranging training as appropriate. The headteacher is expected to encourage and support this. For example, through arranging joint training with the governing board and leadership team where appropriate.

6. Ways of working

The chair
 The chair of the governing board is expected to:

- undertake regular and appropriate CPD
- seek external support as required
- support all governors to participate actively and equally
- ensure appropriate succession planning is in place
- avoid serving more than six years on the same board

Monitoring visits
 Governors are expected to visit their school(s) to gain an understanding of how the vision and strategy are being implemented and culture reflected in daily life. The headteacher is expected to encourage such visits and support with the arrangements.

Governors carrying out and supporting monitoring visits are expected to follow agreed protocols, which help ensure the visit is effective, conducted in the right spirit (ie not perceived as an inspection) and convenient to all parties.

The chair and headteacher relationship
 The chair of the governing board and headteacher have equal responsibility for developing a professional relationship based on trust, mutual respect and a full appreciation of their respective roles and remits.

Working with the governance professional
 The governing board and headteacher are expected to recognise the role of governance professionals (sometimes referred to as the clerk) and promote an effective working relationship. This means having due regard for the advice of the governance professional, supporting their CPD and ensuring the salary that they receive is commensurate with the service they deliver.

What governing boards and headteachers should expect from each other
 updated 2022

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Foster the relationship with HT

Model what you expect of them

Insist on wellbeing needs of staff

Attend training with governors

Focus: Strategic not a operational

Coaching model to enable discussion

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WHAT? HOW? WHY?

STRATEGIC QUESTIONS

What are our priorities?

How are we doing?

Why are you....?

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What is it that is making you concerned about this?

Which of these might be your preferred option?

How might we improve on.....

How can we work on this together?

What are the circumstances in which you would want me to...

If I could... how might we resource it?

THE BASIC COACHING METHOD
 ALL YOU NEED TO KNOW TO COACH WITH CONFIDENCE
 ANDY BUCK

Coaching model to enable discussion

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Focused governor monitoring visits should be:

- in line with SIP priorities
- for an identified purpose linked to the governing body's responsibilities, such as safeguarding
- pre-arranged with the headteacher or executive headteacher

It is not the governing body's role to assess teaching and learning or to interfere in the day-to-day running of the school.

Maintained schools governance guide

Published 7 March 2024



“The Son of Man came to serve not be served...”

Mark 10.45



Tom Wright

What you do with your body in the present matters, because God has a great future in store for it. And if this applies to ethics, as in 1 Corinthians 6, it certainly also applies to the various vocations to which God's people are called. What you do in the present - by writing, preaching, singing, sewing, praying, teaching, building hospitals, digging wells, campaigning for justice, writing poems, caring for the needy, loving your neighbour as yourself, **governing, educating**, - all these things will last into God's future...They are part of what we may call building for God's kingdom.



“It's a terrible thing, I think, in life to wait until you're ready. I have this feeling now that actually no one is ever ready to do anything. There's almost no such thing as ready. There's only now. And you may as well do it now.”

Hugh Laurie



A PRAYER FOR EDUCATION SUNDAY

Loving Lord,
 We think of the children and young people close to our hearts
 And know that they are precious in your sight,
 fearfully and wonderfully made;
 And so we place them into your hands today,
 Strengthen and nurture them.
 Be with them in their coming in and going out,
 At home, at school, at college, at university,
 In their sports, activities and clubs, their friendships and their quiet
 times. Mould them in your image, forming and reforming.
 Through the positive influence of those whose lives cross theirs,
 Through the love and example of those who care for them,
 And through the constant love of your Son, Jesus,
 who walks alongside them each step of their lives, known or unknown.
 Amen



GOVERNANCE PODCAST
 FOR GOVERNORS OF CHURCH SCHOOLS

a partnership
 Education Department
DIocese OF CHICHESTER
 SURFON - GIVE - FOLLOW - GO

Board of Education
 Diocese of Chelmsford

Diocese of Liverpool

THE CHURCH OF ENGLAND
 Diocese of Hereford

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cbe.org.uk/schools/publications



THANKS FOR ATTENDING

GOOD CHURCH SCHOOL GOVERNANCE

DO KEEP IN TOUCH

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