

Accountability through Monitoring & Challenge

(2 hours)

For: maintained schools and academies.

This course will enable governors to be proactive in holding the school leadership to account with a view to ensuring high standards of education (Element 2a of the Competency Framework for Governance, DfE 2017).

The course focuses on monitoring school improvement through a balance of challenge and support. It explores the difference between monitoring and evaluation. The course looks at what governors should monitor and the different sources of information, both internal and external, that they can use. A range of monitoring activities is discussed, including visiting the school, the role of committees and the full board. The course examines what is meant by the term 'holding school leaders to account' and how governing boards can both challenge and support senior leaders.

By the end of the course participants will be able to:

- Explain the role of the governing board in ensuring high standards through holding senior leaders to account
- Describe different monitoring activities
- Understand what is meant by the term 'challenge', and how governors do this in meetings and on visits.

An introduction to data from internal & external sources - Part 1

(1.5 hours)

For: all governors in maintained schools and academies.

This course is an introduction to external performance data available to schools. It aims to de-mystify the various sources of external data including Analyse School Performance (ASP) and the Inspection Data Summary Report (IDSR). Ofsted looks for evidence of the impact of governors, which includes holding leaders to account for the educational performance of the schools and its pupils. This includes expecting governors to be aware of this data. This course will help governors to feel more confident about the key aspects of data and will show governors how this data can be used to monitor how well their school is doing.

Understanding your school's performance data - Part 2

(1.5 hours)

For: maintained schools and academies.

This course is aimed at governors who have completed Part 1, Understanding School Data, or who already have some experience of looking at school external performance data. Governors will have the opportunity to work with their own school data including Analyse School Performance (ASP) and the Inspection Data Summary Report (IDSR), in order to understand pupil progress and standards over time and to compare performance with other schools. Ofsted looks for evidence of the impact of governors, which includes holding leaders to account for the educational performance of the schools and its pupils. This course will help governors to feel more confident about using the school's own performance data effectively to improve their school.

* An additional £60 charge will be incurred for the use of your school's own data. Our trainer will obtain the data and analyse it in advance of the course.

Budgeting & Finance - maintained schools only

(2 hours)

For: governors on the finance committee, who are relatively new to finance.

This course covers the relative roles and responsibilities of governors, headteachers and finance administrators and the specific role of governors in budget planning and monitoring. It is a practical course allowing governors to delve into how an individual school budget is calculated, as well as looking in some detail at a governor's budget plan. A brief overview and some guidelines around SFVS complete this financial overview. This is a general finance course aimed primarily at governors on the finance committee, who are relatively new to finance, and wish to have a better understanding of their roles in regard to financial monitoring and accountability

Developing an Effective Governing Board

(1.5 hours)

For: established governing boards. This course is not available as cluster training.

Ideal for an established governing board which wishes to take stock of its current practices. The trainer will facilitate a workshop in which governors review themselves, their governing board and consider what constitutes an effective governing board as well as auditing their current governing board practices and assist in the drawing up of an action plan to build on strengths and address issues identified.

Effective school self-evaluation and school improvement planning

(1.5 hours)

For: maintained schools and academies. This course is not available as cluster training.

Self-evaluation and school improvement planning are at the heart of the governor's strategic role. This is a workshop which gives governors the opportunity to understand the cyclic relationship between the two. Governors will be able to explore areas of their current practices in order to assess short and long term priorities and begin to build effective and sustainable school improvement plans.

Exclusions

(2.5 hours)

For: any governor who may be called upon to review an exclusion, headteachers and clerks to governors in maintained schools and academies.

This course will focus on all aspects of the exclusion process and will equip governors to carry out their duties appropriately. DfE Guidance (2015) states "it is very important that governors who are called upon to review exclusions receive training to equip them to discharge their duties properly". This course is appropriate for governors of Maintained schools and Academies.

Handling complaints

(2 hours)

This course will help governors to ensure that when a complaint arises in their school, they have the knowledge, understanding and processes in place to resolve it as effectively as possible.

The course content addresses key issues around: what constitutes a complaint; the principles and components of an effective complaints policy, including the different stages of handling a complaint; and some of the practical considerations involved in making the complaints procedure run smoothly, including good communication and clarity of roles.

It will enable governors from maintained schools and trustees from academies to recognise the requirements that apply to their setting and give them a chance to start thinking about practical next steps they can take to review and, if necessary, develop the complaints procedures in their school.

Outstanding governance: a workshop for good governing boards

(2 hours)

For: maintained schools and academies that are graded as good.

This facilitated workshop session is aimed at governing boards of schools graded as good who are aiming to become outstanding. It is an interactive session that will enable governors to understand how Ofsted judge governance and what being outstanding means in practice. It involves a detailed look at the Ofsted grade descriptors for leadership and management and an opportunity to assess your governing board against the Ofsted governance criteria. It also considers the governance features that have been highlighted in outstanding Ofsted reports under the current framework. The session incorporates assessment against the NGA eight elements of good governance and the development of an action plan to enable your governing board to become outstanding.

Pupil Premium

(1.5 hours)

For: maintained schools and academies.

This session will enable governors to understand the aims and intended impact of pupil premium funding, including the latest information about closing the gap in Gloucestershire. Through interactive activities, governors will become familiar with research and good practice about the most effective ways of spending pupil premium funding. The course also focuses on governors' responsibilities in relation to monitoring the impact of the pupil premium and on the role of the pupil premium governor.

Roles & Responsibilities

(2 hours)

For: maintained schools and academies.

This course will enable governors to be clear about what is expected of them and what their main roles and responsibilities are, with reference throughout to the Competency Framework for Governance. It begins by looking at what is expected of governors and how they should behave individually and collectively as a team. The course then considers the three key roles of governing boards in relation to setting the strategic direction, holding school leaders to account and effective use of school finances, including staffing responsibilities. It examines the boundaries of a governors' role and briefly looks at how governors can monitor school improvement, including governor visits. The session concludes with a short introduction to evaluating the governing board and action planning.

This is an interactive session with activities and discussion. It is an ideal introduction for new governors (but should not be a substitute for Training for New Governors) or a refresher for more experienced governors who want to update their knowledge and understanding.

By the end of the course participants will be able to:

- Explain the legal framework for governance
- Understand the boundaries of their role as a governor
- Describe the 3 key roles of governing boards

Strategic Safeguarding for Governors

(2 hours)

For: governors from maintained schools and academies. **This is not the same as child protection training for staff.**

Under KCSIE 2025 governing bodies and proprietors should ensure that all governors and trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be updated regularly. Therefore, in addition to the Level One online which covers the operational aspects of safeguarding, all new governors from 1st September 2022 (*when the legislation changed*) must also undertake strategic safeguarding training in order to be compliant.

This session meets that requirement by covering all strategic aspects of safeguarding; enabling you to confidently assess the effectiveness of the systems and processes in place and ensuring that you are able to contribute with confidence to discussions about safeguarding in your setting. *NB. Staff governors will find this session beneficial as it covers different aspects to the operational training they may already have undertaken.*

Vision, Ethos & Strategy

(1.5 hours)

For: maintained schools and academies. This course is not suitable for clusters of schools.

The governance handbook states that a governing board's first core function is to set the organisation's overall strategic framework, including the vision and strategic priorities. It is also clear that board must set and model the school's culture, values and ethos. This course is for governing boards who want to focus on strategy development and to start by developing or reviewing their values and vision.

It is a facilitated workshop which will guide you through developing reviewing or your school's values and vision in an collaborative way.

The session will cover

- The governing board's role in the school's vision, ethos and strategy development
- Reviewing the school's values and ethos
- What makes a good vision statement and reviewing your school's vision
- Planning how to involve key stakeholders in reviewing the school's vision, ethos and strategy

What governors need to know about Ofsted Inspections

(2 hours)

For: maintained schools and academies.

The training explains the renewed Ofsted Framework in the context of your own school and provides:

- An overview of the principles and process of inspection from November 2025
- An introduction to the:
 - inspection report cards
 - 5-point grading scale
 - evaluation areas
 - central place of inclusion in the framework
 - new inspection methodology
- Explanation of the sharper focus on governance and how this will be evaluated.
- A range of activities to support governors to feel confident about their role in inspection.

What governors need to know about the curriculum

(2 hours)

For: maintained schools and academies.

The curriculum is at the heart of what schools are about. There has been much focus in recent years, in line with Ofsted's raised expectations, on designing and implementing a school curriculum that enables all pupils to achieve good outcomes across a broad range of subjects, not just the core subjects of English, maths and science. It can be a challenging area for governors to feel confident about, but this session provides the knowledge they need to carry out their strategic role, working alongside the operational role of the headteacher and curriculum leaders. It covers what the curriculum requirements are, explaining curriculum-related terminology, and offers suggestions and practical opportunities for exploring ways of monitoring the curriculum and its impact on pupils.

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