

Being Strategic

A guide for

J R Y H U Q L Q J b E R



:K\ D JXLGH WR EHLQJ VWUDW

\$ * R Y H U Q L Q J S U L Q F L S O H V

Principles against which governing boards
should continually evaluate their practice

Effective governance

7 K H O L Q H E H W Z H H Q J R Y H U Q D Q F H
D Q G b P D Q D J H P H Q W

leader more difficult.

What Governing
Bodies Should Expect from School Leaders and What School
Leaders Should Expect from Governing Bodies

Ethical governance

the confidence to have courageous conversations in the

Governance Handbook
Competency Framework for Governance

of public life: selflessness, integrity, objectivity, accountability,

[nga.org.uk/codeofconduct](https://www.nga.org.uk/codeofconduct)

\$ *RYHUQLQJ SULQFLSOHV

9DOXH V

\$ YDOXH LV D SULQFLSOH WKDW JXLG
RXU WKLQNLQJ DQG bEHKDYLRXU

9LVLRQ

7KH VFKRROMV YLVLRQ VKRXOG LQ D
ZKDW WKH VFKRRO ZLOO ORRN OLNH

specific goals do you want the school and its pupils to have

where it aims to be in three to five years' time. There is no

reaffirm them when discussing vision and strategy. Some

Reflective of the views of pupils, parents and staff?

[resource pack](#)

[Growing Governance](#)

Where can you find your values best represented?

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Taking time to reflect, discuss and consult before determining

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([DPSOH WDEOH RI GHOHJDWLRQ ZLWKLQ D VLQJOH VFKRRO



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0 \$7V

that looks ahead three to five years and an annual strategy

governance functions are exercised. There is no one-size-fits- within the individual academy is determined by the specific

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7UXVW YLVLRQ	7UXVW VWUDWHJ\	GRFXWHQMYHORSPI
Three to five years	One year	One year

'HYHORS UHFRPPHQG

Beginning of year

Refer
Throughout year

Agree
Beginning of year

'HOLYHU FRPSO\

Throughout year

Report

Monitor
Termly/annually

Review
End of the year

& 0 R Q L W R U L Q J W K H V W U D W H

consider outcomes that are specific, measurable, achievable,

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3XSLOV

3XSLO SURJUHVV DQG DWWDLQPHQW

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Pupil progress and attainment form part of the four

the progress and achievement of specific groups of pupils,

makes a graded judgement. Schools falling below the four

determine the qualifications they gain and consequently

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Centre

NGA Guidance

3XSLO ZHOOEHLQJ DQG UHVLOLHQFH

3UHSDULQJ SXSLOV IRU WKH QH[W VWDJHV RI OLIH

([DPSOHV RI HYLGHQFH

education qualifications or apprenticeships".

& ORQLWRULQJ WKH VWUDWHJ\

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5HVRXUFHV

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financial performance of the school and making sure its money

(QJDJHPHQW ZLWK SDUHQWV DQG ORFDO FRPPXQLW\

(QJDJLQJ ZLWK SDUHQWV

([DPSOHV RI HYLGHQFH

their children's future and are influential in shaping their

5HODWLRQVKLS ZLWK ORFDO FRPPXQLW\

([DPSOHV RI HYLGHQFH

local community benefits a school in many ways.

and secondary)

(primary

(secondary)

' 5HYLHZLQJ WKH VWUDWHJ\

Review the strategy annually to
evaluate progress towards the vision

.H\ TXHVWLRQV IRU WKH JRYHUQLQJ BODUG WR DFN
LWVHOI RQ VWUDWHJ\

Does our vision look forward three to five years, and does it

nga.org.uk

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priorities for the next three to five years, to which all

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March 2018

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both politically and financially independent. We support

2711000 (whose registered office is at 215 Euston Road,

nga.org.uk/membership