

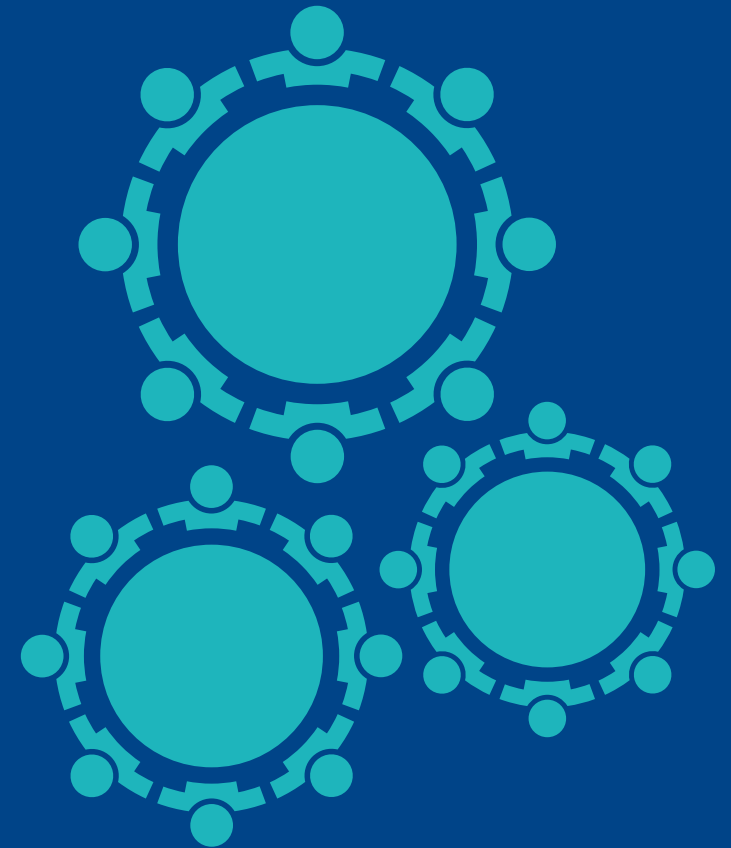
Priorities, resources and people

School and trust governance in 2021

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Introduction

The last 18 months have brought great uncertainty across the education sector. The priorities for governing boards have shifted to address the very current and complex real time issues presented as a result. As such, we have sought to unpack how boards are responding to the education environment as well as their strategic priorities.

Schools' position at the heart of their communities has been cemented like never before. This year's survey builds on the picture that emerged from the 2020 annual governance survey, where the direct repercussions of the COVID-19 pandemic were clear to see. What has not changed is the overall purpose of schools and the strategic functions governing boards hold.

Every governing board, no matter the type, educational phase or size of the organisation must ensure clarity of vision, ethos and strategic direction. As part of this, boards champion the needs of all pupils, working closely with senior leaders to develop a strategy that serves the best interests of all the children and young people within the school or trust. Alongside ambitious vision setting, boards are responsible for the values that guide the culture of the organisation; values which speak to and impact every member of the school or trust's community.

The purpose of governance is to provide confident and strong strategic leadership which leads to robust accountability, oversight and overall effectiveness. As strategic leaders accountable to stakeholders for the performance of all pupils, governing boards must understand the needs of the pupils and the wider school community. This report details the strategic issues and policy concerns governing boards are facing across the country. It emphasises the need for boards to increasingly look outwards to assess how they react to the increasing societal role schools hold. Good governance enables schools and trusts to respond to this huge challenge, but the barriers and considerations boards face along the way need to be captured in a meaningful way.

The annual school governance survey has been running for the last decade, and remains the largest survey of its kind. This year it received 3,848 responses from governors and trustees of state-funded schools across England. It is open to all, not just NGA members.

Key findings

- 01 72% of respondents said their school has provided additional services to families in the last year, up from 54% the previous year. This 18 percentage point increase is the largest we have seen since first asking the question 2018.
- 02 Pupil mental health is the top strategic priority for boards – 45% of respondents said it was one of their board's top three strategic priorities. However, just 54% of respondents say their board receives whole school data on pupil mental health and wellbeing. This means that nearly half of respondents do not get data about the impact poor mental health has on their pupil population.
- 03 Despite Black Caribbean pupils being approximately 11 months behind their white peers by the end of year 11 and being nearly three times more likely to be permanently excluded, ethnicity was the factor that the lowest percentage of respondents say their board looks at in relation to exclusions, attainment, behaviour and safeguarding concerns.
- 04 While the cost of supporting special educational needs and disability (SEND) and high needs pupils was identified second only to overall staff costs in the top five challenges for boards in setting a balanced budget, SEND overall is not yet being placed within the top five strategic priorities for governing boards.
- 05 The short-term outlook on finances is more positive than the long-term – while 72% of respondents say their organisation is able to balance income and expenditure now, over half (56%) think they are not sufficiently funded to deliver their long-term vision and strategy to meet the needs of pupils.
- 06 Over half of respondents stated that catch-up funding is planned to be spent on mental health and wellbeing provision (54%).
- 07 More respondents (77%) say their board is systematically monitoring and addressing issues relating to the workload, wellbeing and work life balance of all staff at their school or trust, an increase of 6 percentage points from 2020.
- 08 Workplace culture was considered by almost half of respondents (48%) to be the most important factor when it came to recruitment and retention of staff, regardless of school type, phase or region.
- 09 Only 20% of respondents believe that awarding of grades in 2022 should return to the usual exams and assessments arrangements set by exam boards.
- 10 The percentage of respondents stating that their school does not offer careers advice has dropped by 35 percentage points (from 37% to 2%) since 2016, indicative of the introduction of the Baker clause which came into effect on 2 January 2018.

Governing board's top strategic priorities:

1. Pupil mental health and wellbeing
2. Managing and improving premises
3. Attracting high quality leaders
4. Ensuring best use of resources
5. Behaviour and exclusions
6. Support for pupils with special educational needs



Strategic priorities

Balancing the budget has been the single biggest issue governors and trustees say their school or trust faces since we first asked the question in 2018. This year we looked beyond the issues schools and trusts faced, seeking to understand how those concerns translate into the strategic planning and decision-making of governing boards. Boards have a unique strategic perspective on the important issues facing England's education sector and we wanted to see how this impacted the actual board agenda and board discussion. We therefore asked respondents to pick three strategic priorities for their school or trust in no particular order. This allowed us to build a picture of the most pressing group of strategic priorities boards are concentrating on.

Pupil mental health and wellbeing was picked as a top three priority by more respondents than anything else. The change in our line of questioning also presented a different dimension of board focus, delivering some surprising results. School premises for example has never emerged as a particular concern in previous years, yet as a strategic priority, managing and improving premises was second in the list. Conversely this is an area where boards do have the opportunity to make a difference through their strategic leadership. It is likely that COVID mitigations played a role in this.

Pupil wellbeing

The national picture

With 45% of respondents considering pupil mental health and wellbeing as one of their top three strategic priorities for the coming year, it is clearly a matter of concern. This does not come as a surprise following the impact of the pandemic on pupils over the last 18 months.

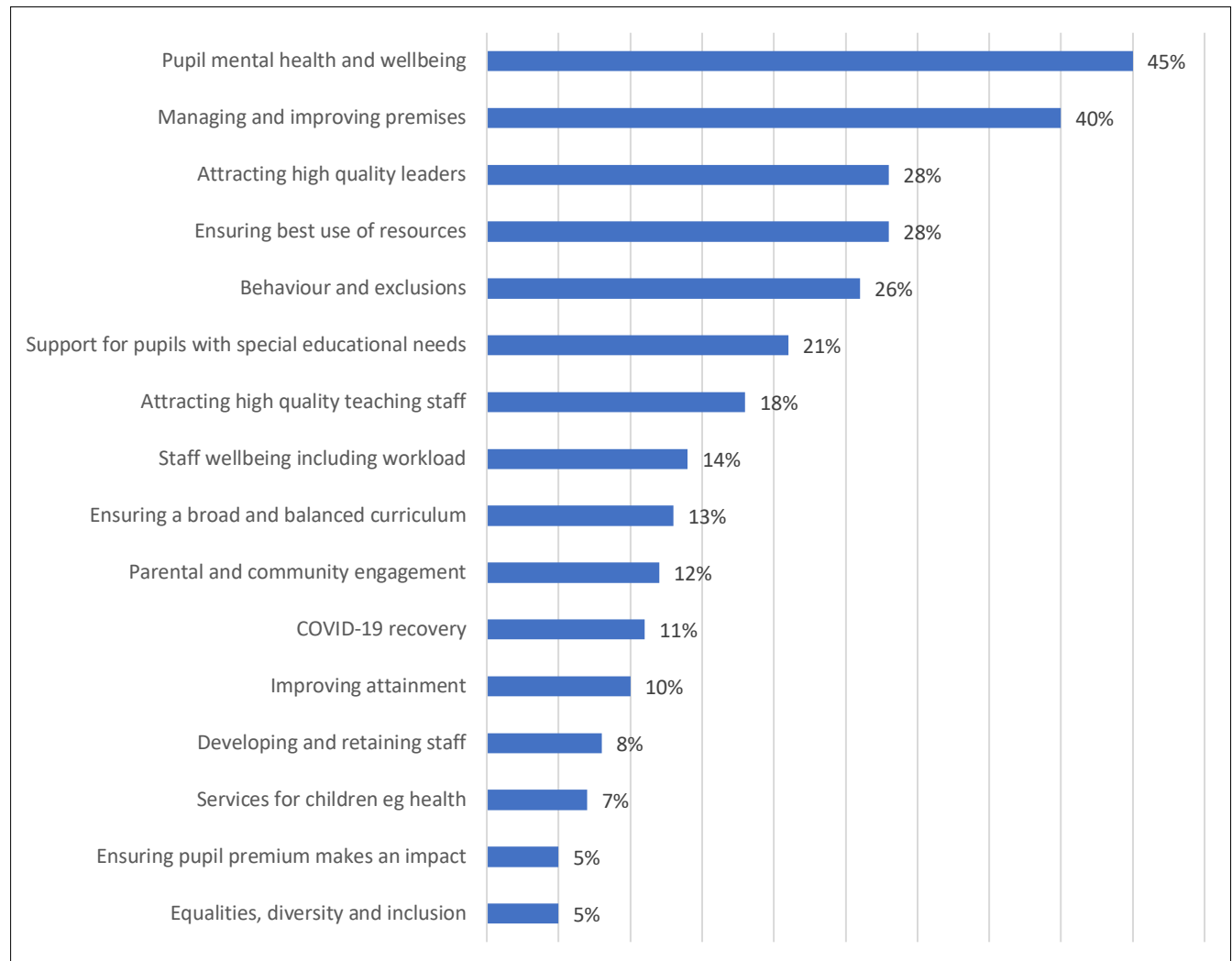


Figure one, percentage of respondents that considered the above to be one of the top three strategic priorities for their school or trust.



The latest data (2020) from Public Health England indicates the South East as being the region with the highest proportion of school age children with social, emotional and mental health (SEMH) needs while nationally, secondary school age children were more likely to have SEMH needs. Respondents in the East of England were most likely to consider pupil mental health and wellbeing as one of their top three strategic priorities with those governing in primary schools being more likely to place it in their top three strategic priorities than secondary schools.

While pupil mental health and wellbeing has emerged as a definitive priority for boards there is some indication that the information that boards need to effectively address the issue is not commonly explored. Only 54% of those who considered pupil mental health and wellbeing as one of their top three priorities receive whole school data on it with the same percentage (54%) of all respondents saying the same. Nearly half of respondents do not get information on the mental health of their pupil population or whether the right strategies are in place to address areas of concern.

According to the Timpson review of school exclusion, children with poor mental health are more likely to be excluded from school than their peers. With only 49% of respondents who consider behaviour and exclusions as a strategic priority receiving data on pupil wellbeing and mental health, there is a clear need for development from the top down to better understand this link. Those who opted for developing and retaining staff as one of their top three strategic priorities, were most likely to receive data on pupil mental health and wellbeing (68%).

While 2019-20 exclusion rates were at their lowest since 2013-14, government data reveals that in the autumn term of 2019-20 permanent exclusions were up 5% and fixed term exclusions had increased by 14%, indicating that the first national lockdown in March 2020 had a significant impact on the rate of exclusions.

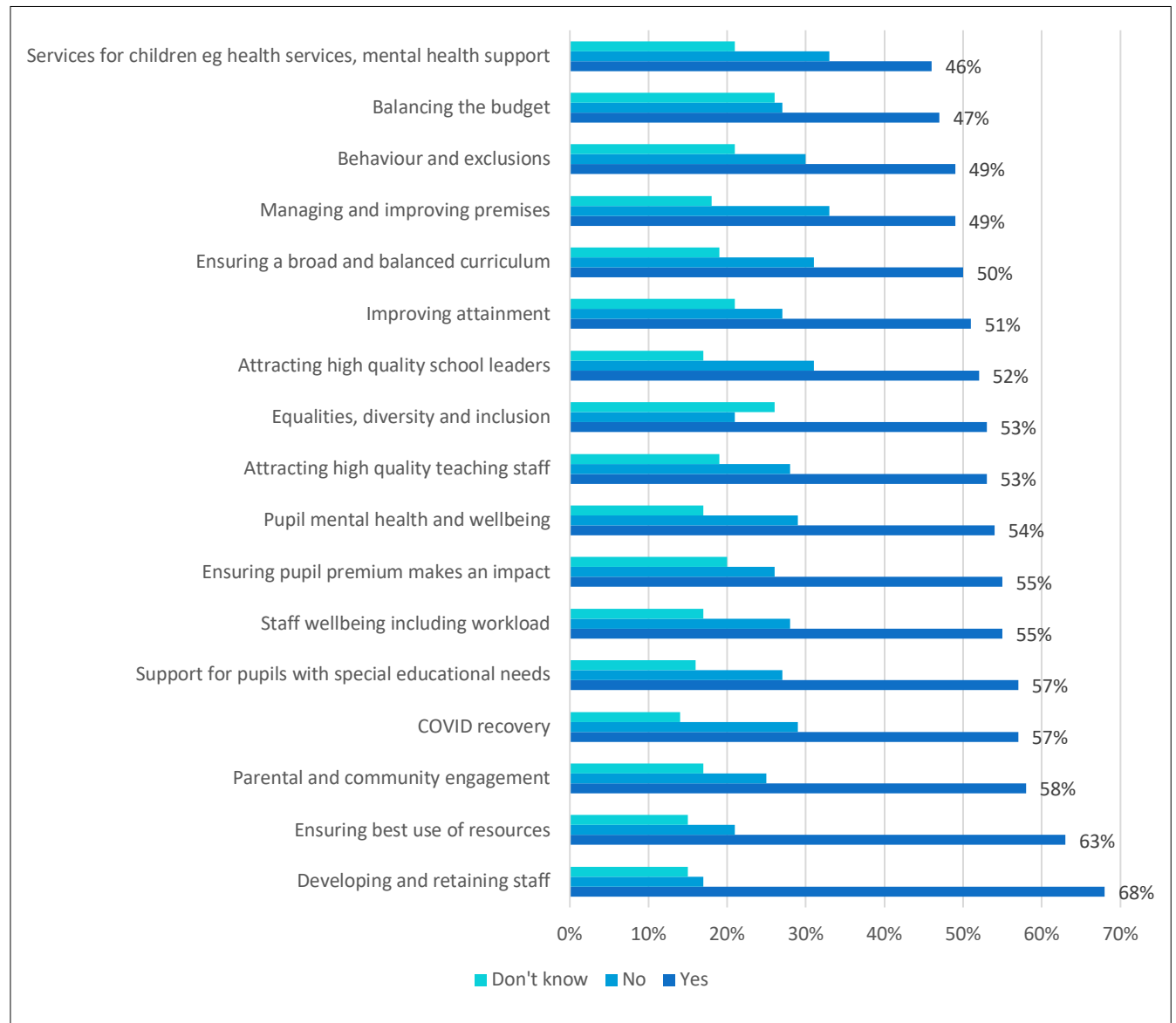


Figure two, the proportion of respondents that chose each of the above as one of their top strategic priorities and whether their board receives whole school data on pupil mental health and wellbeing.



This year, 26% of respondents identified behaviour and exclusions as a strategic priority, with those governing in nursery and primary schools most likely to consider it as one of their top three. The response correlates with government data which states that the largest increase in exclusions, prior to the partial school closures, were in primary schools.

The wider role of schools

72% of respondents reported that their school or trust has provided services for families – a sharp increase from 54% in the previous year. While some of this can be attributed to the impact of COVID-19, the 2020 survey results had already revealed a notable increase on 2019. An even starker comparison is provided when comparing to the 2018 data, where just 49% said the same. A jump of 23 percentage points in the space of three years indicates a growing trend which the effects of the pandemic have exasperated.

The increasing expectations placed on schools as pillars of their communities and of society, against a backdrop of other community services being scaled down or scrapped, provides a sobering outlook. Schools have often been left to plug the widening gaps that already existed due a sustained period of diminished local authority services. The stability of schools in the community mean they are uniquely well placed to understand the needs of the children and young people they serve in these challenging times. This is reflected with 62% of respondents agreeing or strongly agreeing that schools should play a role in the provision of these services.

With pupil wellbeing so high on the list of strategic priorities for boards, it could be expected that pastoral support for wellbeing is the service most provided by schools after the provision of laptops and/or connectivity.

The top five services that respondents said their school or trust provided were:

1. Provision of laptops and/or connectivity (24%)
2. Pastoral support for wellbeing (21%)

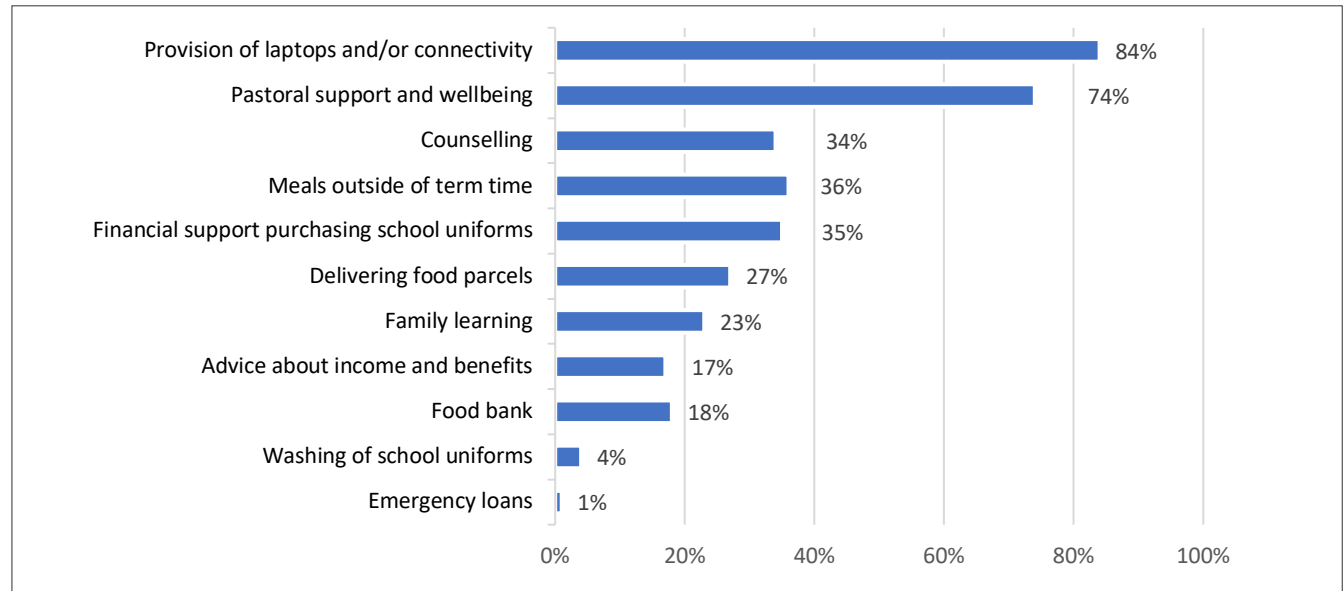


Figure three, percentage of total respondents whose school or trust provides the services listed for families.

- 3= Counselling (10%)
- 3= Meals outside of term time – excluding food vouchers during partial school closures (10%)
- 3= Financial support purchasing school uniforms and the washing of school uniforms (10%)

This was the case throughout all phases/school type with special schools and alternative provisions (AP) reporting equal provision of the top two services.

Disadvantaged groups

The Department for Education (DfE) defines disadvantage as pupils who are currently eligible for free school meals or have been in the last six years (those at a socio-economic disadvantage), looked after children (LAC) or those that have been but are now adopted or are subject to a special guardianship order, a child arrangement order or a residence order, and children with a parent who serves in the armed forces.

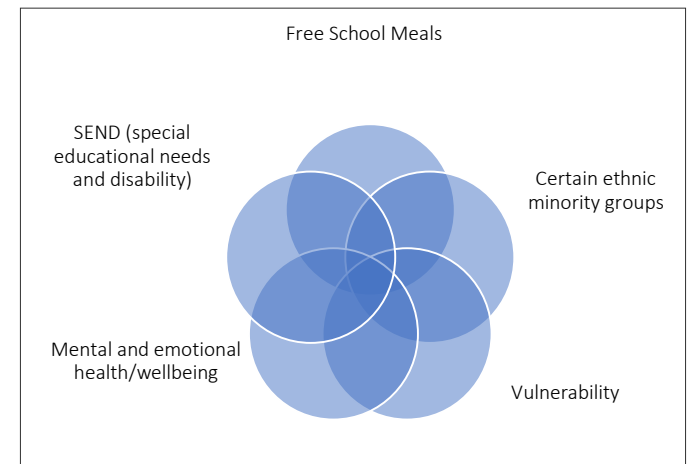


Figure four, showing pupil groups that are statistically at a disadvantage in their education.



NGA has been exploring disadvantage in a wider context and considering whether the pupils that don't fall into one of those categories are being left behind.

There are several other factors that put children and young people at a disadvantage in their education. Statistically, these pupil groups are more likely to be behind their peers academically throughout their education journey and more likely to receive a fixed term or permanent exclusion, putting them at a significant disadvantage in their education.

This year we asked governors and trustees about the type of data they collect in relation to these groups. Respondents were most likely to receive a breakdown of academic

attainment for the disadvantaged groups. Despite findings by The Education Policy Institute reporting Black Caribbean pupils being approximately 11 months behind their white peers by the end of year 11 and being nearly three times more likely (nine times in some areas, according to further analysis carried out by The Guardian) to be permanently excluded, ethnicity was the least likely to be considered when collecting data. However, some schools have very small numbers of certain pupil groups and/or data types, so to collect and analyse data in this way could be counterproductive. It is important for governing boards to have a good understanding and knowledge of their pupil community to be purposeful and proactive in addressing disparities.

When asked how this data is used most respondents said that they use it to support and challenge senior leaders to address disparities, this included requesting an action plan that is monitored and reviewed on a regular basis and requesting details on interventions and their impact. Some boards have a governor or trustee responsible for inclusion or the monitoring of specific pupil groups. Others said that they use the information to inform how funding and resources are targeted as well as informing a focused curriculum offer, reflective of the school community. Only 1% of respondents that provided an open text response said that they use the data to inform continuing professional development (CPD).

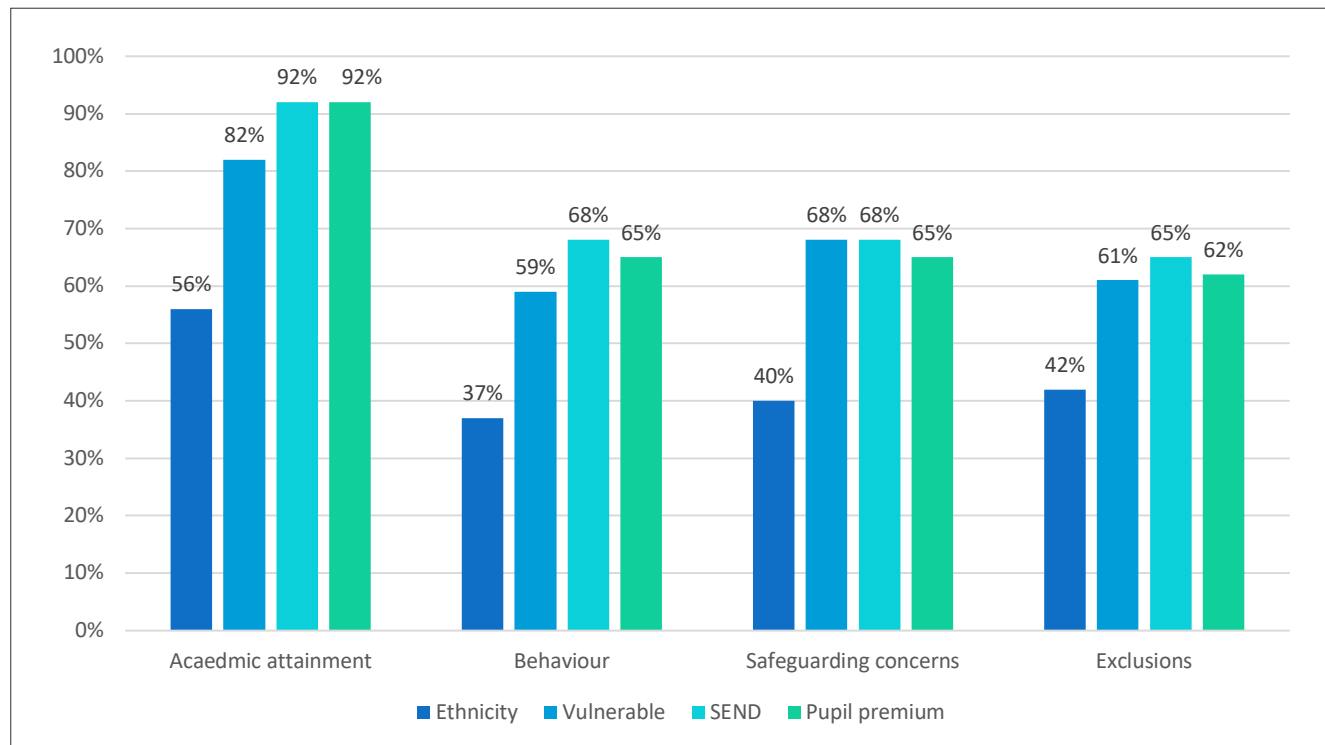


Figure five, percentage of respondents who receive a breakdown of pupil data for pupil groups at risk of disadvantage.

Our voice



It is important to identify which children and young people in your school or trust are at risk of disadvantage. One of the most effective ways to do this is by collecting data to find common patterns in behaviour and safeguarding concerns among specific groups, academic performance and exclusions. Collecting this data isn't just about identifying challenges with pupils, but also about recognising and addressing potential gaps in staff's CPD.

As part of our spotlight on disadvantage project this year, we will be exploring how belonging to one or more of these five groups can statistically put children at a disadvantage in their education, the importance of understanding the challenge in the context of your own school and supporting boards in using data effectively to create a more inclusive approach to pupil success and wellbeing.



SEND

21% of governors and trustees surveyed said that supporting pupils with special educational needs and disabilities (SEND) was one of the top three strategic priorities for their school or trust – that placed it sixth out of 17 overall. The most popular strategy for keeping the board informed on SEND is appointing a SEND governor or trustee who liaises regularly with the school's Special Educational Needs Co-ordinator (SENCO) which was chosen by 85% of respondents. While this number is high, we question why this is not closer to 100% given that appointing a SEND governor or trustee is a requirement of the code of practice, so is the norm in mainstream practice.

Boards cannot solely rely on the appointment of a SEND governor or trustee to monitor and think strategically about SEND, as it presents a risk that boards may relinquish their general responsibilities because they feel the SEND governor or trustee has that responsibility. With that in mind we were keen to hear about other strategies adopted. While 72% of respondents said that their board did ensure every governor or trustee was kept aware of SEND matters, this also means there are some boards where the full board does not have oversight on this. 42% of respondents said that one of the board's committees has the responsibility of liaising with the SENCO and keeping the whole board informed, making it the least likely of the strategies to be carried out.

Meanwhile only 53% of respondents' boards are ensuring that pupils, parents and carers are actively involved in the assessment and decision-making process for pupils with SEND at all stages. This shows that there is more room for boards to incorporate SEND within their stakeholder engagement activity going forward so that they are proactively thinking about pupils in relation to every decision.

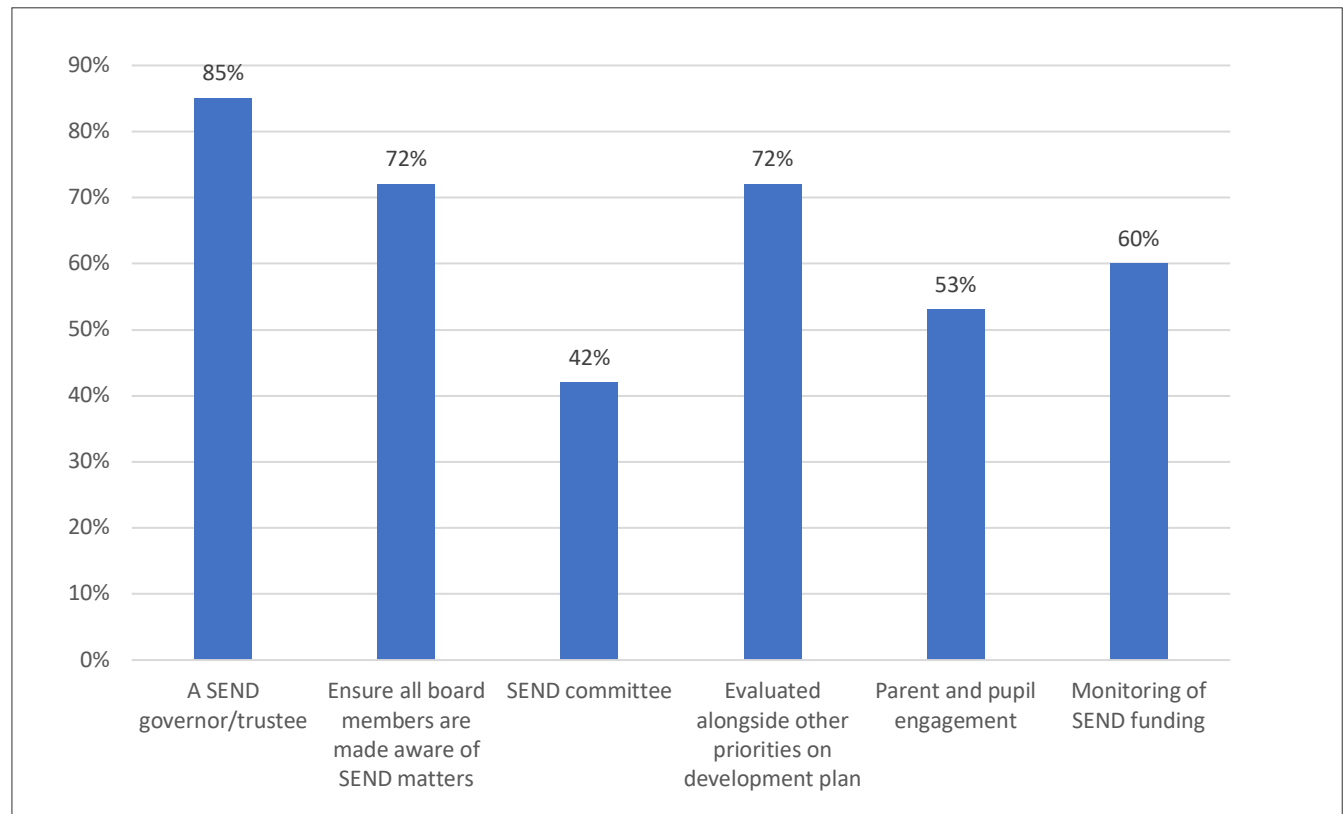


Figure six, percentage of boards that use the listed strategies to elevate the status of SEND provision within their school or trust.



Resources

Finance and funding

As one of the core functions of governance, boards hold the responsibility for the financial oversight of their school or trust. Each organisation will have unique needs and priorities for how funding is spent, but a common goal in ensuring pupil needs are at the heart of their spending decisions. Funding continues to present a challenge to all types of school. Despite the additional £7.1 billion invested by the government since 2019, research carried out by the Institute for Fiscal Studies shows that spending per pupil in England fell by 9% in real terms between 2009-10 and 2019-20. The government has recently announced commitments that will total £4.7 billion of extra investment by 2024-25 including returning per-pupil funding to 2010 levels.

51% of respondents stated their school or trust is able to balance income and expenditure, with a further 21% stating that they were able to do so while retaining a healthy surplus. This is a significant increase from 55% of respondents in 2019 who were either balancing the budget or building reserves, which may in part be the result of last year's in year funding boost through the various branches of the catch-up funding. Respondents governing in the North East (81%), multi academy trusts (MATs) (78%) and middle schools (55%) were most likely to report that they were able to balance income and expenditure, including some retaining a surplus.

Academy trusts presented the most positive picture when it came to balancing the budget, with 78% of trustees of MATs and 77% of trustees of single academy trusts (SATs) stating that they were able to balance income and expenditure including 24% of MAT and 26% of SAT respondents who said they were able to retain a healthy surplus in doing so. By contrast, those governing in local authority maintained schools reported the greatest financial challenge, with only 66% stating that they were able to balance their budget, 19% of which were able to retain a healthy surplus in doing so.

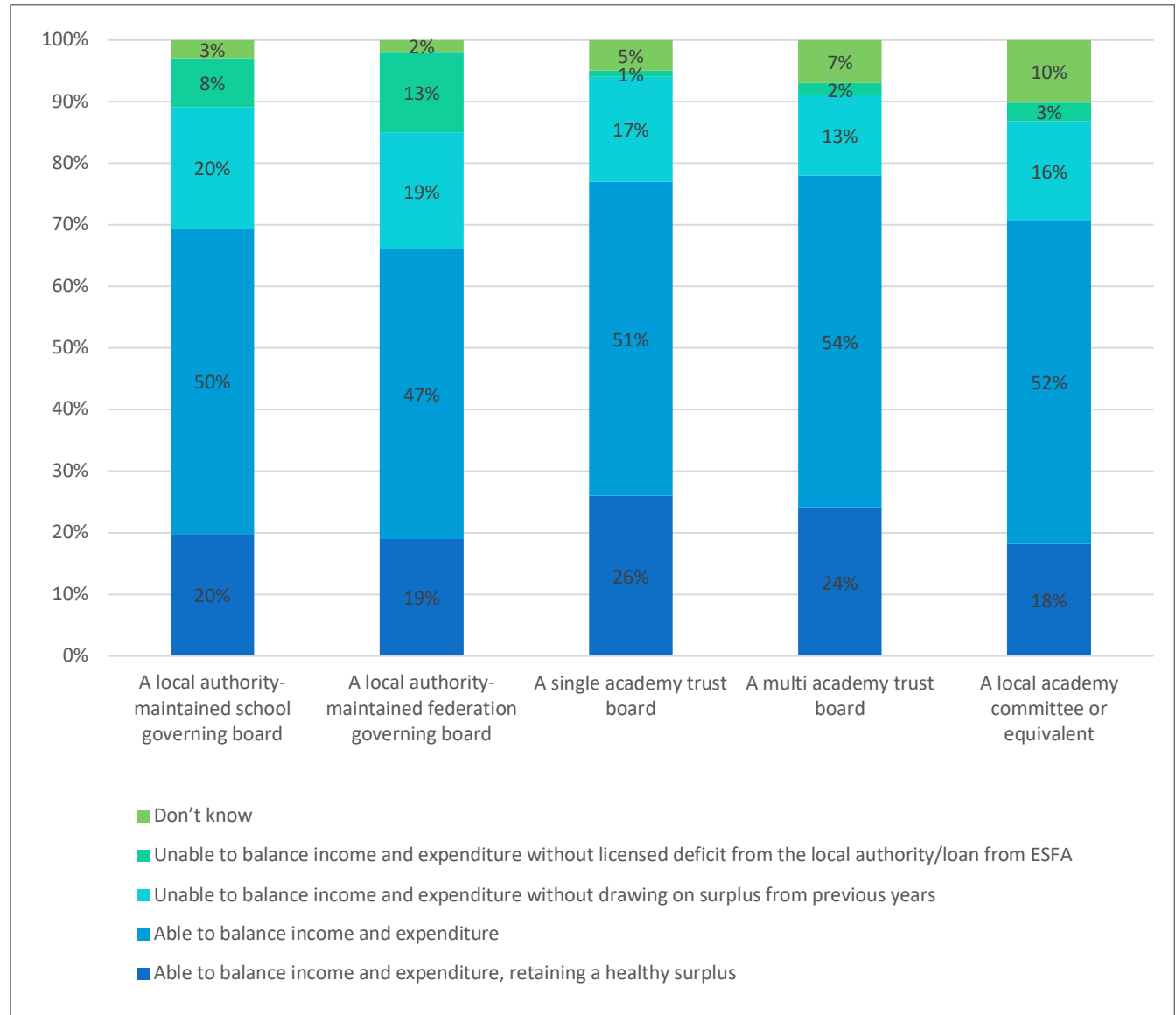


Figure seven, financial position of schools and trusts by board type of respondents.



By region, governors and trustees from the North East were more likely to say they were able to balance the budget with 81% of respondents stating they were able to balance income and expenditure including 32% who were able to do so while retaining a healthy surplus. This compares to just 63% of London respondents saying they could balance income and expenditures, including those in that region doing so while retaining a health surplus falling to 19%. Respondents governing in an all-through schools were most likely to report being able to balance income and expenditure (83%), this includes 30% stating they were able to do so while maintaining a healthy surplus. In contrast only 65% of governors and trustees in nursery schools were able to balance their income and expenditure.

The long-term picture is much more dispiriting. Thinking beyond the current financial position boards find themselves in and considering the longer-term vision and strategy, 56% of respondents reported that they did not believe that their school or trust is sufficiently funded to deliver its vision and strategy to meet the needs of all pupils.

Again there was some difference by school type, with 44% of those governing in MATs saying that their trust was sufficiently funded in contrast to only 36% of governors of local authority maintained schools saying the same. Respondents governing in alternative provision schools, where we find the highest proportion of disadvantage, were most likely to say that they were not sufficiently funded to deliver their vision and strategy to meet the needs of all pupils (67%). Regardless of structure, the overwhelming message is clear – those governing schools and trusts largely do not believe they are sufficiently funded to deliver the ambition they rightly hold for their pupils.

73% of respondents balancing their budget while retaining a healthy surplus believe they are sufficiently funded to meet their vision, as are 37% of those able to balance income and expenditure. Just 8% of those unable to balance income and expenditure without drawing on reserves and 5% of those unable to do so without licensed deficit say the same.

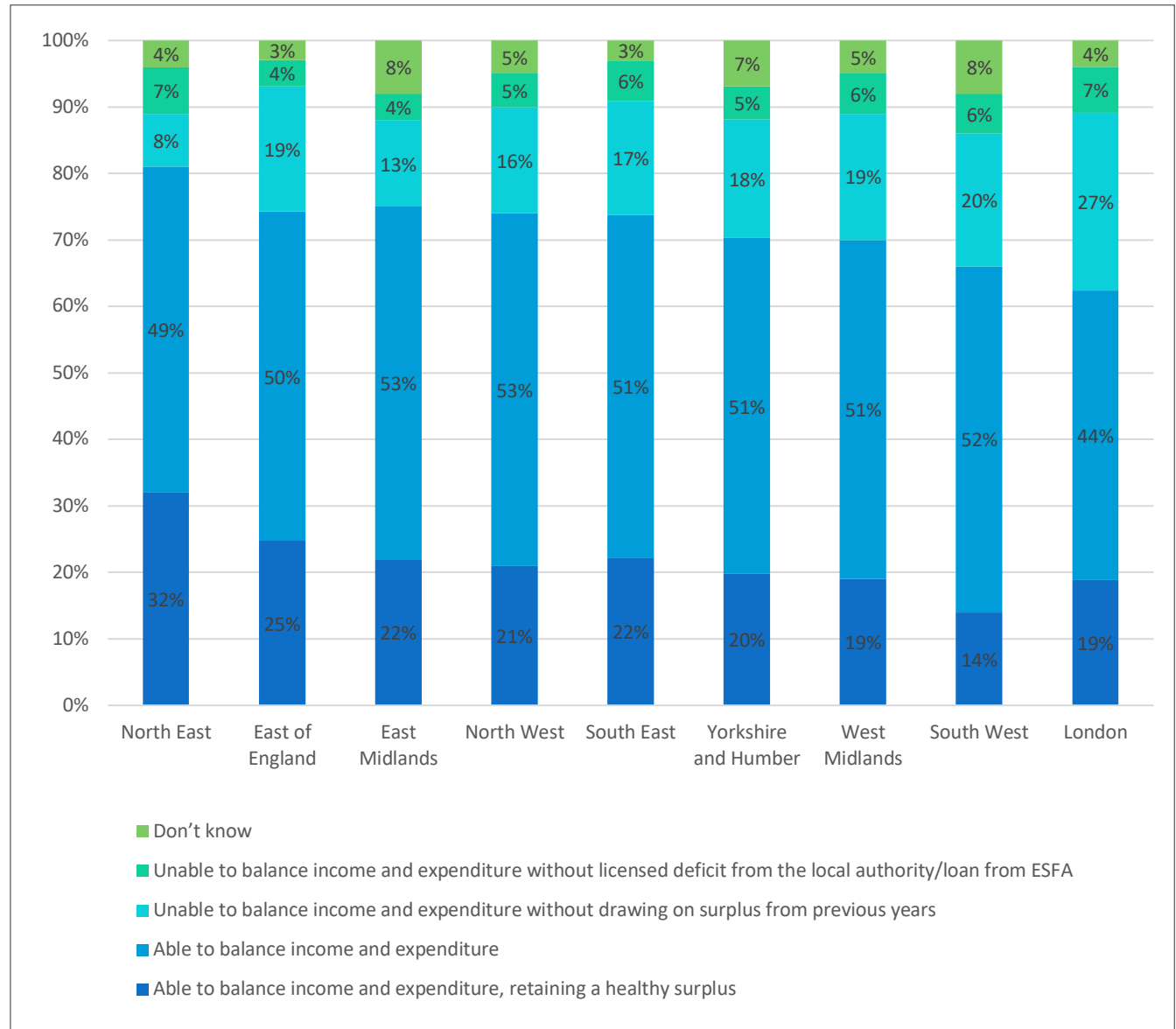


Figure eight, financial position of respondents' school or trust by region.



Our voice



This year's survey results present a more positive view on funding overall. It is certainly encouraging to see the number of respondents currently reporting a balanced financial position has increased. But this needs to be met with caution – the survey findings do not support the view that school funding is on a more long-term sustainable footing than before.

Over a quarter of respondents say their board is unable to balance income and expenditure without drawing on reserves or seeking financial support – this is a significant and alarming statistic, revealing that funding concerns continue to weigh heavily on thousands of schools and trusts across the country. Most respondents also do not believe their school or trust is sufficiently funded to meet the actual needs of its pupils, suggesting that those who are currently balancing the books are having to make cuts to do so.

Managing long-term financial sustainability ultimately continues to be a great concern for governing boards and the sector overall. Current challenges include the increasing risk of deficit budgets due to rising costs and losses incurred because of the pandemic. The message for the government and future spending reviews is clear: we must invest more in our schools and in supporting the most vulnerable areas, such as high needs funding.

Education is the most influential service that every single child has access to, it has the power to impact the future of the economy, health and social care services and overall advancement of an entire nation. It is one of the only preventative services with its reach, and investment in education will see returns multiplied if done well. In the last year we have witnessed the opposite, being the recipients of some of the lowest COVID-19 recovery packages in the developed nations.

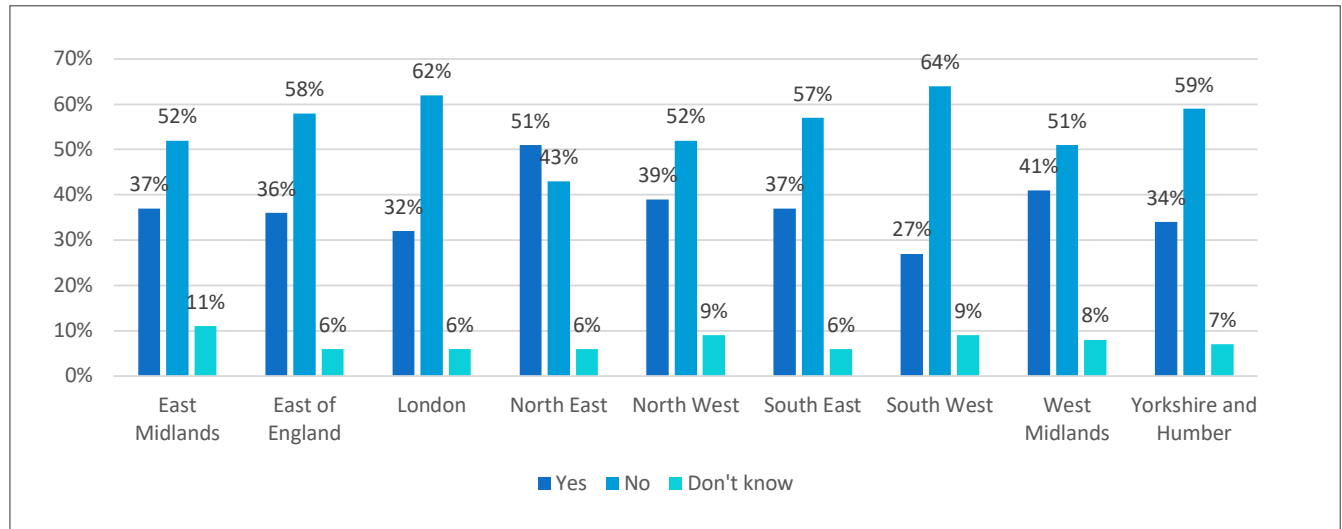


Figure nine, the percentage of respondents that believe their school or trust is sufficiently funded to deliver its vision and strategy to meet the needs of all pupils by region.

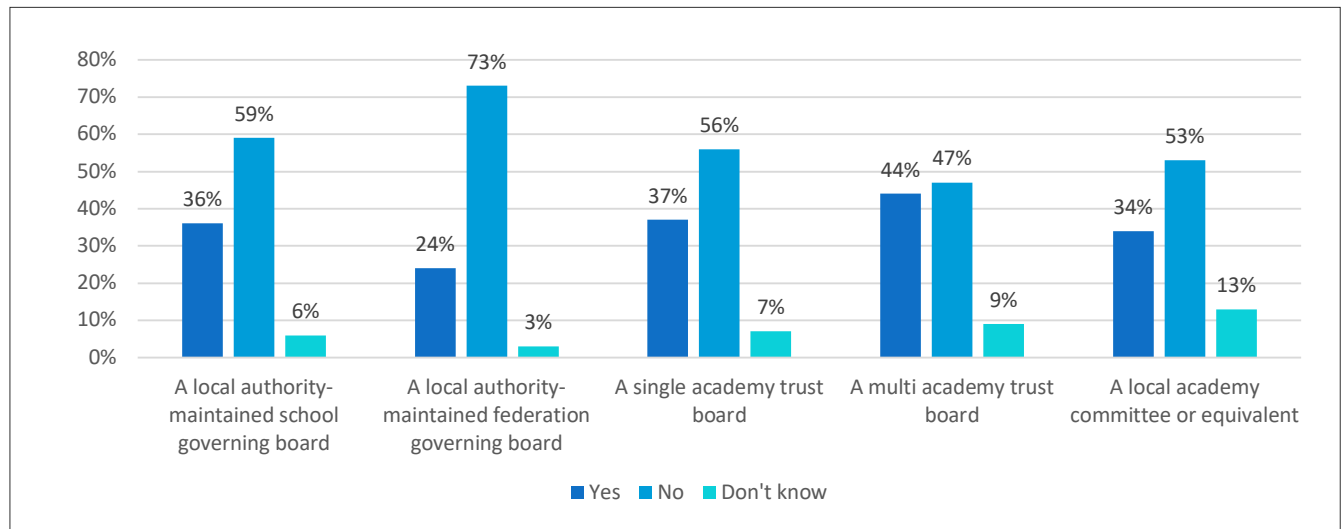


Figure ten, the percentage of respondents that believe their school or trust is sufficiently funded to deliver its vision and strategy to meet the needs of all pupils by school type.



Resources management and financial efficiency

The top measures that governing boards are currently undertaking to ensure resources are managed efficiently are a value for money review of goods, services and suppliers (31% of respondents), benchmarking with schools or trusts in similar circumstances (30% of respondents) and integrated curriculum and financial planning (20% of respondents).

The most common challenges that respondents told us their board faces in setting a balanced budget are:

1. Staff pay costs (20%)
2. Cost of supporting SEND and high needs pupils (18%)
3. Projected pupil numbers (17%)
4. Infrastructure costs eg catering, ICT, estates management, business administration, energy and supplies (9%)
5. Reduced income streams (9%)

This was a consistent picture across all school types, phases and regions other than those governing alternative provision schools who reported the cost of supporting disadvantaged pupils (16%) as one of their top challenges in setting a balanced budget and staff pay costs being less of an issue. Given that the cost of supporting SEND and high needs pupils was second only to overall pay costs in the top five challenges, it is even more surprising that SEND does not feature in the top five overall strategic priorities for governing boards.

Pupil premium and catch-up funding

Last year saw a lot of uncertainty and changes: among them was the DfE's alteration of the census data for pupil premium. When asked about how this decision would impact their school or trust 75% of respondents had a neutral view or didn't know, 18% reported a negative or very negative impact and 7% reported a positive or very positive impact.

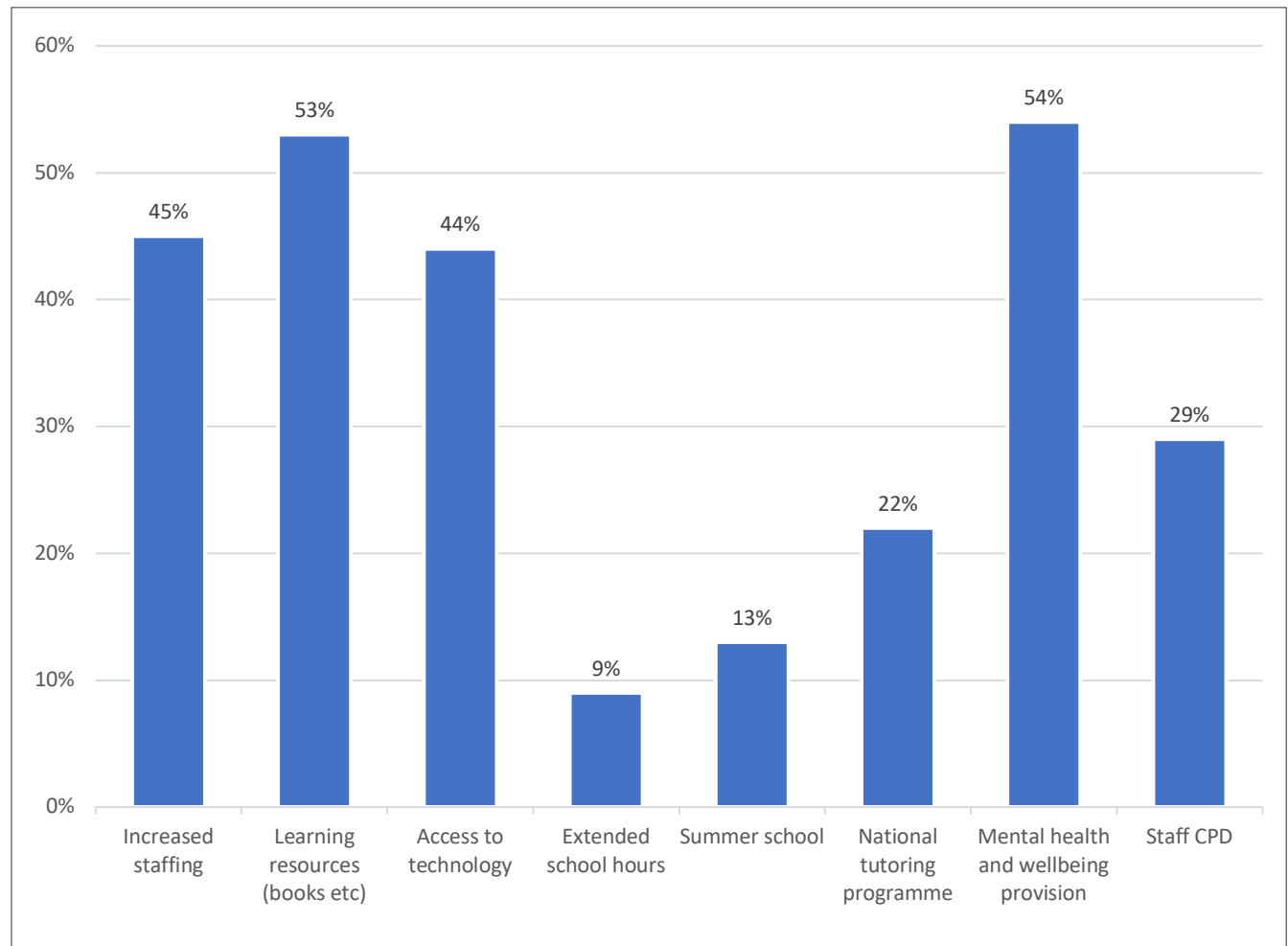


Figure 11, percentage of respondents who are using/plan on using the catch-up premium on the services listed.



The most popular use for the catch-up funding is planned to be spent on mental health and wellbeing provision (54% of respondents), with 53% stating that it would be spent on learning resources for pupils. Mental health and wellbeing provision was reported as being a priority use of catch-up funding across all school types, phases and regions. While those governing in primary schools were more likely to spend the funding on learning resources, those governing in all other school types are prioritising access to technology.

Only 22% of respondents stated that the catch-up would be used on the national tutoring programme (NTP). However, this may be because there is ring-fenced funding available for the NTP as part of the government's catch-up funding.

Staffing

Like many of the challenges schools and trusts are currently facing, staff wellbeing is not new but has been exasperated during the pandemic.

Governors and trustees are required to have due regard for the wellbeing of the leadership team and teaching staff and monitoring this is a key aspect of that duty. This year 77% of respondents stated that their governing board systematically monitor and address issues relating to the workload, wellbeing and work life balance of all staff at their school or trust, an increase of six percentage points from 2020. The majority of those were chairs with 86% of respondents in that role reporting to monitor issues relating to staff wellbeing, an increase of five percentage points since 2020 and those in a governor or trustee role being the least likely at 68%, an increase from 61% in 2020. The proportion of respondents saying they did the same for executive leaders was lower, with just 73% saying they systematically monitored and addressed issues relating to workload, wellbeing and worklife balance for executive leaders. Those governing a group of schools, either in a MAT or federation were more likely to report they did (88%) while those governing secondary schools were the least likely to say did at 68%.

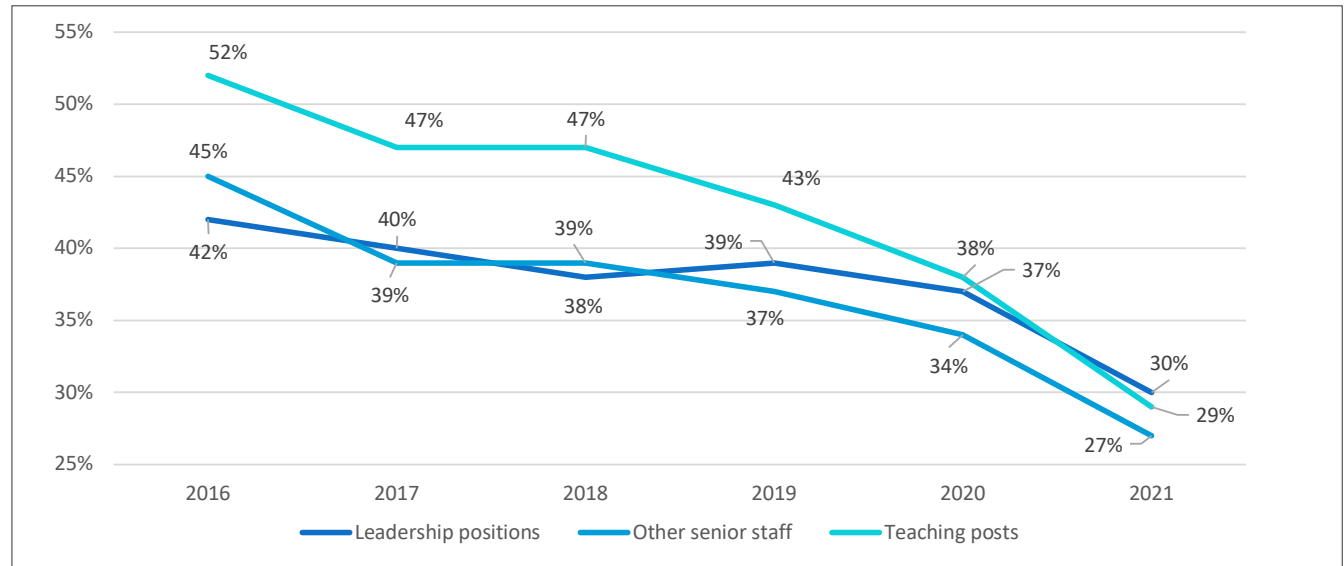


Figure 12, proportion of respondents who agree that recruitment for staff posts is difficult 2016-2021.

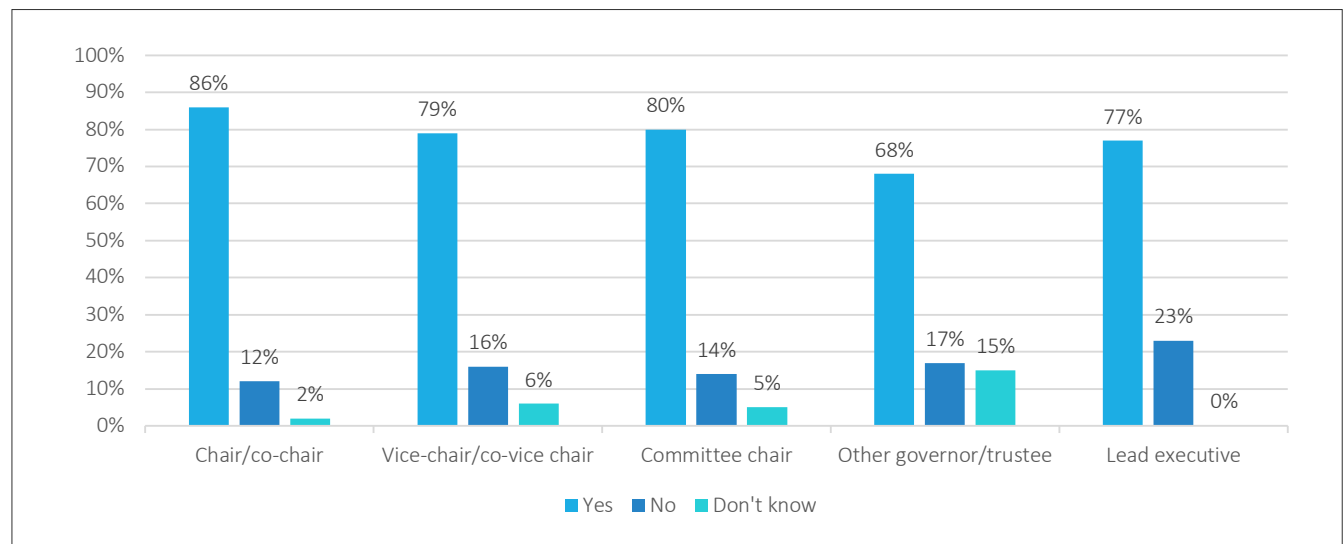


Figure 13, the proportion of respondents who say their board systematically monitors and addresses issues relating to the workload, wellbeing and work life balance of all staff by governance role.



The last 18 months has demonstrated how important having a positive workplace culture is. Half (48%) of respondents viewed workplace culture as the most important factor when it came to recruitment and retention of leaders, teachers and other staff to their school or trust, as was the case across all school types, phases and regions.

The survey shows that workplace culture was followed by reputation of the school (31%), managing workload and wellbeing (29%) and CPD and opportunities for professional development (27%) as other significant factors. Central government reform to address staff workload would make the biggest difference to schools according to nearly half of all respondents (46%). This was followed by school funding (43%) and pay and conditions (42%).

When asked about their board's strategic priorities, only 14% of respondents considered staff recruitment and retention as one of their top three priorities. One in four respondents (25%) agree that it is difficult to recruit the teachers they need and almost a third (30%) say it is difficult to recruit the leaders they need. While overall this builds on a descending trend that has been present in the survey data since 2016, it still shows there is a large degree of concern across the system in relation to this issue. NGA is aware that the descending trend reported here paints a rosier picture to other commentary across the sector, such as the 'Teacher shortages in England' report from the Education Policy Institute. This is just one example which includes a wider view that analyses cross sector trends, highlighting even more of an ongoing concern with staff recruitment.

It is also of note the significant downward trend grew between 2019 and 2021, with only a very marginal drop until that point. However since 2019, the proportions agreeing teaching posts were difficult to recruit to dropped from 43% to 29%, while for leadership positions it dropped from 39% to 30%. This may in part be a result of the pandemic causing fewer staff to leave the profession because of the disruption and uncertainty

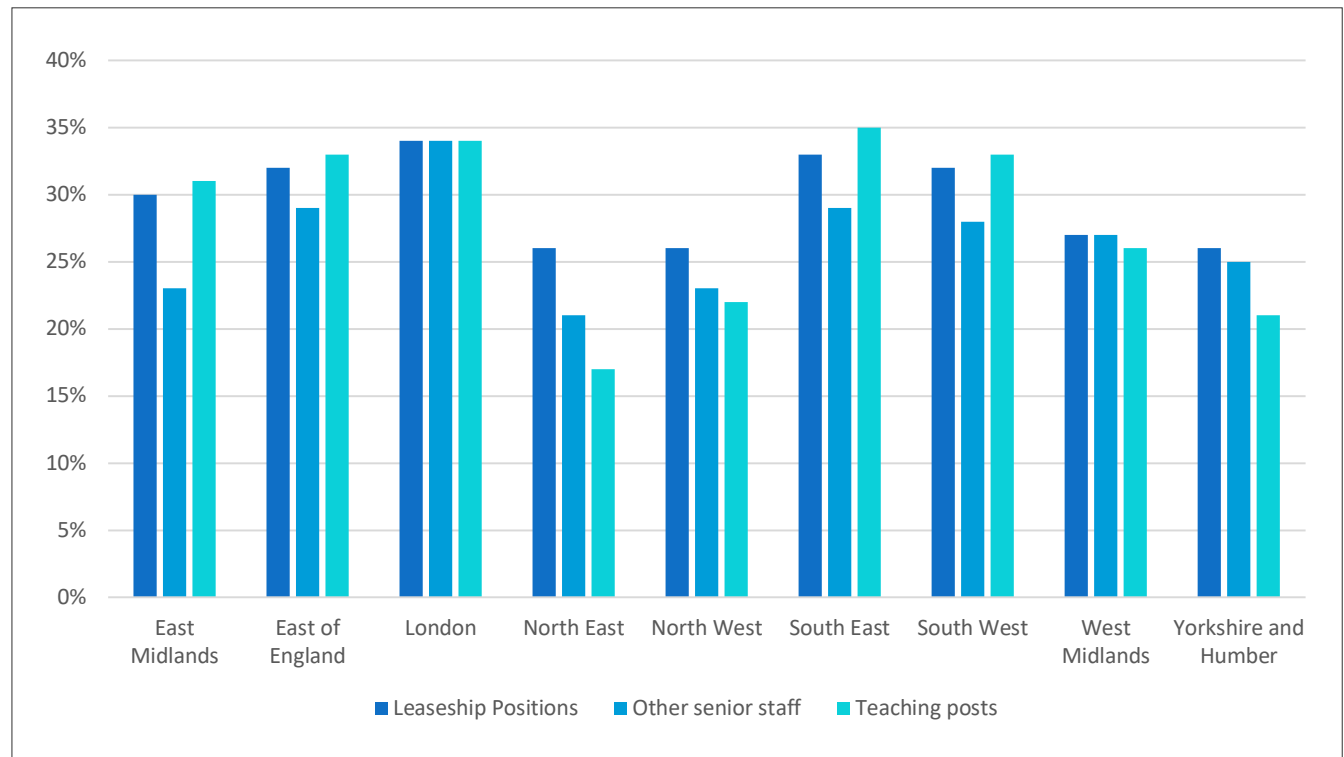


Figure 14, percentage of respondents who agree that recruitment of staff is difficult by region.

caused. Another reason for the decline during this period could be linked to an overall reduction in staff and leadership posts due to budget constraints and more schools joining MATs where centralised support may alter the staffing level requirements in some schools.

Respondents from the North East reported the greatest ease when recruiting staff while respondents recruiting in London were more likely to find it a challenge. There was also a notable difference in phase when considering difficulty

in recruitment with a difference of 21% for those reporting a degree of difficulty in recruitment. Those governing special schools (43%), all-through (42%) and alternative provisions (40%) were on average most likely to state that they agreed that it is difficult to recruit staff for leadership, senior and teaching positions. Predictably, Ofsted was also a factor, with schools rated as inadequate almost twice as likely to find recruiting staff difficult than those rated good or outstanding.



Our voice



Managing workload, wellbeing and CPD opportunities are pivotal when creating a healthy workplace culture. The board modelling this will trickle down into pupil wellbeing and success, in turn impacting on the overall reputation of the school or trust. By ensuring that these factors are a strategic priority, boards will attract and develop quality staff.

According to a recent poll by the National Education Union workload increases have led to many of those working within education stating that they would look to leave the sector soon. It also found vast amounts of education staff reporting that aspects of their jobs have worsened including work life balance and wellbeing. An honest and frank conversation on workplace culture is unavoidable. It is an area that needs real consideration not just by governing boards, but at central government level.

There are some aspects of workplace culture within the education sector that are inherited and directly impacted by central government policy. Many boards and school leaders find their hands tied in implementing positive change due to the demands placed on them by central government.

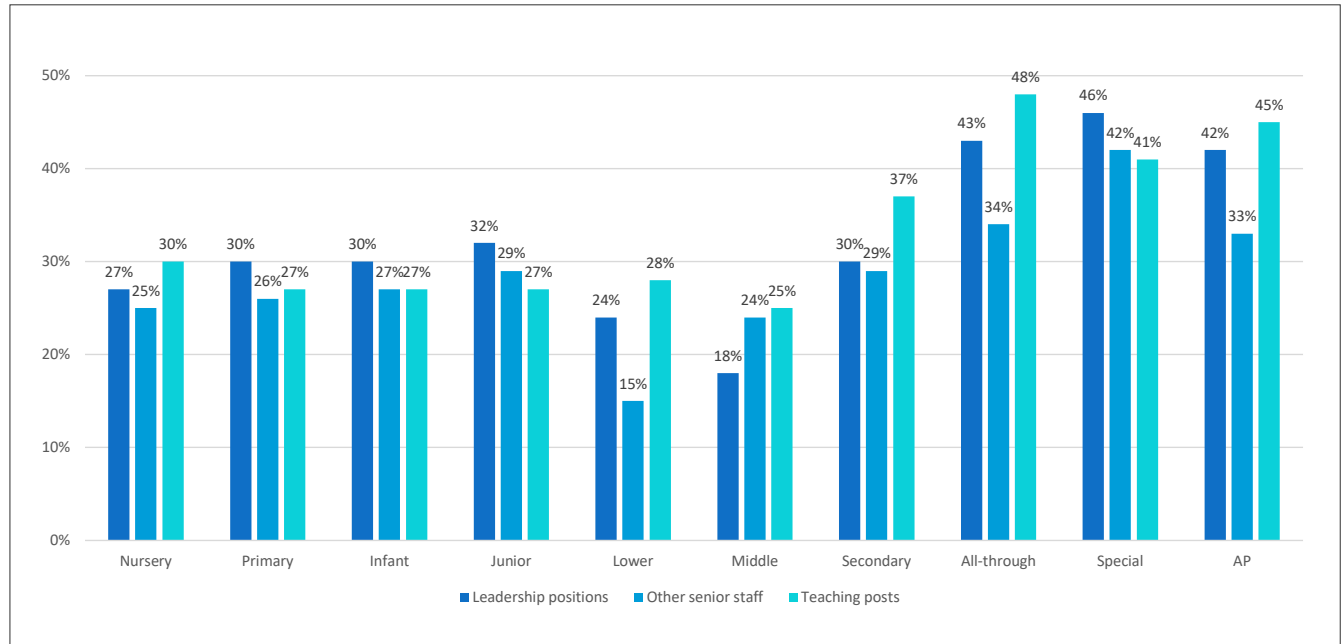


Figure 15, percentage of respondents who agree that recruitment of staff is difficult by phase.

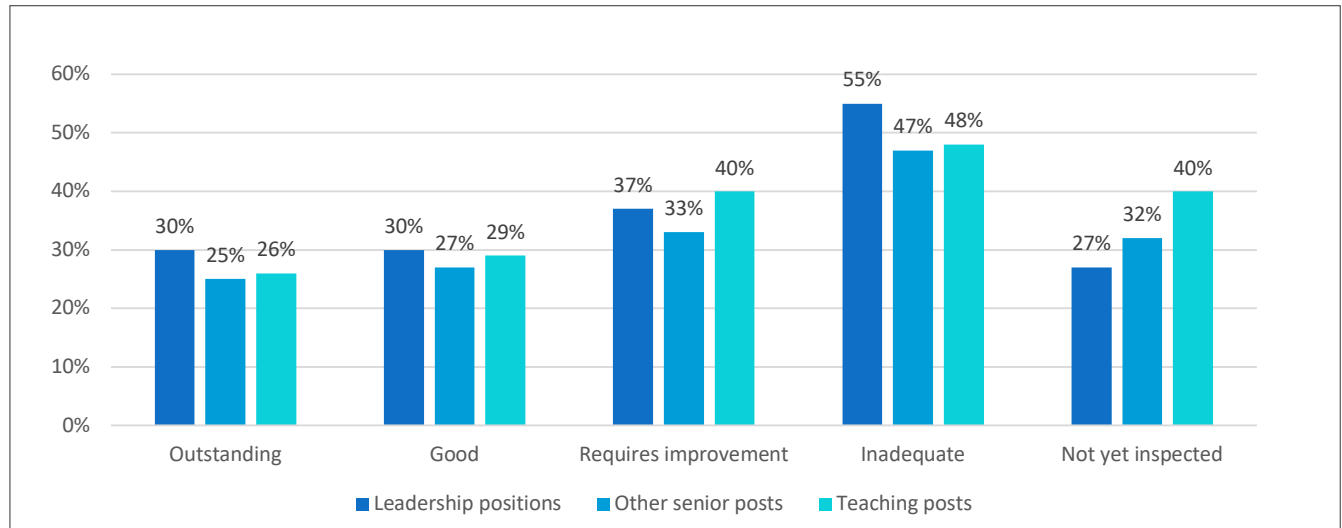


Figure 16, percentage of respondents who agree that recruitment of staff is difficult by Ofsted rating.



Accountability

Ofsted

The pandemic has caused disruption across the sector since the first partial school closures in March 2020 and the most significant accountability process within the education system has been no exception. Ofsted inspections were put on hold or conducted in a way that school leaders, staff and boards were not accustomed to. As with many systems and processes currently used to measure the progress and practice of our schools, it has opened a conversation on the level of reliance on Ofsted to hold schools accountable.

While most governors and trustees who responded continue to agree (52%) or strongly agree (25%) that Ofsted gave a fair and accurate picture of their school based on their most recent inspection, we have seen a gradual decline in the percentage of those that share this view over the past decade. However due to the pandemic the number of respondents experiencing an inspection during this period will be much lower.

Respondents continue to have mixed views as to whether the inspection system has a positive impact on their school with almost half agreeing or strongly agreeing that this is the case (46%) and 34% disagreeing or strongly disagreeing – views that remain largely the same as last year.

Exams

The disruption to the exam system has possibly been the most complex for all stakeholders to navigate. Like other areas of education policy it has led to debate on the future of exams and assessment. Governors and trustees had mixed views on this, with the most preferred option being that teacher assessed grades should be a factor that contributes to the awarding of grades for GCSE, AS and A level subjects in 2022 and beyond (27%). A further 25% of respondents

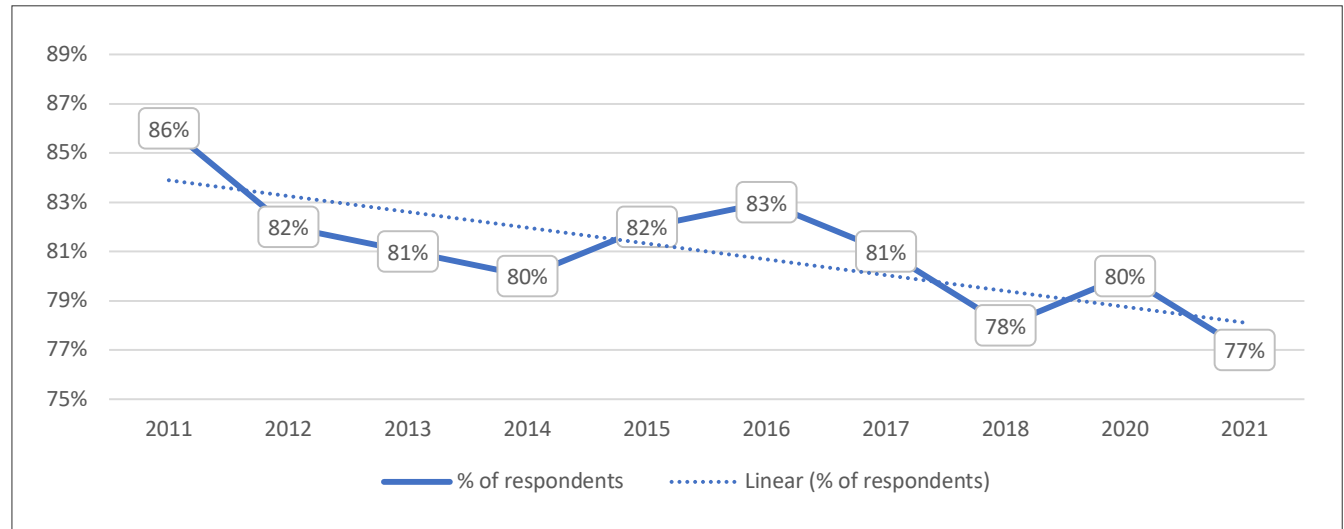


Figure 17, percentage of respondents that agree or strongly agree that Ofsted give a fair and accurate picture of their school over the past decade.

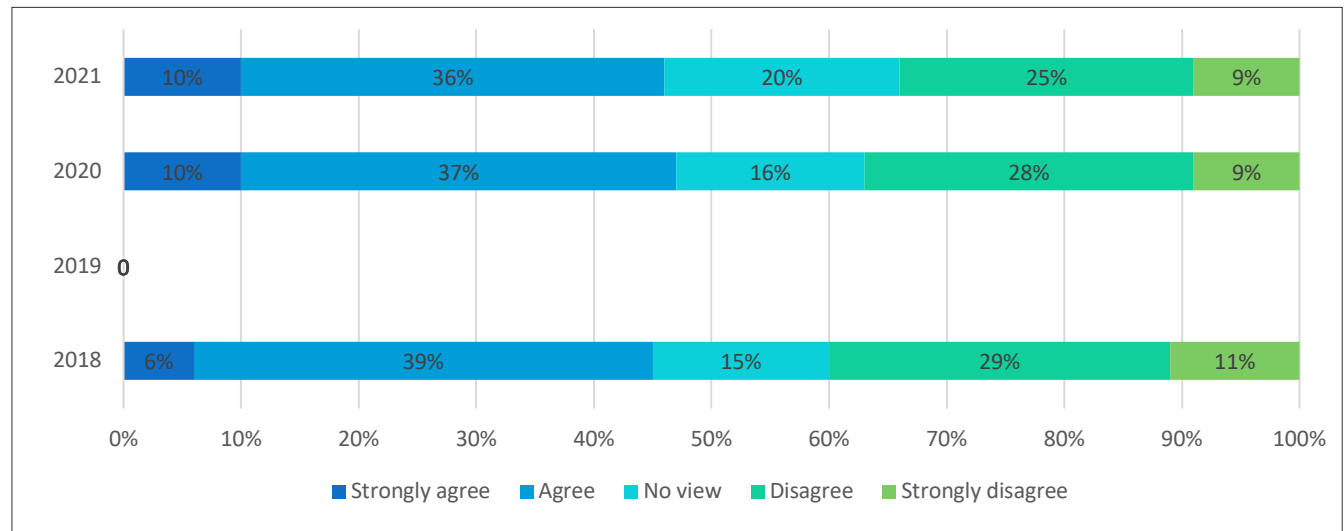


Figure 18, extent to which respondents agree or disagree that the inspection system has a positive impact on the school system.



believed that the awarding of grades should return to the usual assessment and exam process, but with adaptations and a fifth (20%) opted for the awarding of grades to return to the usual process set by exam boards.

This was the case across all regions and board types, other than London (26%) and the South East (25%) as well as SATs (30%), where respondents were more likely to opt for the awarding of grades to return to usual, but with some adaptations.

Careers

The importance of children and young people having access to a holistic careers education offer cannot be understated and the school is an essential vehicle in its delivery. In line with government guidance, there also needs to be a focus on creating opportunities for pupils to interact with external providers and employers, giving them a tangible experience of what they can expect and what they need to do to reach and succeed in their chosen careers.

The percentage of respondents stating that they do not offer careers advice has dropped by 35 percentage points (from 37% to 2%) since 2016. This is indicative of the introduction of the Baker clause which came into effect on 2 January 2018 as an amendment to the Technical and Further Education Act 2017. The Baker clause stipulates that schools must ensure that a range of employers and further education and training providers have access to pupils in years 8-13, giving them the full range of education and training options at each point of transition. The Baker clause became a focus of Ofsted's new education inspection framework (EIF) which was implemented in 2019, becoming a determining factor when grading in schools.

| | |
|---|-----|
| Awarding of grades should return to usual exams and assessments set by exam boards | 20% |
| Awarding of grades should return to usual exams and assessments set by exam boards but with adaptations | 25% |
| Teacher assessed grades should be a factor that contributes to the awarding of grades for GCSE, AS and A Level subjects | 27% |
| Teacher assessed grades should be the process of which grades are awarded, similar to the process followed for summer 2021 | 12% |
| None of the above | 15% |

Figure 19, percentage of respondents who hold view of the statements listed.

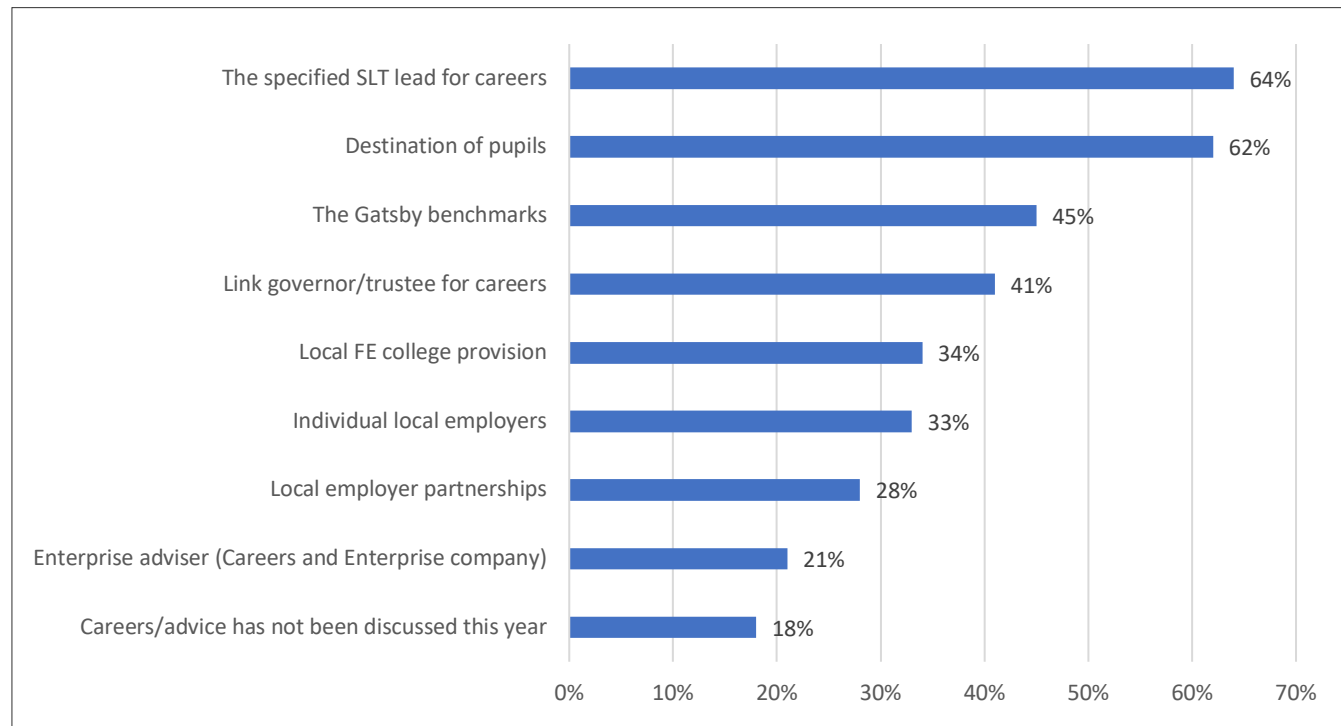


Figure 20, sources of information boards draw on in developing and monitoring their school or trust's career advice/education strategy.



In developing and monitoring a strategy that supports careers education, respondents were most likely to draw on the expertise of the specified senior lead for careers (64%), this was reflected regionally, except for respondents in Yorkshire and the Humber, East Midlands and the West Midlands who were more likely to look at the destination of their pupils. Nationally 62% of governors and trustees said they consider destination data, 45% of respondents looked to the Gatsby benchmarks and 41% had a link governor or trustee for careers.

Respondents said that careers advice for pupils was most provided in the form of face-to-face advice (75%), followed by talks from external speakers (65%) and work experience (63%). This was the case across all regions, school types and phases.

Coaching and mentoring was more likely to be offered to pupils as a form of careers advice in special schools and alternative provisions or pupil referral units than other school types and phases, where it was the least used type. This was also the case across all regions and board types. Those governing in the North East, West Midlands and Yorkshire and the Humber were more likely to provide their pupils with information on apprenticeships than other regions in England.

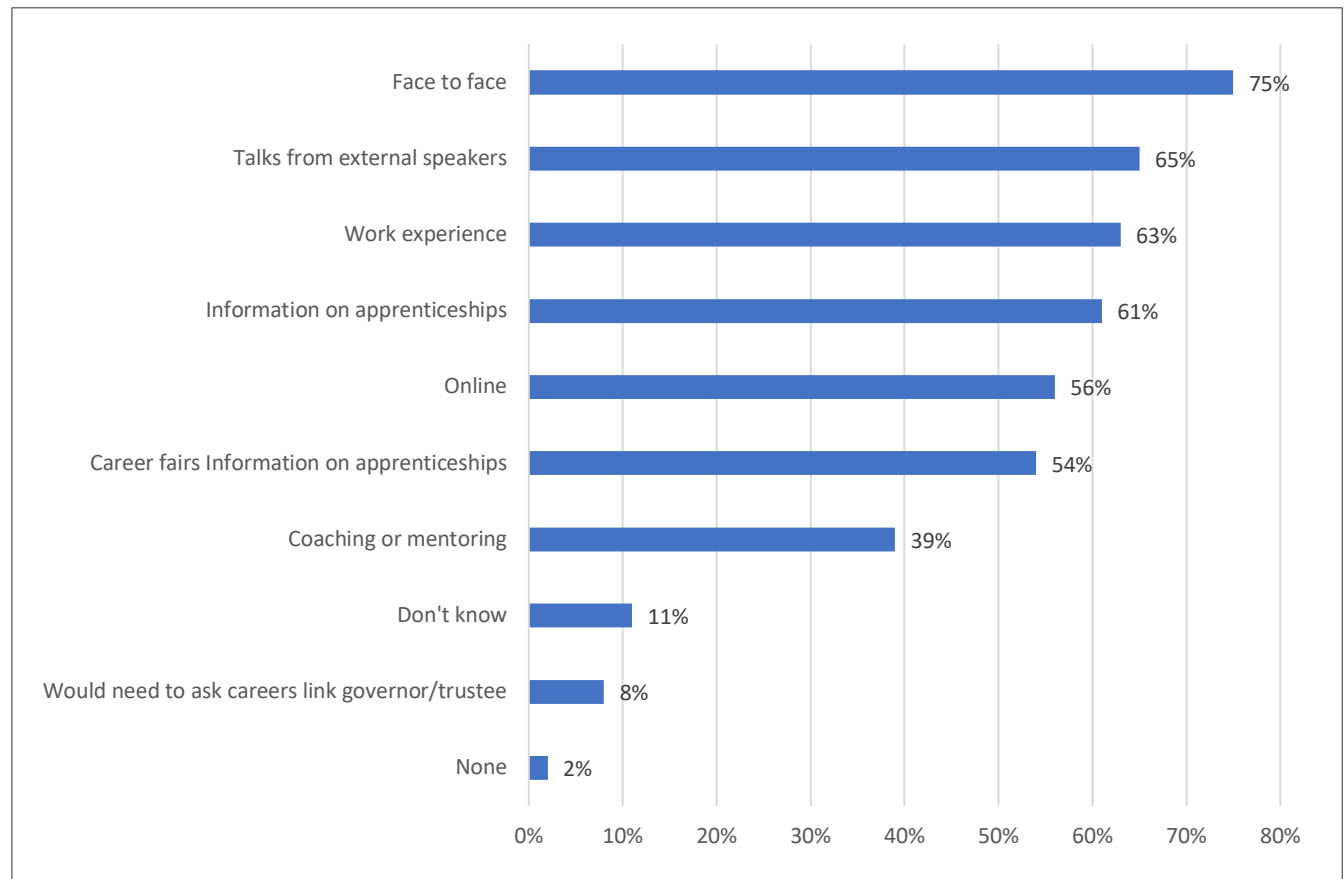


Figure 21, forms of careers advice that respondents say their school or trust offers to pupils.

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