

Module 1. The Strategic Role

Intended learning outcomes for the module

After completing this module, participants should be better able to:

- explain the main purpose of governing bodies
- differentiate the three key roles of governors
- identify the key elements of the strategic role
- define the powers and duties of governing bodies
- explain the significance of planning and target setting
- relate the characteristics of effective schools to the strategic role of governors.

Outline and suggested timings

| Activity number | Activity title | Approx time |
|-----------------|---------------------------------------------------|-------------|
| 1.1 | Introductory activities | 20 minutes |
| 1.2 | The strategic role | 15 minutes |
| 1.3 | Powers and duties of governing bodies. Activity A | 30 minutes |
| 1.4 | Strategic planning –discussion | 10 minutes |
| 1.5 | Strategic planning. Activity B | 25 minutes |
| 1.6 | Features of effective schools | 10 minutes |
| 1.7 | Reflection, action planning, and evaluation | 10 minutes |

Note on handouts. The handouts contain a great deal of background information and THEY ARE NOT MEANT TO BE READ WORD FOR WORD. Please advise participants of the key issues they cover and encourage them to keep them as reference material.

NB There is the potential for confusion when using the term SIP. Where appropriate you will want to note whether you are referring to ‘school improvement plan’ or ‘school improvement partner’.

Activity 1.1 Introductory activities

Learning outcomes. For participants to:

- make introductions and discuss and agree protocols.
- understand the content and structure of the three modules
- know where to access further information
- consider using a Learning Log/Action Plan.

Overall length

- 20 minutes

Resources required

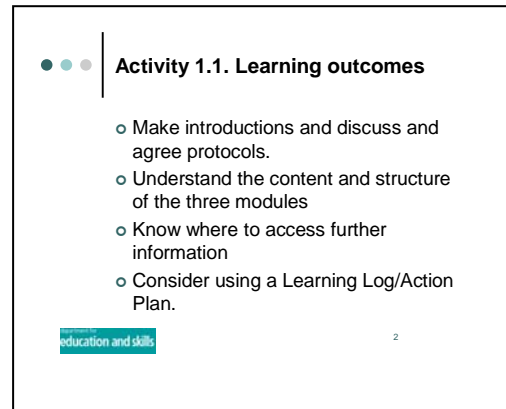
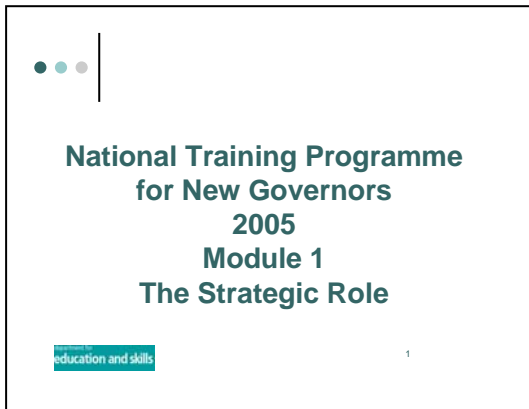
- Slides 1-5
- Handouts 1-3
- Copies of the guidance for Chairs of Governors and Headteachers: DfES 0736/2001
- Copies of the distance learning workbook
- Flipchart and pens

Key notes for trainers

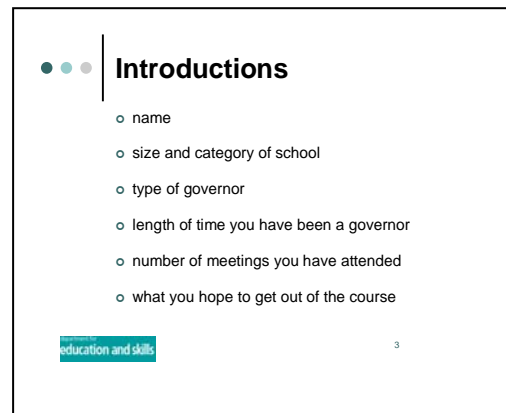
- The course was the first element in the national strategy to train governors. The strategy is an indicator of the significance the government attaches to governing bodies
- Participants will learn from each other and from you as the trainer(s). They will consolidate their learning if they engage in the inter-sessional tasks
- It is important that they are reflective and reference their learning to their own context
- This is an introductory course. You will be able to provide information about further courses that elaborate on the various aspects of their roles
- It is important to avoid jargon, and you may find that they have felt baffled by the content of meetings they have attended. They may find the glossary in the NGC Trigger Pack useful
- Resources on the web are extensive. You could cache (save to view offline), key websites on your laptop.
- There are plans to merge key websites. SchoolsWeb is the project name for the new website which will replace [GovernorNet](#), [Online Publications](#), the [Standards Site](#), [TeacherNet](#) and other schools-workforce-related sites, bringing information together in a single place. You will want to update your notes as more information becomes available.

- **Activity 1.1 Task 1. Introductions**

- After welcoming everyone, introducing yourself and dealing with 'domestics' use Slides 1 and 2 to introduce the module and the learning outcomes for the activity.

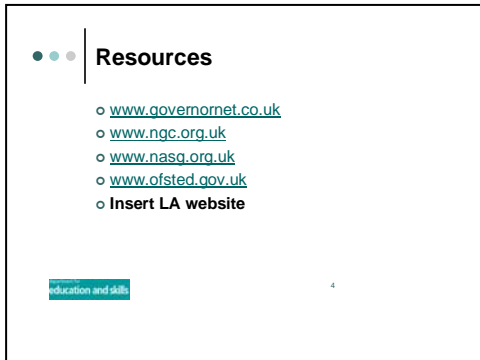


- Ask them to work in small groups ensuring that everyone responds to the questions on slide 3.
- If the group is small then they could first work in pairs and then introduce their partners to the rest of the group.



- To enable you to get a sense of the composition of the group you could ask:
 - how many are parent governors, LEA governors, and so on and flipchart the numbers
 - how many have not yet attended a meeting; how many have been to 1-3 meetings; how many have been to more than 3?
- Draw their attention to handouts 1, and 2. Check that they are all clear what type of governor they are and what category of school they are at. Briefly highlight the reconstitution process. This won't be an issue beyond August 2006.

- Ask if they have received the relevant copy of A Guide to the Law for school Governors. Use slide 4 to ensure they are aware of key websites. If you have cached www.governornet.co.uk you could show them the index and where to locate the Guide to the Law for School Governors.



- Ask them individually what they hope to get out of the course. If numbers make this difficult they could call out their ideas. Flipchart these expectations and save them to return to in session 3.
- Explain why handout 3 has been included. Stress that as governors, they have a major impact on our children's life chances and they control significant resources. The principles are as pertinent to governors as to anyone else in public life.
- Spend a few minutes agreeing ground rules. For example confidentiality, punctuality, mobiles off, active participation, respect for other's views, and so on. Flipchart these to revisit at the start of sessions 2 and 3.

Module 1 Handout 1

Types of governor

The number of governors in each school is set out in the school's Instrument of Government.

Schools are free to select a model of between 9 and 20 governors within a framework of guiding principles, which impact differently on the various categories of school. These figures exclude any sponsor governors or additional foundation governors (up to 2) appointed to preserve the Foundation's majority.

The composition of a governing body should reflect a wide range of groups from the community.

- **Parent governors** are elected to be representative of the parent body. They should keep in touch with those who elected them but make up their own minds on how to vote on any specific issue. No one who works in the school for more than 500 hours in any 12 month period commencing 1 August and finishing 31 July is eligible for appointment or election as a parent governor. Similarly, elected members of the Local Authority are disqualified.
- **Staff governors** include the head (who must be counted in the staff governor category whether or not he has resigned his governorship), teaching and non-teaching staff. With the exception of the headteacher, staff governors are elected and should communicate with those who elected them. All staff governors should make up their own minds on how to vote on any specific issue.
- **Local Education Authority (LEA) governors** are appointed by the Local Authority that maintains the school. Positions can be filled to reflect the local political balance, but this is not obligatory. As with all other governors they should be appointed with a view to their commitment to raising standards. They should keep in touch with those who appoint them but should vote according to the best interests of the school. No one who is eligible to be a staff governor can be appointed as an LEA governor.
- **Foundation governors** are normally appointed by either the Diocese or the local church, or by some other foundation body.
- **Community governors** replace the co-opted category and should be living or working in the community served by the school, or committed to the good government and success of the school. They are invited to join the governing body and are entitled to vote when new community governors are being considered. Community special schools and foundation special schools should appoint community governors from either one or more primary care trusts or National Health Service trusts, whichever the school is most closely associated with. Anyone eligible to be a staff governor is disqualified from being a community governor, as are pupils and elected members of the Local Authority. VA schools do not have community governors.

- **Partnership governors.** In the case of a foundation school which has no foundation or equivalent body, the foundation governors are replaced by partnership governors. The governing body appoints them after seeking nominations from parents and others in the community it considers appropriate. These could include members of staff, community associations and other local bodies. No one who is a parent of a pupil at the school, or is a registered pupil is eligible for appointment. Anyone eligible to be a staff governor, elected members of the Local Authority and anyone employed by the LA in connection with education services is also disqualified.
- One or two **Sponsor governors** can be appointed by the governing body in recognition of their provision of substantial financial assistance or services to the school.
- **Associate members** can be appointed by the governing body to serve on one or more governing body committees, and attend full governing body meetings. They are not governors, but the governing body may assign some voting rights in the committees to which they are appointed. The range of issues on which they can vote is defined in Regulations.

Circular No: 15/98 New Framework Governing Bodies, DfEE.

Module 1 Handout 2

Categories of school

Schools use various descriptors, e.g. infants, junior, primary, secondary, but the governing body's powers are more affected by the school's category.

There are three categories of LA maintained schools – Community, Foundation and Voluntary. Voluntary schools may be Aided or Controlled. There are many similarities between the responsibilities of the governing bodies in different categories of school; for example all are eligible to receive a delegated budget. The main differences are set out below.

Community schools

LAs own the land and buildings and retain legal responsibility for staffing. In practice governing bodies exercise those functions under delegation.

Foundation schools

Own their land and buildings and are the direct employers of staff.

Voluntary Controlled schools

Established by a voluntary body, usually the church. Collective worship in these schools is in accordance with the Trust Deed. In appointing a headteacher, the governors may appoint someone who is able to preserve and develop the religious character of the school.

Voluntary Aided schools

Established by a voluntary body, usually the church, and consequently generally have a religious character. The governing body is responsible for the religious education and worship policy, and foundation governors are in a majority. Trustees own the land and buildings, and the governing body is the legal employer of staff. It is also responsible for 10% of the cost of capital and external maintenance works, and for the admissions policy.

Currently there is a different version of the Guide to the Law for school for Governors for each category of school. When the new edition is published in 2006 there will be only one version which will include text applicable to each category of school.

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Module 1. Handout 3

The Seven Principles of Public Life

Selflessness

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

Integrity

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

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.

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.

Openness

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

Honesty

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

Leadership

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

From the 'Second Report of the Committee on Standards in Public Life', The Nolan Committee, 1996

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Task 2: Overview of the three modules

- Slide 5 provides an overview of the structure of the course. Make the point that in reality the three roles overlap.
- This is a good point to explain the purpose of the workbook, and the guidance for chairs of governors and headteachers

| Role | Module | Key topics |
|-----------------|----------|---------------------------------------------------------------------------------------------|
| Strategic | Module 1 | Vision, values and aims Powers and duties Planning |
| Critical friend | Module 2 | Monitoring and evaluation Visits to school Effective meetings |
| Accountability | Module 3 | Reporting on Progress Accountability of head to governors Accountability of governors |

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Task 3

- If you choose to introduce the idea of keeping a Learning Log, you will need to create space at the end of the session for participants to record their learning and action points. This has not been written into the notes for each activity.
- Stress the importance of them reflecting on what they hear, see and do in the sessions. If you intend to ask them to share action points at the end of each session you could flag that up now.

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Module 1. The Strategic Role

Activity 1.2 The purpose, roles and responsibilities of governing bodies

Learning outcomes. For participants to:

- be aware of the concept of shared, strategic leadership
- know why we have governing bodies
- understand the key elements of the three key roles
- appreciate the key powers and duties of governing bodies
- distinguish between the responsibilities of governing bodies and headteachers

Overall length

- 15 minutes

Resources required

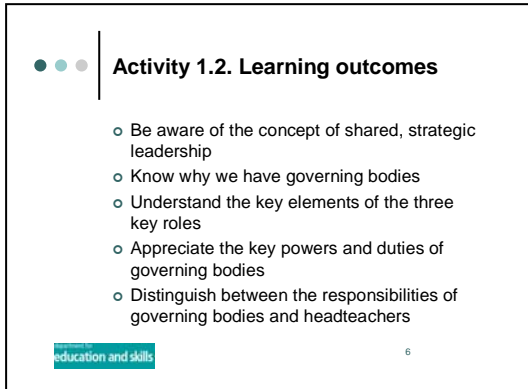
- Slides 6- 14
- Handout 4

Key notes for trainers

- Governing the School of the Future is a useful document to help them understand the purpose and roles of governing bodies
- The concept of shared, strategic leadership is key. Other major programmes for governors and headteachers also make reference to this. The DfES and the National College for School Leadership are trying to ensure a consistent approach.

Activity 1.2 Task 1. Exploring the strategic role

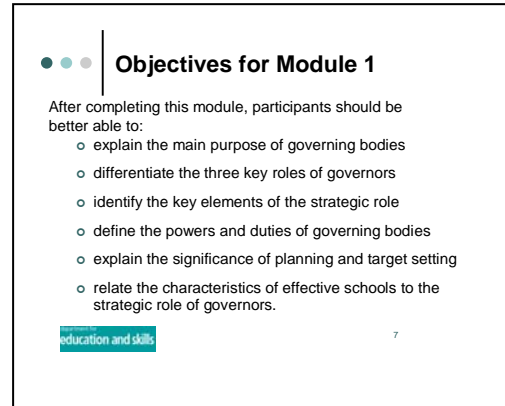
- Slide 6 introduces this activity and slide 7 provides the overall objectives for the module.



Activity 1.2. Learning outcomes

- Be aware of the concept of shared, strategic leadership
- Know why we have governing bodies
- Understand the key elements of the three key roles
- Appreciate the key powers and duties of governing bodies
- Distinguish between the responsibilities of governing bodies and headteachers

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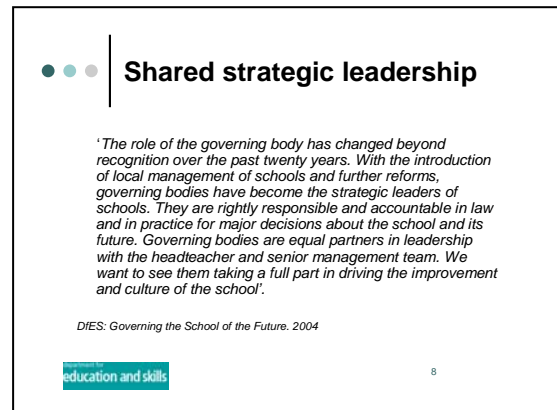
Objectives for Module 1

After completing this module, participants should be better able to:

- explain the main purpose of governing bodies
- differentiate the three key roles of governors
- identify the key elements of the strategic role
- define the powers and duties of governing bodies
- explain the significance of planning and target setting
- relate the characteristics of effective schools to the strategic role of governors.

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- Show slide 8 and lead a short discussion on to what extent that matches their understanding.



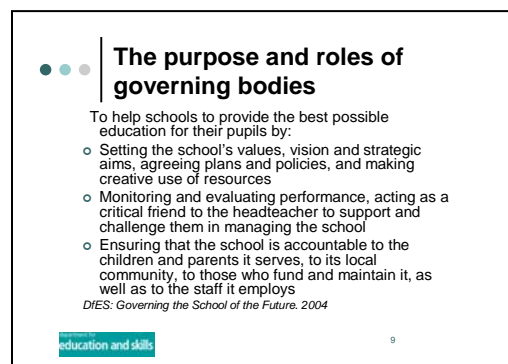
Shared strategic leadership

'The role of the governing body has changed beyond recognition over the past twenty years. With the introduction of local management of schools and further reforms, governing bodies have become the strategic leaders of schools. They are rightly responsible and accountable in law and in practice for major decisions about the school and its future. Governing bodies are equal partners in leadership with the headteacher and senior management team. We want to see them taking a full part in driving the improvement and culture of the school.'

DfES: Governing the School of the Future, 2004

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- Ask if they can give examples of major, strategic decisions their governing bodies have been involved in. These could include deciding whether to federate; deciding the overall staffing structure for the school; drafting the specialist school's bid; selecting the headteacher.
- Before showing slide 9 ask them why we have governing bodies. After discussion emphasise that it is to help schools ensure that every child gets the best possible education and does as well as s/he can.



The purpose and roles of governing bodies

To help schools to provide the best possible education for their pupils by:

- Setting the school's values, vision and strategic aims, agreeing plans and policies, and making creative use of resources
- Monitoring and evaluating performance, acting as a critical friend to the headteacher to support and challenge them in managing the school
- Ensuring that the school is accountable to the children and parents it serves, to its local community, to those who fund and maintain it, as well as to the staff it employs

DfES: Governing the School of the Future, 2004

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- Use slide 9 to reinforce that message and to summarise key features of the three key roles. Point out that the word 'values' has been added in the first bulletpoint. Ask what sort of values might influence the way they and school staff approach their work. You could give as an example 'high expectations'. If they don't emerge in discussion you could highlight values such as an inclusive approach, mutual respect, high standards, celebrating diversity, pride in achievement.

- Point out that people's values influence the way they behave and the decisions they make. Values will influence the school's vision. Once the vision is agreed that will lead to aims –the things a school must make happen to realize the vision.
- Stress that we shouldn't assume that all key stakeholders will share the same values. Ask if they can think of examples where differences have been apparent, perhaps even within governing body meetings. Have one or two examples ready, just in case you need them.
- Ask whether their school's prospectus gives a clear statement of values (core beliefs, the vision (what the school aspires to) and aims (key things the school must achieve).
- Handout 4 provides a fairly succinct overview of the strategic role.

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Module 1 Handout 4

Governing bodies working strategically:

- focus on raising standards of achievement, establishing high expectations and promoting effective teaching and learning, so that pupils achieve to their potential.
- decide what they want the school to achieve (the vision), and make plans to get there.
- ensure that all those who have an interest in the success of the school contribute when the values, vision and aims are being agreed.
- help to set and keep under review the policies that provide a broad framework within which the headteacher and staff should run the school.
- support the school in implementing its self-evaluation strategy and ensure that weaknesses identified are addressed in the school improvement plan.
- ensure the effective and efficient use of all resources to achieve the school's priorities and secure value for money.
- ensure that there are systems in place to check that progress is being made towards targets and that evidence is gathered.
- use that evidence to review overall progress against targets, to see whether policies and practice are effective, and to check on their school's achievements and progress over time and in comparison with similar schools.
- manage their workload so that their agenda/work schedule is consistent with the school's m
- take advice on all of this from the head before making their own decisions.

Based on 'Roles of Governing Bodies and Headteachers', DfEE

One of the challenges in all of this is keeping up to date with the national and local agenda. At the time of writing, Autumn 2005, a key influence in the Every Child Matters agenda, flowing from the Children Act.

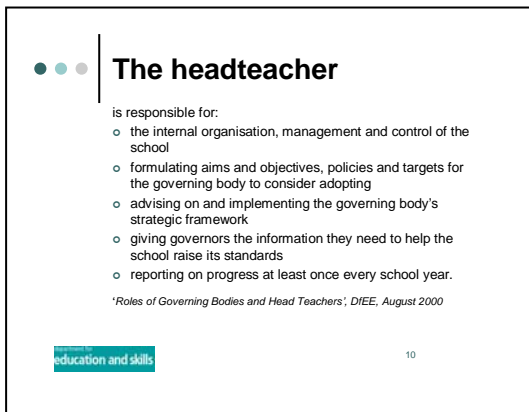
Schools and local authorities will be judged on how well they achieve the five intended outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

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Task 2. The role of the headteacher

- Slide 10 outlines the key responsibilities of the headteacher, the leading professional in the school. Most headteachers are also governors. Once strategic decisions have been made the headteacher is responsible for implementation.
- The governing body needs to see and hear evidence that plans are on schedule and that policies are being implemented. The headteacher should give the governing body enough information to enable the governing body to feel confident that the headteacher as well as the governing body is fulfilling its statutory responsibilities.
- Written reports from the headteacher and other members of staff, circulated in advance of meetings, enable governors to prepare well. This will be addressed in module two.



● ● ● **The headteacher**

is responsible for:

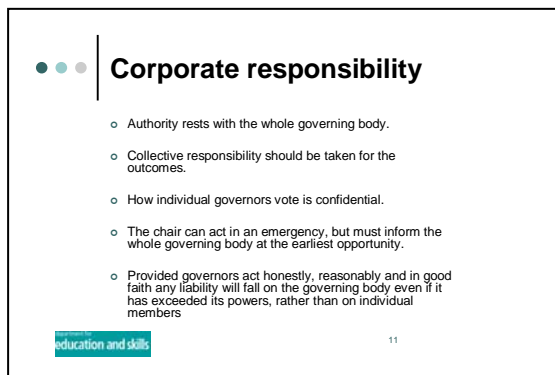
- the internal organisation, management and control of the school
- formulating aims and objectives, policies and targets for the governing body to consider adopting
- advising on and implementing the governing body's strategic framework
- giving governors the information they need to help the school raise its standards
- reporting on progress at least once every school year.

'Roles of Governing Bodies and Head Teachers', DfEE, August 2000

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Task 3. The powers and duties of governing bodies

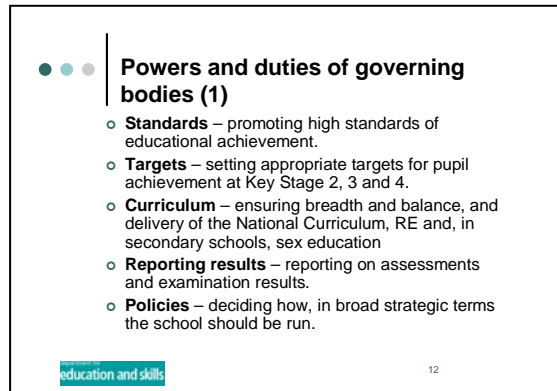
- Slide 11 enables you to tackle any concerns about legal liability. It would be useful to be aware of the insurance packages available through your LA. There is also a useful checklist on the NGC website.



● ● ● **Corporate responsibility**

- Authority rests with the whole governing body.
- Collective responsibility should be taken for the outcomes.
- How individual governors vote is confidential.
- The chair can act in an emergency, but must inform the whole governing body at the earliest opportunity.
- Provided governors act honestly, reasonably and in good faith any liability will fall on the governing body even if it has exceeded its powers, rather than on individual members

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● ● ● **Powers and duties of governing bodies (1)**

- **Standards** – promoting high standards of educational achievement.
- **Targets** – setting appropriate targets for pupil achievement at Key Stage 2, 3 and 4.
- **Curriculum** – ensuring breadth and balance, and delivery of the National Curriculum, RE and, in secondary schools, sex education
- **Reporting results** – reporting on assessments and examination results.
- **Policies** – deciding how, in broad strategic terms the school should be run.

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- Slides 12-14 summarise key powers and duties. Go through them quickly because the quiz will enable them to go into more detail.
- On slide 12 stress that schools are expected to be proactive regarding race relations, promoting positive attitudes to ethnic and cultural diversity, not simply responding to incidents.

- You could highlight the fact that schools are expected to have a child protection policy and all staff should be aware of the content.
- It would be useful to raise the issue of which staff need to be aware of policies. Sometimes support staff are not kept fully involved and yet they are role models and play an increasingly significant part in the work of schools.

Powers and duties of governing bodies (2)

- o **Finance** – managing the school's budget
- o **Staffing** – deciding the number of staff, and making decisions on staff pay
- o **Appointments** –appointing the head and deputy headteacher, leading on appointments to the leadership group, determining how other appointments will be made
- o **Discipline** – management of staff conduct, discipline and grievances
- o **Performance management** – establishing the policy, following consultation with staff, and reviewing annually.
- o **Special educational needs** –managing governors' duties
- o **Inspection** – validating the Self Evaluation Form (SEF)

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Powers and duties of governing bodies (3)

The position of governors in Voluntary Aided schools for religious education, collective worship, admissions, premises and employment of staff is summarised in Handout 2 – categories of school.

There are very few decisions that a governing body would have to make without the advice of the headteacher.

Based on 'A Guide to the Law for School Governors', Chapter 4

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- On slide 13 you could highlight the requirements for people involved in recruiting staff to have undertaken training. At the time of writing, (July 2005), a national training programme is due to be rolled out across the country as an on-line package.
- It's probably not appropriate to go into detail about the advent of school improvement partners and the fact that they will take over from external advisers in headteachers' performance management, but be prepared for the question if your group has a range of experience within it.

Activity 1.3 (A) Powers and duties of governing bodies. Cont.

Learning outcomes. For participants to understand:

- how the Guide to the Law for School Governors can support their work
- the main powers and duties of governing bodies

Overall length

- 30 minutes

Handouts replicate extracts from the Guide to the Law for school governors. A key aim of the activity is to show governors that it is relatively straightforward to find the answers to any queries they may have.

Resources required

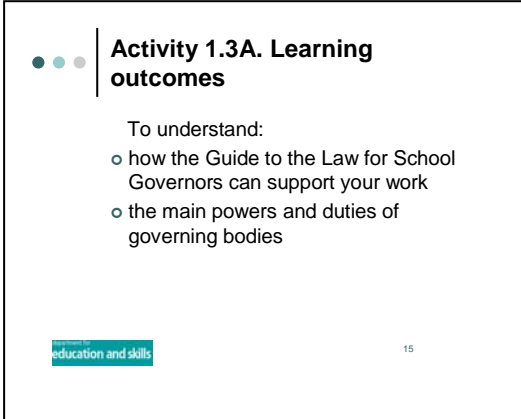
- Slide 15
- Handouts 5-12
- Handout A- 1 from the activities section
- Cribsheet A-1 from the activities section

Key notes for trainers

- The most up to date version of the Guide to the Law is always the one on governornet.
- This activity should enable them to see that, for a wide range of questions they may have about governance they will almost certainly find the answer in the Guide on governornet or in hard copy.
- Colleagues in Wokingham used this as a pre-session activity. This encouraged participants to use the Guide to the Law and saved time in the session.

Activity 1.3 (A) Task 1

- Use slide 15 to introduce the activity.



Activity 1.3A. Learning outcomes

To understand:

- how the Guide to the Law for School Governors can support your work
- the main powers and duties of governing bodies

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- Handouts 5-12 and the slides on powers and duties provide the answers to the questions in the quiz. They are derived from A Guide to the Law for School Governors.
- It is helpful to talk through them **briefly** so that participants are aware of what is there. The point about best value on Handout 11 is an important one to note.
- The activity is best done in 2s and 3s. You could start groups off at different questions to ensure that all the questions are covered.
- After a suitable interval, depending on the time left for the rest of the session, distribute the cribsheet and let groups check their own answers. Then discuss, clarifying any uncertainties. In particular the two questions on Handout 6 should be covered.

Module 1 Handout 5

Statutory testing, assessment and target setting

| Pupil age | School year | Key Stage | Expected level of achievement | Tests/GCSE |
|-----------------------------|--------------------------------------|-------------|-------------------------------|---------------------------|
| 4–5 | Reception | Foundation | | Foundation stage profile |
| 5–6 6–7 | Year 1 Year 2 | Key Stage 1 | Level 1 Level 2 | National Curriculum Tests |
| 7–8 8–9 9–10 10–11 | Year 3 Year 4 Year 5 Year 6 | Key Stage 2 | Level 3 Level 4 | National Curriculum |
| 11–12 12–13 13–14 | Year 7 Year 8 Year 9 | Key Stage 3 | Levels 5–8 | National Curriculum |
| 14–15 15–16 | Year 10 Year 11 | Key Stage 4 | Grades E–C B A A* | GCSE (GNVQ) |

'Trigger Pack for New Governors', NGC

The Foundation Stage covers 3-5 year olds. Children of this age can be in a variety of settings: reception class in a school (4-5 year olds only), nursery classes attached to a school, nursery schools or even private nurseries where an LA pays the private provider for child places.

The Foundation Stage Profile is a teacher-observation-based assessment of children at the end of the Foundation Stage when most children are five or rising five. It has to be carried out in all government-funded early years' settings.

The expected levels in Key Stages 1-4 are an indicator. Children may progress at a greater or lesser rate depending on a number of factors including their ability.

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Module 1 Handout 6

Targets

Targets and results must be published unless ten or fewer children were in the relevant group when the targets were set. Targets must be set by December 31 each year for performance five terms later e.g. in December 2005 for the end of the 2006-2007 academic year.

In primary schools the targets are for the percentage of pupils who, by the end of Key Stage 2, will achieve Level 4 or above in the National curriculum tests in English and maths.

In secondary schools the targets are for the percentage of children who, at the end of Key Stage 3, will achieve:

- Level 5 or above in English, mathematics, science and ICT

At the end of Key Stage 4 will achieve: Grades A*-C in five or more subjects in GCSE examinations and approved qualifications

- The average points score for the school to be achieved by those children.
-

The Government's learning targets for 2006 - 2008

For pupils at Key Stage 2

For at least 85% of 11 year olds to achieve Level 4+ in literacy and mathematics by 2006, with this level of performance sustained to 2008; and

To reduce by 40% the proportion of schools where fewer than 65% of pupils achieve Level 4+ in English and fewer than 65% achieve Level 4+ in mathematics by 2008.

For pupils at the end of Key Stage 3

- 85% will achieve Level 5+ in English, mathematics and ICT, with 80% achieving Level 5 in science, with this level of performance sustained to 2008.

By 2008

- In all schools at least 50% of pupils achieve Level 5 or above in each of English, mathematics and science
-

For pupils at the end of Key Stage 4

- 60% of pupils to achieve five or more A*-C GCSEs or equivalent by 2008
 - In all schools at least 25% will achieve five or more A*-C GCSEs or equivalent by 2006 and 30% by 2008.
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Module 1 Handout 7

The National Curriculum

Subjects and when they apply are set out in the chart below. It also shows how the curriculum is organised into four key stages, and the age pupils will usually be during these key stages.

| | Key Stage 1 | Key Stage 2 | Key Stage 3 | Key Stage 4 |
|----------------------------------------|-------------|-------------|-------------|-------------|
| Age | 6-7 | 8-11 | 12-14 | 15-16 |
| Year groups | 1-2 | 3-6 | 7-9 | 10-11 |
| English | • | • | • | • |
| Mathematics | • | • | • | • |
| Science | • | • | • | • |
| Design and Technology | • | • | • | |
| Information & Communication Technology | • | • | • | • |
| History | • | • | • | |
| Geography | • | • | • | |
| Modern Foreign Languages | | | • | |
| Art and Design | • | • | • | |
| Music | • | • | • | |
| Physical Education | • | • | • | • |
| Citizenship | | | • | • |

- **The Foundation Stage** is for children aged 3 to the end of Reception Year. Early Learning Goals provide a framework for organising and planning the curriculum. They are not a curriculum in themselves.
- **RE** is not part of the NC, its content is defined locally. Governors and headteachers have joint responsibility for ensuring that it is provided.

- **PSHE** Personal, Social and Health Education. Many schools include this in their curriculum. Spiritual and moral aspects would be particularly important in church schools.
- **Sex and relationships education.** Primary schools must consider whether or not to provide. Secondary schools must provide.
- In respect of **KS4**, a new category of entitlement curriculum areas which comprise the arts, design and technology, the humanities and modern foreign languages was introduced in September 2004. This means that schools must make these areas of the curriculum available to all students who wish to study courses in them.

From the 2004/05 academic year, the Key Stage 4 statutory requirements are:

- a small core of compulsory subjects: English , mathematics, science, ICT, citizenship, physical education and religious education;
- compulsory areas of learning: careers education, sex education and work-related learning;
- entitlement areas: the arts, design and technology, the humanities, and modern foreign languages

The major changes are:

- the creation of entitlement areas that schools must provide if students wish to take courses in them;
- work-related learning as a new requirement for all;
- a smaller, updated programme of study for science;
- physical education with a greater focus on physical fitness, health and well-being.

Module 1 Handout 8

Finding out about the curriculum

Through documents:

- Curriculum policy
- School Development Plan or School Improvement Plan
- Prospectus
- School profile/Annual Report to Parents
- Ofsted report (if available)
- internal monitoring documents
- external monitoring documents (advisers)

And/or

- holding governors' meetings in classrooms in rotation, so that teachers can set out samples of the children's work (in addition to wall displays)
- planned visits to the classroom
- including, as a standing item for all governing body meetings – feedback from governors' school/classroom visits
- establish a Curriculum Committee
- observing a subject being taught in different year groups in order to understand progression and continuity
- linking a governor to a class and following it through school years
- attending workshops for parents or governors on specific subjects
- reviewing curriculum policies against practice – identifying gaps and contradictions
'shadowing' a curriculum co-ordinator
- participating in decision-making regarding options at Key Stage 4 and the sixth-form curriculum
- attending staff/governor social events based on a curriculum area or theme
- accompanying school trips

From the Wiltshire and Swindon Distance Learning Pack for New Governors

Questions to ask

- How is the National Curriculum covered? Which subjects are taught?
- What proportion of time is spent on the various subjects?
- What extra-curricular activities are offered?

- Who is responsible for curriculum planning, monitoring and evaluation?
- Is there a whole-school curriculum policy or statement?
- How was it drawn up?
- When was it last reviewed?
- What is the governing body's policy on sex and relationships education?
- How does the school provide for children with special educational needs?
- What are the arrangements for Religious Education?
- How are resources allocated between different areas?
- What do parents, pupils and staff think about the curriculum?
- What targets have the governing body set for pupil achievement in National Curriculum subjects and in other aspects of their development?
- Are standards of attainment broadly similar or different across all subjects?

Adapted from NAGM Paper No. 32 'The New Governor'

Module 1 Handout 9

Teaching and learning in nursery schools: the role of governors

The Foundation Stage

Since September 2000, the educational period for children aged from 3 to the end of the Reception year has been called the Foundation Stage. It includes children in nursery schools, reception classes in primary schools, and pre-school settings such as pre-school playgroups.

The National Curriculum has been extended into Foundation Stage settings, and Ofsted's combined inspections now emphasize the importance of monitoring and assessing 14 national standards and **six areas of learning**. These are:

- personal, social and emotional development
- communication, language and literacy
- mathematical development
- knowledge and understanding of the world
- physical development
- creative development.

Early learning goals (ELG) describe what most children are expected to achieve in each area of learning by the end of the Foundation Stage. *The Curriculum Guidance for the Foundation Stage* produced by the Government helps teachers and their colleagues to plan an appropriate curriculum for young children. Within each ELG there are **Stepping Stones**, or stages of development through which children will progress to achieve an ELG. They are not age-related, and a child will not necessarily be on the same colour stepping stone for all areas of learning.

Curriculum Guidance for the Foundation Stage identifies the following Principles for Early Years Education:

- effective education requires both a relevant curriculum and practitioners who understand and are able to implement it
- it requires practitioners who understand that children develop rapidly during the early years
- all children should feel included, secure and valued
- practitioners should build on what children already know and can do
- no child should be excluded or disadvantaged
- parents and practitioners should work together
- an early years curriculum should be carefully structured
- there should be a balance between adult-directed and child-initiated activities

- practitioners must be able to observe and respond appropriately to children
- well-planned, purposeful activity and appropriate intervention will engage children in the learning process
- the learning environment should be well-planned and well-organised
- effective learning and development requires high-quality care and education by practitioners.

What should governors do?

All schools are required to have a curriculum policy, and governors, as part of their **strategic role**, should contribute when the policy is being produced, and formally establish it. This policy should reflect the agreed values for the school: for example, that there should be high expectations, that learning should be an enjoyable process, that children should be encouraged to become independent learners. The policy should indicate how teaching and learning is to be organised to ensure that children have a rich and stimulating experience and do as well as they possibly can whilst in the school. Governors should also play a part in the development of the School Improvement Plan which will identify a number of strategic priorities, including curriculum development, and their resource implications.

In their critical friend role, governors will need to know that the headteacher has systems in place to ensure that what has been agreed is actually happening. They might even be able to spend time in the nursery during the school day, gathering information on behalf of the whole governing body. For this to be a productive experience, it's important that staff and governors agree how such visits should be organised.

To ensure accountability, governors will receive regular reports on how children and teachers are responding – what's working well and which aspects could be improved. They will, in turn, report to parents, carers and others with an interest. The following aspects could be considered by the governing body when discussing with the headteacher the overall quality of teaching and learning in the school:

- amount of indoor and outdoor space available for play and active learning
- range and quality of resources – books, play equipment, games, musical instruments, living things
- adult-child ratio
- how adults and children relate to each other
- qualifications of staff and the opportunities they have for further professional development
- how well the planned curriculum reflects the learning and development needs of the children
- how staff assess children's attainment and progress, and what they do with that information
- strength of the home-school partnership
- links with other providers to ensure that children enjoy a smooth passage from one phase of learning to the next

Module 1 Handout 10

Policies and other documents that governing bodies are required to have by law

Policies provide a framework for the headteacher and staff to use when making decisions about the daily management of the school. They are key to ensuring that school 'lives' its values. Governing bodies and headteachers should work together in partnership to develop key policies. The purpose of each policy should be clear, roles should be explicit and it should be clear how and when implementation and impact will be monitored and evaluated.

The following are the policies and documents that are required by law:

- Accessibility Plan
- Action Plan following Ofsted Inspection
- Admissions Policy – Aided Schools and Foundation Schools. Community and Controlled Schools if LA transfers the responsibility to them
- Attendance targets
- Charging Policy
- Child Protection Policy
- Collective Worship Policy
- Complaints Procedure
- Curriculum Policy
- Freedom of Information Publication Scheme
- Governors' Allowances (Schemes for Paying)
- Health and Safety policy. (Community and Controlled Schools must use the model provided by the LA).
- Home-School Agreements
- Instrument of Government
- Minutes of and papers considered at meetings of the Governing Body and its Committees
- Ofsted Self Evaluation Form (SEF)
- Pay Policy
- Performance Management Policy
- Prospectus
- Pupil Discipline (including anti-bullying) Policy
- Race Equality Policy
- Register of Pupils
- Register of Business Interests of Headteacher and Governors
- Risk Assessments
- School Profile –from Autumn 2005. (Governing bodies could still produce an annual report if they wish. The introduction of the Profile allows for an exemption not to produce one).
- Sex Education Policy
- Special Educational Needs
- Staff Discipline, Conduct and Grievance (Procedures for addressing)
- Target-setting for schools

Many Local Authorities, Diocesan Boards and the national church bodies provide procedures and model policies for schools to adopt/modify. These will reflect national legislation - Employment Law, Race Relations Act and so on, and will have been developed in consultation with unions.

Based on Annex 5 of a Guide to the Law for School Governors. DfES

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Module 1 Handout 11

Finance

Until the end of March 2006 the income that schools will receive is a combination of central government grant and local government taxation. From April 2006 the vast majority of their income will come via central government grants paid to local authorities: this means that there will be no requirement on local authorities to contribute to school funding from local taxation, although they will be free to do so if they choose to. The main grant that local authorities will receive for schools is called the Dedicated Schools Grant (DSG).

School budgets are largely based on the number and age of their pupils (AWPU – Age weighted pupil units). Governing bodies need to anticipate and plan for the effects of fluctuations in pupil numbers. By March 2006, schools will receive budgets for 2006-07 and 2007-08. 2006-07 and 2007-08 will be a transitional phase during which various elements of the new system will be reviewed, to ensure smooth implementation from 2008 of multi-year budgets. In early 2008, schools will receive budgets for the three years 2008-09 to 2010-11.

Schools also receive funding from Standards Fund Grants and Schools Standard Grant. Some of the Standards Fund Grants are targeted at specific, national priorities. Further money may be generated through the school's own efforts.

The regulations governing School Funding can be found at:

<http://www.opsi.gov.uk/si/si2004/20043130.htm> and
<http://www.opsi.gov.uk/si/si2004/20043131.htm>

Strategic financial and resource management by governing bodies

Approval/monitoring of the budget can be delegated to a committee but not to an individual. The budget must be spent and managed to ensure that the National Curriculum and Religious Education are taught and to meet other legal requirements, e.g. personnel, Health and Safety.

Governors need to ensure that they achieve value for money in the use of resources. Value for money is about achieving the best possible outcomes for pupils in the most efficient way and at reasonable cost. Governing bodies need to demonstrate that they are applying the four principles of *best value* in their management and allocation of resources. This means considering the 4 Cs:

Compare – how a school's performance compares with that of other schools

Challenge – whether the school's performance is high enough, and why and how a service is being provided

Compete – how the school secures economic, efficient and effective services

Consult – seeking the views of stakeholders about the services provided

The Financial Management Standard in schools (the Standard) and supporting toolkit are ways of allowing schools to take the decisions about the allocation of resources at school level, supported by better information, planning and management. Secondary schools are expected to meet the Standard by March 2007. The timetable for primary and special schools has yet to be decided.

The Standard is a simple one page statement of what a school that is successfully financially managed might be like. It provides a clear and consistent benchmark which schools can use to encourage self-improvement.

The Toolkit is a one-stop shop which includes all the relevant financial resources to help heads, bursars and school governors to achieve the Standard. It contains advice on what constitutes good financial management so schools can more easily access the guidance or help they need.

In agreeing that all secondary schools have met the Standard local authorities may seek information and assurance from schools that the Standard is being met. One of the ways which they may choose to do this is by an external assessment. From September 2005 schools will be able to ask their Local Authority to arrange an external assessment (either by the LA or an approved third party) to evaluate whether they have met the requirements of the Standard, providing evidence where required. Schools successful in passing the external assessment will receive an FMSiS logo.

Part of achieving this standard is the requirement that schools make use of the Schools Financial Benchmarking (SFB) website found at <https://sfb.teachernet.gov.uk/Login.aspx>. This allows schools to compare their income and expenditure with other similar schools. The purpose of benchmarking is to give schools the opportunity to consider where they might better spend their funds to maximise quality/delivery of education to their pupils. Schools should be able to justify their levels of expenditure based on the Consistent Financial Reporting (CFR) headings and use the information to prepare budget and school development plans. Data is collected from maintained schools at the end of each academic year and placed on the benchmarking web site. As of July 2005, only 30% of schools had accessed the SFB website.

The framework and guidance was issued to all schools in November 2001, and further copies can be downloaded from the Value for Money website at www.dfes.gov.uk/vfm/framework.shtml
'Fair Funding: An Explanatory Guide', available on the DfES website:
www.dfes.gov.uk/fairfunding/funding.shtml

The Financial Management Standard & Toolkit (FMS&T) was developed in response to recommendations and released to schools as a self-management tool in June 2004. It can be found at http://www.ipfbenchmarking.net/consultancy_dfes_update/

The Department is funding training for schools on the SFB website and the FMS&T provided by the National Bursars Association. More detailed information about the Financial Management programme including relevant publications, guidance and links to other relevant organisations can be found at the Value for Money website: www.dfes.gov.uk/vfm

See also 'Getting the Best from Your Budget', Audit Commission
'Guide to the Law', Chapter 8, DfES

Module 1 Handout 12.

Governing bodies and staffing

The LA is the principal employer of staff in Community schools and Voluntary Controlled schools. In Voluntary Aided and Foundation schools, the governing body is the legal employer of staff.

Governors of church schools have varying safeguards to appoint teachers and senior staff who will support the religious ethos, depending on the category of school. Voluntary Aided church schools have most autonomy, and governors of these schools may advertise for teachers (including head and deputy) who are practising members of the relevant faith.

The governing body decides the number of staff (both teaching and non-teaching).

The governing body and headteacher have separate and particular responsibilities for selecting and managing staff. In every school with a delegated budget, the governing body has extensive powers over staffing, and is accountable under employment law for these responsibilities.

Decisions about staffing are both important and complex, and governing bodies will want to make sure that they make full use of the advice available to them. Such guidance is available from LAs, dioceses and the 'Guide to the Law for School Governors'.

Appointing the headteacher

The appointment of the headteacher is the most important decision a governing body makes. The governing body should set up a selection panel for the appointment of the head and deputy head, and the process to be followed is clearly defined. Many LAs and dioceses provide training to ensure that it is managed correctly. In addition, governing bodies have a duty to consider advice from the LA before making a decision. This advisory role of the LA applies automatically in all maintained schools except voluntary aided and foundation schools where it should be agreed by the governing body. Beyond this, the LA has a separate entitlement to make representations about any unsuitable headteacher candidates, and this applies to all maintained schools.

Appointing deputy heads

The governing body decide how many, and if any, deputy heads the school should have. All such posts must be advertised throughout England and Wales. The appointment process for deputy heads is almost identical to that followed for the headteacher, with the exception that the LA has no right to make representations about unsuitable candidates.

The headteacher has the right to attend governing body meetings to discuss the appointment and to offer advice. The LA also has that right, either automatically or, where appropriate, with the governing body's agreement.

Appointing other staff

From September 2003, it is expected that the governing body will lead on appointments within the leadership group, and the headteacher will lead on the rest of the staff. The headteacher may involve other governors in considering those matters but should remain in the lead.

Performance management

Performance management of the headteacher and teaching staff is a key process designed to raise standards in schools. It involves the setting of objectives for individual teachers by team leaders, the monitoring of progress, provision of relevant training and development, and a formal review of progress at the end of each cycle. The governing body has two key tasks:

- to ensure that the performance management policy is being implemented and is having a positive effect. Many schools have decided to apply the policy to all staff.
- to appoint 2 or 3 governors to agree performance management objectives with the headteacher; to monitor progress and to formally review the overall performance of the headteacher; to make recommendations to the governors dealing with decisions on the head's salary.
- From September 2005, headteachers and school governing bodies will be able to use a "light touch validation" checklist to ensure that the school's performance management arrangements comply with the current regulations; make the link between performance management and pay decisions; and are robust, transparent and fair. The checklist is available at http://www.teachernet.gov.uk/management/payandperformance/performance/management/guidance/LTV_Checklist/

Dismissal of staff

A governing body can ultimately decide that someone working at the school should be dismissed, though, from September 2003, the head would be expected to make the initial decision. In schools with a religious character, such as Voluntary Aided schools, this would involve a foundation governor acting with the head. The governing body would have to establish a committee to hear any appeals against dismissals.

A committee of the governing body would make the decision in the case of a head and would establish a separate committee to hear any appeal.

Other relevant parts of employment law

The main requirements for governing bodies and LAs are that they:

- must not discriminate on the grounds of sex, race or disability in appointing staff; all staff must be given reasonable opportunities for training and promotion
- must give the representatives of recognised, independent trade unions any information that would help them in negotiations with the governing body, where this would be following good industrial relations practice; an example would be providing information about the budget
- must not force a member of staff to join or take part in union activities, or prevent him or her from doing so
- must respect the rights of staff to return to work after leaving to have children
- must respect the rights of safety representatives and officials of independent recognised trade unions to take time-off with pay for specified purposes.

Remodelling the Workforce

In January 2003, the Government – along with employers and the vast majority of school workforce unions - signed the National Agreement on Raising Standards and Tackling Workload. The National Agreement sets out a number of measures designed to tackle teacher workload including a concerted attack on unnecessary paperwork and bureaucracy, a review of support

staff roles, and a series of phased changes to teachers' contracts. For example, since September 2003, teachers can no longer routinely be required to carry out administrative and clerical tasks, and those with leadership and management responsibilities must be given a reasonable allocation of time in which to carry out those duties; since September 2004 there has been an annual limit of 38 hours on the time that can be spent covering for absent colleagues; and in September 2005 teachers will be guaranteed at least 10% of their timetabled teaching time for planning, preparation and assessment; and they will no longer be required to invigilate external examinations and tests. Further details about the National Agreement and 'remodelling' can be found at: <http://www.remodelling.org>

Teaching and Learning Responsibility payments

In working to build on workforce remodelling the Government and its partners have considered its implications for the way teachers are paid. That in turn, has led to a number of pay reforms designed better to reward excellence in the classroom, including the creation of teaching and learning (TLR payments) and the Excellent Teacher, of which more is said below,

The pay reforms mean that Management Allowances (MAs) for teachers are being phased out and can no longer be awarded after 31 December 2005. From 1 January 2006 schools can award Teaching and Learning Responsibility payments (TLRs) in respect of significant management responsibilities, over and above those management duties expected of all teachers under their professional duties, which are focused on teaching and learning and meet the criteria set out in the School Teachers' Pay and Conditions Document. See paragraph 25.3 of the 2005 Document (section 2) -

[http://www.teachernet.gov.uk/management/payandperformance/pay/2005/School Teachers Pay and Conditions Document 2005/](http://www.teachernet.gov.uk/management/payandperformance/pay/2005/School_Teachers_Pay_and_Conditions_Document_2005/)

Duty to conduct a review of the school staffing structure

To assist the process of introducing TLRs and support wider workforce remodelling all school are under a statutory duty to conduct a review of their staffing structures and complete an implementation plan by 31 December 2005. Any resulting changes to schools' staffing arrangements are to be implemented in full by the end of 2008. Further guidance and frequently asked questions on this duty and the use of TLRs are available at the following links;

Staffing review guidance -

http://www.teachernet.gov.uk/management/payandperformance/pay/2005/Staffing_Structure_Review/

Frequently asked questions –

<http://www.teachernet.gov.uk/docbank/index.cfm?id=9200>

The Excellent Teacher Scheme (ETS) enables schools to create posts for excellent teachers that provide them with a clear role in school, but, unlike Advanced Skills Teachers (ASTs), no outreach function. The first Excellent Teacher appointments can take effect on 1st September 2006.

The ETS is aimed at the very best classroom practitioners and widens the opportunity for career advancement of such teachers beyond the AST or leadership routes. Teachers appointed to Excellent Teacher posts will work towards supporting, improving and raising the standards of teaching and learning within their own school. This is a key difference between an AST and an Excellent Teacher.

Before a teacher can take up for an Excellent Teacher post they should:

- have undertaken a significant piece of searching analysis which has had a positive impact on pupils beyond their own classes; and
- have been paid on U3 for not less than 2 years when they take up post; and
- be willing to meet the professional duties of an Excellent Teacher; and
- be employed in a school where a vacancy for an Excellent Teacher exists.

Teachers who have not yet passed the assessment process are restricted to applying for posts in their own school. However, teachers who have already been successfully assessed as meeting Excellent Teacher standards can apply for externally advertised posts in other schools, providing they meet the other eligibility criteria.

Excellent Teachers will get a 'spot' salary which (although it has yet to be finalised) should be over £35,000.

Excellent Teachers cannot receive Teaching and Learning Responsibility payments.

If a governing body is in any doubt about how employment law affects a specific case, they should seek advice

Activity 1.4 Strategic planning

Learning outcomes. For participants to:

- understand the significance of the school improvement plan
- know how it relates to the Self-Evaluation Form and the Children's and Young People's Plan
- be aware of the characteristics of effective plans

Overall length

- 10 minutes

Resources required

- Slides 16- 19

Key notes for trainers

- A New Relationship with Schools: Next Steps notes that 'Schools should only have to produce one plan to cover all their improvement and development plans. The plan should be developed using the outcomes of the school's self-evaluation that should be summarised in the Ofsted Self-Evaluation Form'. It is envisaged that this will be implemented in 2006/07.
- The Children and Young People's Plan (CYPP) is an important element of the reforms underpinned by the Children Act 2004. Implementing a new statutory duty and following best local planning practice, local areas will produce a single, strategic, overarching plan for all services affecting children and young people. Schools will need to take note of relevant priorities in the CYPP when they create their school improvement plans just as they did with the Education Development Plan. CYPPs are to be in place from 2006, many local authorities are having a trial run in 2005-06.
- The Framework for inspecting schools and local authorities is called 'Every Child Matters'. It explicitly references the five outcomes of the Children Act.

Activity 1.4. Strategic planning.

Task 1

- Use slide 16 to introduce the activity

Activity 1.4. Strategic planning.
Learning outcomes:

To:

- understand the significance of the school improvement plan
- know how it relates to the Self Evaluation Form and the Children's and Young People's Plan
- be aware of the characteristics of effective plans

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- Ask how many of them have seen their school improvement plan. Some participants may have been involved in producing a plan. If appropriate draw on their experiences to highlight good practice.
- Slide 17 enables you to provide the context for school improvement plans. It would be useful to describe the stage your local authority has reached with regard to Directors of Children's Services, establishing Children's Trusts and producing a Children's and Young People's Plan.

National and local context - Children Act

5 key outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

Children and Young People's Plan

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- You might wish to insert a slide which lists the key priorities for your local authority.
- Slides 18 and 19 provide key points about school improvement plans. You could suggest that they use these as a checklist for evaluating their individual school's plan.

Effective School Improvement Plans (1)

- state the agreed values, aims and objectives for the school and focus on raising standards of educational achievement
- reflect local and national trends and initiatives that might impact on the school e.g. rising/falling rolls and the priorities in the LA's Education Development Plan (EDP) /Children's and Young People's Plan (CYPP)
- are derived from rigorous self-evaluation (N.B SEF)
- are shared and understood by all concerned

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Effective School Improvement Plans (2)

- have SMART targets (specific, measurable, achievable, relevant and time-limited)
- have named people responsible for action
- have explicit links to the school budget
- identify training and support needs
- state the evidence that will demonstrate success
- make clear how, when and by whom progress will be monitored and evaluated
- drive the agendas for governing body meetings and the headteacher's objectives

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Activity 1.5 (B) Strategic planning cont.

The resources for these activities are in the activities section.

Aim of the activity. For participants to:

- Engage in one of a number of activities associated with strategic planning.

Overall length

- 25 minutes

Resources required

- Slides and handouts relevant to the activity selected.

Key notes for trainers

- The learning outcomes for each activity are listed below together with the resources required.
- Each activity could be managed in 25-30 minutes

B1 Corporate improvement planning.

To understand:

- the importance of involving key stakeholders in producing the strategic plan and
- how that can be managed in practice

This activity asks governors to consider how key stakeholders can be involved in producing the school improvement plan.

Resources

- Slide 20
- Handout B1-1
- Cribsheet B1

B2 Video based activity on corporate improvement planning

To understand:

- different perspectives on the process of creating the strategic plan

The task is similar here but adds the complicating factor that the head and chair do not see eye to eye on the need to adopt a corporate approach to the production of the school improvement plan.

Resources

- Slide 21
- Trainer's brief B2
- Video scenario 1
- Cribsheets for B1 and B3

B3 Dealing with the fait accompli

To have explored:

- possible responses to the strategic plan being produced as a fait accompli

It is possible that in some schools governors may be presented with a school improvement plan which has been written without reference to them. This activity gives governors an opportunity to consider how they might respond to that situation.

Resources

- Slide 22
- Handout B3-1

B4 Auditing the context for the plan

To understand:

- how to use the STEEPE analysis to audit the context for school improvement planning

The STEEPE analysis is a simple tool to ensure that governing bodies see 'the big picture'. Many governors may have come across this technique in their work/other studies.

Resources

- Slide 23
- Handout B4-1

The next two activities are now explicitly linked. They may provide resources for a discrete course on strategic planning.

B5 Identifying a school's strengths, weaknesses, opportunities and threats

If using this activity you will need to explain that creating the SEF will be the usual way of summarising strengths and weaknesses. However when a school is inspected that process will also identify strengths and weaknesses.

To understand:

- how to use the SWOT analysis to summarise a school's strengths, weaknesses, opportunities and threats

Four different school profiles are offered and governors are asked to identify the strengths, weaknesses, opportunities and threats. The SWOT analysis is a simple way of categorising aspects of the school's performance. It should help to reassure governors that common sense, not deep expertise is what they need to apply.

Resources

- Slides 24 and 25
- Handouts B5-1; B5-2; B5-3; B5-4
- Cribsheets B5-1; B5-2; B5-3; B5-4

B6 Evaluating school improvement plans

To understand:

- how the SWOT leads to the school improvement plan
- how to evaluate a school improvement plan

This activity takes a weakness from each of the profiles and addresses them in action plans. It highlights the need to ensure that weaknesses are tackled systematically and encourages them to critically evaluate the format and content of the plans.

Resources

- Slide 26
- Handouts: B6-1; B6-2; B6-3; B6-4; B6-5; B6-6
- Cribsheet B6-1; B6-2; B6-3; B6-4

Activity 1.6 Features of effective schools

Learning outcomes. For participants to:

- understand how governors can influence the performance of schools

Overall length

- 10 minutes

Resources required

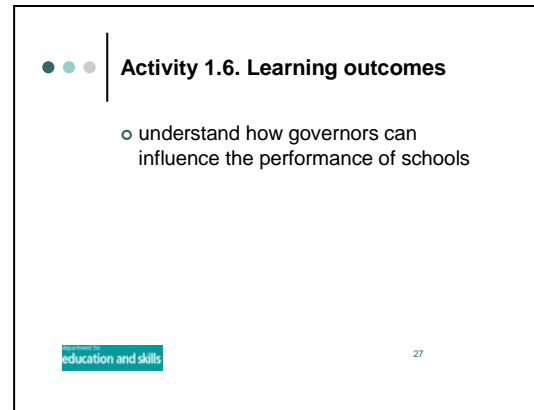
- Slides 27 and 28

Key notes for trainers

- The Five Year Strategy for Children and Learners sets out the government's vision for children's services, education and lifelong learning. Together with Every Child Matters: Change for Children it provides a clear steer on priorities for development.
- Governing bodies and leadership teams need to be proactive and creative in managing the dynamic environment in which they operate.
- They need to consider to what extent national initiatives such as the extended schools agenda can help them to achieve their goals.

Activity 1.6 Features of effective schools Task 1

- Slide 27 introduces this activity.

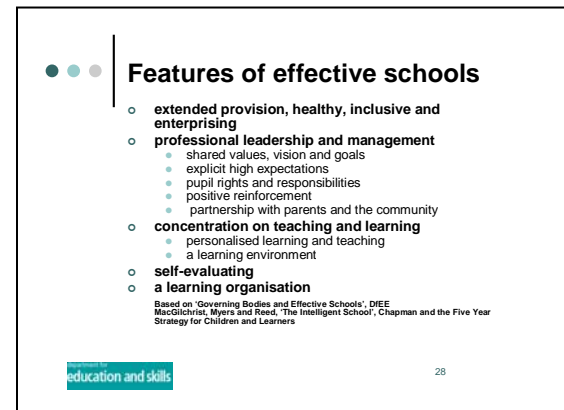


Activity 1.6. Learning outcomes

- understand how governors can influence the performance of schools

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- Slide 28 provides a framework for cross-referencing the role of governing bodies with these features of effective schools. Working strategically they can influence all of the features listed.
- Give examples –involvement in decision around extending the school’s provision, liaison with school council, encouraging a proactive approach to parent partnership.



Features of effective schools

- **extended provision, healthy, inclusive and enterprising**
- **professional leadership and management**
 - shared values, vision and goals
 - explicit high expectations
 - pupil rights and responsibilities
 - positive reinforcement
 - partnership with parents and the community
- **concentration on teaching and learning**
 - personalised learning and teaching
 - a learning environment
- **self-evaluating**
- **a learning organisation**

Based on 'Governing Bodies and Effective Schools', DfEE MacGillivray, Myers and Reed, 'The Intelligent School', Chapman and the Five Year Strategy for Children and Learners

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- Emphasise the importance of schools being learning organisations –places where everybody has opportunities to develop and the school as a whole learns from prior experience.
- That leads neatly into the final session!

Activity 1.7 Reflection, action planning and evaluation

The aims of the activity are to:

- reflect on learning
- evaluate the session

Overall length

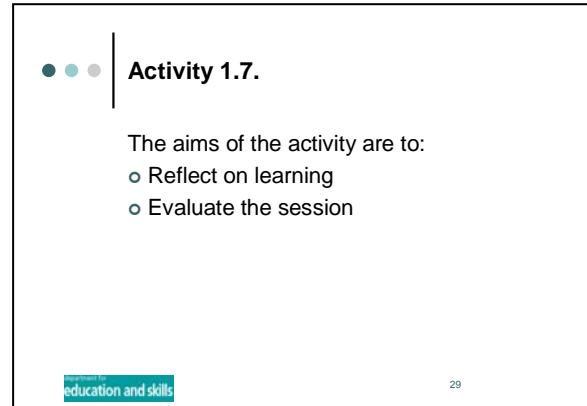
- 10 minutes

Resources

- Slide 29
- Handout 13 if you choose to set inter-sessional tasks
- Evaluation sheet

Task 1: Plenary discussion and evaluation

- Introduce the Plenary Session using slide 29



Activity 1.7.

The aims of the activity are to:

- Reflect on learning
- Evaluate the session

education and skills 29

- Remind participants that they are thinking about what they have learnt. Revisit the intended learning outcomes for the module.
- If time allows ask participants to share one action point they have decided upon as a result of their learning. You might focus on how they will feedback to their governing bodies.
- They might want to:
 - evaluate their school improvement plan
 - find out where policies are kept and study one in detail
 - ask about the school's attainment targets
- Ask participants to complete any evaluation sheets you choose to use. An example is provided in the introduction to this toolkit.
- If you are setting inter-sessional tasks you will need to distribute resources for these now.

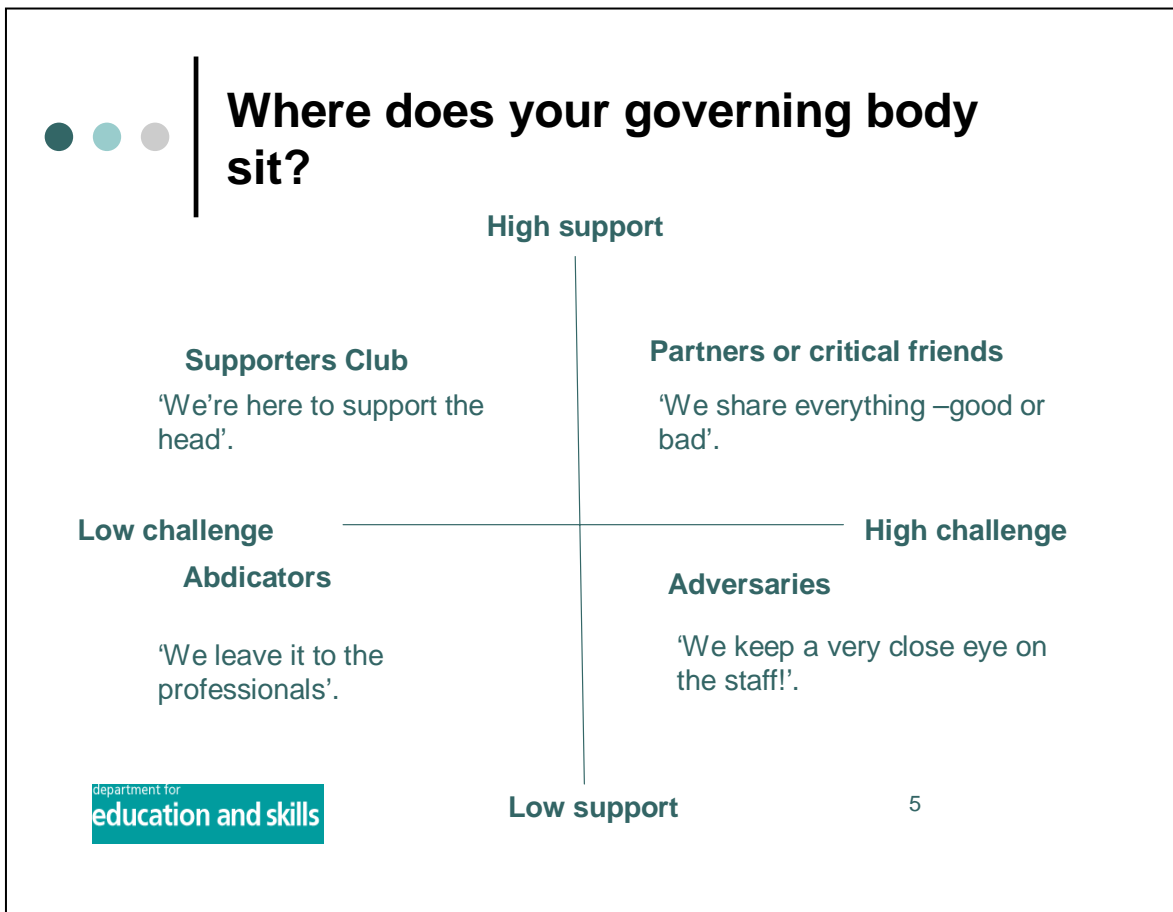
Module 1 Handout 13

Inter-sessional tasks

The following activities are included to help participants begin to consider the issues that you will cover in module 2

1. Where would you place your governing body on the following grid and why?

The framework is reproduced from Governing the School of the Future. It outlines different approaches that have been evident in governing body practice.



2. Complete as much as you can of the 'Procedures Quiz'. You'll find the answers in chapters 2 and 3 of A Guide to the Law for School Governors.