

Activity C1

Using the SIP as a basis for monitoring and evaluating progress



Activity C1. Learning outcomes

To understand:

- what questions governors could ask in order to know what progress has been made with the strategic plan
- what evidence could be presented to the governing body

Remember you could not expect to receive information about the performance of named children or staff

Resources

- Slide 12
- Handouts C1-1, C1-2, C1-3, C1-4
- Cribsheet C1-1
- Flipchart and pens

Key notes for trainers

- The SIP extracts from B6 are used again here. N.B. The primary example is based on assessment. Point out that governors could not expect to receive information about individual pupils or teachers.
- The plans would be more effective if they had separate columns for monitoring and evaluation. The monitoring column should show what activities will be undertaken to check progress e.g. lesson observations, scrutiny of children's work, surveys, checking teachers' planning and so on. Such activities generate evidence. The evaluation column should show who will be involved in making judgements about the outcomes. This should involve people with an objective perspective such as governors and members of the leadership team.
- The advantage of such an approach is that everyone is clear at the outset about what evidence has to be gathered, and who is involved at each stage.
- If you have a mixed-phase group they will almost certainly want to work with colleagues from similar schools. This means that each group will only be familiar with one of the plans. Rather than taking feedback from each group, which will mean little to the other groups, it would be better to circulate and support them during the task. This would best be done as an activity if two trainers are involved in delivery.
- The task is set out on slide 12.

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Activity C1 Handout C1-1

Happy Days Nursery School: extract from School Improvement Plan

Ensure a consistently good learning environment

Key goal / target	Action	Led by	Timing	Success criteria	Resources	Monitored and evaluated by
Agreed criteria underpin judgements	Work with whole school team to develop learning environment quality indicators	Asst Head		Weekly, termly and annual planning is secure and shows continuity between internal and external learning activities Outdoor learning fully integrated with learning in the classroom	Staff meeting time Taped discussion with children	Head Governing body LA Early Years Adviser
Ensure the external environment promotes learning	Use indicators to audit quality of outdoor learning environment followed by purchase of additional large equipment	Asst Head	Jan '05	Evidence of: greater use of outdoor environment for curriculum work extensive opportunities for adventurous, exploratory and energetic play children encouraged to make decisions and choosing between activities children engaged in problem solving activities e.g. finding out to set up and use the large equipment themselves observations of children's response to activities being used to plan the next learning targets children enjoying playing together and showing a growing awareness of others in their play	£1500	Head Governing body Pupils and parents
Ensure the environment of the classroom promotes learning	INSET on the importance of the learning environment, 'climate' and display techniques	Head	Sept '05	Consistent evidence of: high quality environment in the classroom well-planned and well-organised environment that promotes children's independence continuous reduction in negative interactions high quality displays of pupils' work offering interactive activities	Consultant 1 day £400	LA Early Years adviser Governing body

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Activity C1 Handout C1-2

High Hopes Primary School: extract from School Improvement Plan

Use data to develop target setting and increase rate of pupil progress. (Value added score 100+)

Key goal / target	Action	Led by	Timing	Success criteria	Resources	Monitored and evaluated by
Improve data available to staff	Link NFER reading and maths tests with National Curriculum Tests and optional test information Provide staff with class progress charts twice a year	Asst Head / Assessment Co-ordinator	Start by Sept '05 then ongoing	Evidence from classroom observation and planning meetings that teachers are using data to inform planning and delivery	Data entry by admin staff and analysis by AHT and coordinator	Head Governors' curriculum committee
Develop data interpretation skills of staff and enable them to link assessment to target setting	Organise and implement 3 x 2 hour INSET sessions to enable staff to develop their interpretive skills and decide on learning targets for pupils Follow up with regular interpretation sessions prior to pupil review meetings	Asst Head / Assessment Co-ordinator	Start by Sept '05 then ongoing	Programme for INSET Evaluation of INSET Evidence through classroom observation and planning meetings that teachers use data to plan appropriate work for pupils and establish appropriate individual targets for sharing with pupils and parents during review meeting	Consultant for INSET £600	Head Governors' curriculum committee
Introduce target setting system for individuals, groups and classes which involves pupils in monitoring own progress	Devise and implement INSET to introduce target setting system, which will involve pupils	Asst Head / Assessment Co-ordinator	Jan '05 then ongoing	Positive evaluation of INSET Pupils understand their targets, plot their progress and are keen to have them 'signed off' Scatter graphs identify increased rates of progress at half-yearly intervals. Better than average value added score	Consultant 1 day £400	Head Governors' curriculum committee

Activity C1 Handout C1-2

High Hopes Primary School: extract from School Improvement Plan ctd

Key goal / target	Action	Led by	Timing	Success criteria	Resources	Monitored and evaluated by
Improve procedures for reporting to parents	Survey parents to check how our current system for parents' evenings and current format for reporting could be improved Discuss results with staff, governors and PTA before developing and implementing revised procedures	Asst Head / Assessment Co-ordinator Parent governors	Oct. 2005 complete by Dec 2005	Evidence that feedback from parents has been analysed, discussed by staff and governors, and influenced new procedures Parents understand how their children are doing and how to support their learning	Non-contact time Data entry by admin staff and analysis by Asst Head / Assessment Co-ordinator and Parent governors	Head Governing body PTA / parents
Improve governors' use of data in monitoring and evaluating pupil progress and attainment	Devise and implement 1 x 2 hour INSET Trial different formats for reporting on pupil progress to governors	Asst Head / Assessment Co-ordinator / Governor Development Officer Head / Asst Head / Assessment Co-ordinator		Evidence from head's report to governors and minutes of governors' meetings show that governors are asking challenging questions about pupil progress as well as recognising and celebrating effort and success	LA fee for governor training	Head Governing body LA Link adviser

Based on the DfEE Guidance 'Fresh Start Schools: Raising Attainment Plan'

Activity C1 Handout C1-3

Phoenix Secondary School: extract from School Improvement Plan

Ensure consistently good teaching

Key goal / target	Action	Led by	Timing	Success criteria	Resources	Monitored and evaluated by
Establish effective strategies for ensuring that improvements in the quality of teaching and learning are maintained	Monitor teaching and learning through a programme of classroom observation and feedback to staff	DH Curriculum	Sept '05	100% lessons in KS4 satisfactory or better and 60% good or better	SMT time for monitoring and feedback	HT/DH Link adviser Governors' Curriculum Committee
	Implement middle management INSET for monitoring teaching and learning, including paired monitoring with LA adviser	INSET coordinator	Sept '05 to July '06	Evidence from CPD records, subject planning meetings and lesson observation records that all middle managers are trained and are undertaking lesson observations effectively Teachers monitored subsequently achieve consistently higher standards Teacher assessment and GCSE results show improved pupil progress and attainment.	5 days adviser time £2000	
Use a wider range of teaching and learning strategies	Implement whole school programme of training / coaching to widen the range of teaching and learning strategies used appropriately at KS4	INSET coordinator	Jan '05-April '06	Faculty heads identify impact of INSET Students perceive noticeable improvement in the range and quality of strategies used to promote their learning	Consultant 1 day £400	Faculty heads HT School Council Governing Body

Activity C1 Handout C1-3

Phoenix Secondary School: extract from School Improvement Plan ctd

Key goal / target	Action	Led by	Timing	Success criteria	Resources	Monitored and evaluated by
Address individual needs	Identify strong practitioners who could coach colleagues	DH Curriculum	Nov '05 and ongoing	Evidence from lesson observations that coaching programme is resulting in more effective teaching and learning e.g. pupils' rate of progress increased on average by 0.5 NC levels per year in core subjects Records of visits show recommendations for future practice, later evident in lesson observations.	Non-contact time	SMT Link adviser Governors' Curriculum Committee
	Identify appropriate INSET for individuals	Team leaders and INSET coordinator				
	Arrange visits to Leading Edge Schools where appropriate	INSET coordinator				
Ensure high expectations and appropriate challenges	Two INSET days devoted to raising staff expectations of their students	INSET coordinator	Sept '05 and Jan '06	Evidence from classroom observations, student attitude questionnaires and pastoral / assessment records that expectations have been raised and students are more motivated Rate of students' progress in lessons improves	Consultant 2 days £800	Faculty heads HT School Council Governing Body

Based on the DfEE Guidance 'Fresh Start Schools: Raising Attainment Plan'

Activity C1 Handout C1-4

Vanguard Special School: extract from School Improvement Plan

To ensure that the needs of pupils with the most complex needs are met consistently, across all classes

Key goal / target	Action	Led by	Timing	Success criteria	Resources	Monitored and evaluated by
Produce database of learning difficulties and disabilities of pupils	Audit primary and secondary special educational needs of all pupils	Deputy head	Sept 2005	Database accessible to all staff Analysis identifies number of children within each category of need	Non-contact time	Head
Facilitate multi-agency approach to identifying needs and developing provision	Facilitate multi-agency discussions on communication and learning needs of target group of pupils	Head	Half-termly	Appropriate agencies represented at meetings School holds detailed knowledge of how to respond to the needs of all pupils IEPs informed by feedback from meetings Needs identified in statements are met	Non-contact time for staff	Governing body
Share good practice	Plan opportunities for cross class work to share skills Provide INSET for staff led by staff	Deputy head	Sept 2005	Strengths and training needs of each team member identified Schedule of observations implemented Team members scheduled into staff meeting agendas to update colleagues	Non-contact time for staff	Head Governing body
Staff access appropriate external training	Use analyses of training needs from performance management reviews to plan attendance at training and visits to other establishments	INSET coordinator	Sept 2005	Training identified and attended Information from learning / training / visits cascaded to staff team Positive evaluations re value for money of training received.	INSET budget	Head

Originally inspired by Bardwell School, Oxfordshire, and modified.

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Activity C1 Cribsheet C1-1

Monitoring the School Improvement Plan

- Handout 2 lists many appropriate questions which could be asked.
- The plans would be more effective if they had separate columns for monitoring and evaluation. The monitoring column should show what activities will be undertaken to check progress e.g. lesson observations, scrutiny of children's work, surveys, checking teachers' planning and so on. Such activities generate evidence. The evaluation column should show who will be involved in making judgements about the outcomes. This should involve people with an objective perspective such as governors and members of the leadership team.
- The advantage of such an approach is that everyone is clear at the outset about what evidence has to be gathered, and who is involved at each stage.

Evidence which could be noted on the plan and presented to governors includes the following.

Nursery SIP

Report by the assistant head that included:

- the agreed quality indicators
- the results of the audit based on the criteria and subsequent action
- information about the children's perspective (extracts from the tape could be played)
- a summary of strengths and areas for development found when plans were scanned
- a brief summary of key points from the INSET and the staff's evaluation of it
- photographs of children accessing the activities.

In addition governors could hold meetings in different areas of the school to see for themselves displays, classroom layout etc. They could also see the equipment that had been purchased, and, if able to visit during the school day, they could observe the children using the equipment and interacting.

Primary SIP

Report by the assistant head that included:

- an overview of the previous and current approach to the collection and analysis of data
- a summary of the issues covered in the INSET sessions and the staff's evaluation of those sessions
- results of survey of parents about their views on the content, format and timing of information presented to them about their children's progress - the survey could be repeated some months later to see if responses vary
- comparison of original and modified reporting proforma
- information about the way pupils are involved in deciding their targets and how they monitor their progress - if able to visit during the school day, governors would be able to talk to pupils about this
- performance information in a variety of formats for discussion by the whole governing body.

Secondary SIP

A report by DH Curriculum that covered:

- criteria for lesson observation
- procedure for lesson observation (referring to performance management policy)
- numbers of lessons observed per term / per curriculum area, and strengths / areas for development identified
- strategies implemented to address practice that needed to be improved
- pupil progress data with comparisons to previous years, national averages, benchmark schools
- reports of visits made to other schools and implications for this school's practice.
- A briefing on teaching and learning styles would provide a useful starting point for listing things governors could look out for on school visits.

A summary of the student survey findings and feedback from the school council (a governor linked to the council) would provide an insight to the students' perspective.

Special SIP

A report by the DH or the head that covered:

- the analysis of categories of special educational needs
- a summary of policy and practice on inter-agency liaison, identifying strengths and areas for development
- a summary of the staff skills audit, highlighting strengths and gaps in knowledge and expertise (cross-referenced to the needs of the pupils), and a description of how gaps will be addressed
- the policy for ensuring the continuing professional development of ALL staff
- a summary of training that has been provided in-house or accessed through other means, together with an evaluation of the impact it has had on practice.

Activity C2

Using the PANDA to monitor and evaluate pupil attainment



Activity C2. Learning outcomes

To understand:

- what type of performance data is available to schools
- how to interrogate performance data

Resources

- Slide 13
- Guidance document 'Introducing the New PANDA Report' on <https://www.ofstedpandas.gide.net/>
- Extracts from the Anonymous PANDAs on <http://www.ofsted.gov.uk/publications/index.cfm?fuseaction=pubs.summary&id=3968>

Key notes for trainers

- The format of the PANDA changed in the autumn of 2005. It will change again in 2006 when it is combined with the Pupil Achievement Tracker (PAT)
- The site referenced above contains exemplar material used to train inspectors. This includes anonymous PANDAs, together with a range of activities and the answers to them. Helping participants to understand the contextual value added score and the confidence interval 'snake graphs' in one of the anonymous PANDAs would probably be the most manageable tasks in the time available. These are explained on pages 10 and 11 in the Ofsted document 'Introducing the New PANDA Report'. This can be downloaded from the training section menu on the left hand side of the page <https://www.ofstedpandas.gide.net/>.
- Governors will not automatically know how to interpret such data. It is good practice for headteachers and chairs to arrange for them to be briefed.
- As a precursor to this activity you could ask how many of them have seen their school's PANDA and if so how were they helped to interpret the content?

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Activity C3.

Monitoring in practice



Activity C3. Learning outcomes

To understand what evidence you might look for to find out how effective your school is in:

- teaching and learning
- creating the learning environment
- securing pupil involvement in extra-curricular activity
- managing pupils' behaviour
- maintaining staff morale, attendance and commitment
- communicating with parents and the wider community

Resources

- Slide 14
- Handout C3
- Cribsheet C3
- Flipchart and pens

Key notes for trainers

- Governors are invited to think of practical ways to monitor and evaluate the above aspects of a school's performance.
- You could divide the group into 3s and 4s each starting at a different point on the list to ensure all points are covered.
- Reinforce the message that you don't have to be an expert in education to understand what's working well and where improvements are necessary.

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Activity C3 Cribsheet C3

Monitoring in practice

Teaching and learning

- Ofsted reports
- attainment data
- pupil surveys (N.B. pupil voice)
- reports from head and staff
- policies (teaching and learning / curriculum; assessment, recording and reporting; homework)
- curriculum map
- lesson plans
- observe relationships - adult / pupil, pupil / pupil, parent/staff
- high expectations – key messages displayed and reinforced in assemblies and in day to day interactions
- amount of encouragement / praise / constructive feedback
- opportunities to apply learning
- availability and use of support staff
- systems in place for lesson observation by line managers
- criteria used by line managers to judge the quality of teaching and learning
- proportion of lessons where teaching was judged good or better
- pupil tracking records (anonymised)
- work samples (anonymised)
- pupils' engagement with task - active not passive, asking and responding to questions, listening to each other
- motivation and self esteem –observation and feedback from pupils and staff
- pride in work - recognising and celebrating the progress made
- development of Key Skills - communication, ICT, application of number, working with others, improving own learning and performance, problem solving

The learning environment	<ul style="list-style-type: none"> • reports from site inspections • displays which are creative, celebrate achievement and mainly relate to current work • surveys of teachers, children and parents • organisation of classroom • use of space • quantity, quality and appropriateness of resources • classroom climate surveys (see www.transforminglearning.co.uk) • cleanliness
Pupil involvement in extra-curricular activity	<ul style="list-style-type: none"> • range of activities • response from pupils • involvement of staff, governors, the wider community
Pupils' behaviour and attitudes	<ul style="list-style-type: none"> • awards/records of achievements • positive publicity reports • numbers of exclusions • analysis of disciplinary and racist incidents • behaviour policy • quantity and quality of activities / equipment in outside play areas • existence and 'health' of school council • relationships – adult / pupil and pupil / pupil • Demeanour in class and around school • Feedback from pupils re bullying, behaviour
Staff morale, attendance and commitment	<ul style="list-style-type: none"> • reports from head and staff governors • analysis of supply cover costs • analysis of surveys • exit interviews
Communicating with parents and the wider community	<ul style="list-style-type: none"> • newsletters • home – school agreements • attendance at school events, annual parents' evening • press reports • number of compliments/complaints • parent workshops, family literacy and numeracy sessions etc • parental surveys • composition of governing body • presence of external agencies and groups on site • website

Activity C4.

Asking the right questions



Activity C4. Learning outcomes

To understand what questions you could ask if you were:

- the Literacy Governor OR
- the Numeracy Governor OR
- the Special Educational Needs Governor

to gain a clearer understanding of progress in your area.

Resources

- Slide 15
- Handout/cribsheet C4
- Flipchart and pens

Key notes for trainers

- If using this activity start by asking if any of them have been assigned link roles. If they have, ask what guidance they have been given to carry out the role.
- It's probably best to divide the group into 3s and 4s and ask each one to focus on a different role.
- The cribsheet provides lots of examples. The usual health warning applies –think about how and when they ask the questions so that it doesn't sound like an inquisition.
- When concluding the activity encourage them to ask the headteacher and the chair for specific guidance on what is expected and who they should liaise with.

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Activity C4 Cribsheet C4

Asking the right questions

Literacy/Numeracy Governors Achievements and attitudes

- What are the broad trends in the school's achievement in English / Maths?
 - compared to similar schools?
 - compared with the national rates of increase?
 - compared with the national picture in terms of gender?
- Where have we improved? Do we know why?
- Are there differences between the achievement of different year groups, and if so why?
- How do our results in English / Maths compare with those in other subjects?
- What aspects of the subject do pupils find easy / hard?
- Are there significant differences in reading and writing between:
 - girls and boys
 - pupils with special educational needs
 - very able pupils
 - pupils with English as an additional language
 - any other groups, e.g. looked after children, traveller families?
- In meetings with the English / Maths Coordinator, can you tell how much progress pupils are making? For example, you could look at:
 - Key Stage 1 and 2 test results
 - A range of pupils' work – average, below average and above average
 - Other evidence.

Special needs

- How are pupils with special educational needs integrated into the daily literacy lessons?
- How have Individual Education Plans (IEPs) been adapted to support children in their daily literacy / maths lessons?

Management of the subject

- How is the role of the English / Maths Coordinator developing?
- Does the school development plan match the identified needs?
- What is the allocation of funding to English for this financial year?
- How has it or will it be spent?
- Is there a need for additional resources for any aspect of the work?
- What further training do teachers and support staff need?
- How much additional adult support does each class have?

- What was the outcome of the local authority's literacy / numeracy monitoring visit?
- Does the school offer a range of reading books catering for all abilities, cultural backgrounds and tastes, especially boys? Are pupils using the library? What links does the school have with the local library?
- How does the school use all its resources (books, materials and displays as well as electronic media) to promote reading and writing / numeracy?

Communication

- How are parents kept informed about pupil progress?
 - What steps are being taken to encourage parents to support their children in reading and writing at home?
 - How are governors kept informed about standards and progress of pupils?
 - How do governors celebrate the school's success when things go well?
- SEN Governor**
- How many children without statement have special educational needs – i.e. are placed at *School Action* and *School Action Plus*?
 - How many have statements of special educational need?
 - How is support for children with special educational needs co-ordinated? Are there any issues to be resolved?
 - How are the needs of the more able children addressed?
 - Is the special educational needs co-ordinator (SENCO), full-time or part-time?
 - Are all staff aware of how to respond to those children who need specialist support?
 - What support does the school receive from other agencies, for example Health and Social Services?
 - How are resources deployed to support children with SEN?
 - When was the SEN policy last reviewed?
 - Do parents know where to get information on the school's policy and practice on SEN?

Questions on Literacy / Numeracy contributed by West Sussex Advisory and Inspection Service

Activity D1

Visiting the school



Activity D1. Learning outcomes

To understand:

- what should be considered when producing a protocol for governors' visits to the school
- how to decide the focus for a visit
- what governors should always do and never do before, during and after a visit for both staff and governors to feel confident about the process.

Resources

- Slide 17
- Handout D1-1
- Cribsheet D1

Key notes for trainers

- Begin by asking if governors in their school make structured visits and if so how are they organised.
- Ask if there is a policy to guide how visits are conducted
- A partially completed proforma is provided which governors are asked to work on in groups to complete.

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Activity D1 Handout D1-1

Visiting the school

If a visit is being undertaken to enhance the governing body's understanding of an aspect of the school's work, it should be planned carefully. Ideally the governing body will have agreed a schedule for governors' visits to the school. This should reflect the priorities in the school improvement plan and the specific interests and responsibilities of governors.

Many schools have involved staff and governors in drawing up a protocol for visits. This may include providing governors with a checklist of things they could observe, questions they could ask.

This partially completed pro forma could form the basis of a protocol.

What would you wish to add?

	Always	Never
Before	<ul style="list-style-type: none">• arrange details of visit• agree level of confidentiality• agree purpose of visit• discuss the context of the lesson to be observed	<ul style="list-style-type: none">• turn up unannounced
During	<ul style="list-style-type: none">• fulfil agreed purpose	<ul style="list-style-type: none">• walk in with a clipboard• interrupt the teacher
After	<ul style="list-style-type: none">• thank the teacher and the pupils• discuss observations with teacher	<ul style="list-style-type: none">• leave without a word

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Activity D1 Cribsheet D1

Visiting the school

The following sections list examples of good practice. The opposite of each could feature in the 'never' column.

Before

- Check to see if there is a policy for governors' visits
- Clarify the purpose of the visit. Is it linked to the School Improvement Plan? How does this determine the itinerary?
- Discuss an agenda with the headteacher well in advance. Make sure that the date chosen is suitable for the purpose identified.
- Find out if there is a prompt sheet/checklist, agreed by staff and governors, to guide governors' visits.
- Time permitting, discuss the proposed agenda with any staff involved. How do they want governors to integrate into the lesson?
- Be clear beforehand exactly what you are observing. Try to prepare questions for staff in advance. The teacher may be able to guide you on this.
- Discuss with the headteacher if any supporting information is available – Ofsted report, improvement plan, performance data.

During

- Be punctual.
- Keep to the agreed timetable but be flexible.
- Decide with the teacher how you will be introduced and what your role in the classroom will be.
- Get involved with the children if the teacher has agreed that this would be appropriate.
- Remember it is a visit not an inspection.
- Observe discreetly. Remember that note-taking can be disconcerting.
- Don't distract the teacher from his/her work but be prepared to talk and show interest.
- Be courteous, friendly not critical.
- Interact, don't interrupt.
- Remember why you are there. Don't lose sight of the purpose of your visit.
- Listen to staff
- Be interested and enthusiastic

After

- Discuss what you have observed with the teacher. Use the opportunity to clarify any issue you are unclear about. For example, did your presence have any impact on the atmosphere in the classroom? If so, how?

- Refer to the purpose of the visit. Consider together whether it has been achieved.
- Thank the teacher for supporting you in your role as a governor. Be open, honest, positive.
- Make notes as soon as possible after your observation while it is still fresh in your mind.
- Discuss your observations with the headteacher. Be prepared to take the comments of others on board.
- Agree with the headteacher how and when you will report on your visit to the governing body.
- Write up your report and circulate a draft to the head and any staff involved. Be prepared to amend it. Aim to achieve a report that is agreed by those involved.
- Reflect: how did that go?
- Hope to be invited back!

Based on guidance produced by the 'Getting it Together' course, Burleigh Community College, Leicestershire, Spring 1998. Course tutor – Howard Stevenson. Governors in Harrow contributed further ideas to this cribsheet.

Activity D2

DOS and DON'TS of school visits



Activity D2. Learning outcomes

To understand:

- the dos and don'ts of school visits
- whether visits they have made were productive and if so, why.

Resources

- Slide 18
- Handout D2-1
- Cribsheet D2

Key notes for trainers

- Governors are first invited to complete a simple questionnaire. Then they have an opportunity to consider in groups any visits they have made, to ask whether they were productive and if so, to identify why.
- The cribsheet for D1 may be useful when leading the feedback session.

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Handout D2-1

DOs and DON'Ts of school visits

Using the grid below try to identify a Do or Don't response for each activity.

Where you are undecided please indicate this.

	Activities	Do	Undecided	Don't
1.	Arrive unannounced			
2.	Agree the purpose of the visit with the governing body, including the headteacher			
3.	Prepare carefully –discuss with the headteacher, liaise with staff you will be visiting, study relevant documentation			
4.	Give praise where it is due			
5.	Go in like an inspector			
6.	Sit at the back making notes			
7.	Talk to the teacher while s/he is teaching			
8.	Leave the lesson without making any comment			
9.	Discuss any issues that arise with the headteacher			
10.	Visit at different times of the day, term, year			
11.	Shadow a child for part of a day			
12.	Visit during an Ofsted inspection or SATs week			
13.	Try to attend special functions			
14.	Develop links with a class, year group or subject area			
15.	Involve the staff you worked with when drafting your report to the governing body.			

In your group compare notes on any visits you have made. How purposeful/successful were they and can you identify why?

Northamptonshire Governors' Services. Edited.

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Activity D2 Cribsheet D2

DOs and DON'Ts of structured visits to school on behalf of the governing body

	Activities	Do	Undecided	Don't
1.	Arrive unannounced			✓
2.	Agree the purpose of the visit with the governing body, including the headteacher	✓		
3.	Prepare carefully –discuss with the headteacher, liaise with staff you will be visiting, study relevant documentation	✓		
4.	Give praise where it is due	✓		
5.	Go in like an inspector			✓
6.	Sit at the back making notes		✓	
7.	Talk to the teacher while s/he is teaching			✓
8.	Leave the lesson without making any comment			✓
9.	Discuss any issues that arise with the headteacher	✓		
10.	Visit at different times of the day, term, year	✓		
11.	Shadow a child for part of a day		✓	
12.	Visit during an Ofsted inspection or SATs week		✓	
13.	Try to attend special functions	✓		
14.	Develop links with a class, year group or subject area	✓		
15.	Involve the staff you worked with when drafting your report to the governing body.	✓		

Point 6 might be acceptable to some teachers, especially if there was an agreed proforma.

Point 11 does happen in some schools. Clearly all concerned would need to agree how it was to be managed.

Point 12. Governors might be needed in school to talk to the team. In any case they should do whatever they normally do. If they spend time in the school then go ahead as normal.

The cribsheet for D1 gives ideas for feedback on governors' discussions of their own visits.

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Activity D3

Video-based activity on school visits



Activity D3. Learning outcomes

To understand:

- what constitutes effective and poor practice in governors' visits
- what governors always do and never do before, during and after a visit for both staff and governors to feel confident about the process

Resources

- Slide 19
- Trainer's brief D3
- Cribsheet D1
- Flipchart and pens

Key notes for trainers

- The video extract 'A Walk on the Wild Side' shows two different approaches adopted by governors making visits to school. The trainer's brief suggests discussion questions.
- The cribsheet for D1 is relevant for the feedback session.

D3 Video-based activity on school visits. Trainer's brief.

The Story

Two contrasting approaches to governors' visits to Abbotts Green School are featured in this scenario.

In the first, Trevor Johnson the Link Governor for Science, liaises with Emma Roberts, who teaches Biology. Prior to Trevor sitting in on a lesson they discuss what he will see and how he should conduct himself. Trevor handles their debriefing session with sensitivity. They conclude by agreeing how to share key points with the rest of the governing body.

In the second scenario Bob Vickers is seen talking with Pete Downey who is second in the English Department. Bob has just observed a Year-9 lesson. Bob is aggressive and critical. Pete attempts to be diplomatic but is goaded into meeting fire with fire.

Group Activity

1. Having watched the two contrasting approaches draw up a list of things that governors should do:
 - before
 - during
 - after visits to school.
2. How could governors decide on a focus for such visits?

Debrief

The cribsheet for activity D1 provides many useful suggestions.

Activity D4

Reporting on visits to school



Activity D4. Learning outcomes

To understand:

- what constitutes good practice in reporting to the governing body on visits undertaken

Resources

- Slide 20
- Handouts D4-1
- Cribsheet D4

Key notes for trainers

- The handout provides three different examples of reports written following visits. They are asked which are the most useful and why. Then they go on to produce 'Do' and 'Don't' lists for a governor writing his or her first report.
- The second example is based on a model devised by West Sussex County Council, Advisory and Inspection Service.

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Activity D4 Handout D4-1

Consider the three extracts from reports by governors following visits. Which is the most useful to the governing body and why?

What effect will they have had on the staff?

Write a list of things that should be done (Do) and things which should *not* be done (Don't) when writing a report of a visit.

1. A visit to KS2

The visit was made last Tuesday and we had a very interesting time indeed. We were very impressed by the amount of equipment and had a lovely long chat with the teacher in charge which was very informative. She tells us there's a problem with the flat roof on this block and she's tired of asking for it to be repaired.....

2. A written report submitted by Mr Murdoch following his visit to Little Snoring School.

As a new governor I felt it was important to get a clear understanding of what was being taught in the classrooms. I visited the school on a Tuesday and spent all the time in the classrooms. I should make it clear that on the whole I was quite happy with the standard of teaching. As a member of the business community, I feel one of the major problems facing this country is the poor quality of the applicants coming to us for employment, and the standard of numeracy is particularly alarming. When my generation was at school there was a very strong emphasis on mental arithmetic and NO CALCULATORS.

I spent some time first of all in the reception class, where the pupils were doing some basic number work. This seemed to be of a satisfactory standard. I then moved into class three (class two being in the hall for a PE lesson) and while they were doing a craftwork class I was able to examine their arithmetic books, Again I felt the standard of work was fair.

It was in the higher classes that I felt the teaching had lost its way. In class five I set a number of pupils a simple long-division sum which they were unable to do, apparently not even understanding the method I explained to them. I asked if the pupils were allowed to use calculators and was told they were necessary for certain tasks. I feel very strongly that this is a serious problem. I was assured that pupils do still learn their times tables, but a spot check by myself revealed several pupils unable to answer simple questions such as 8×6 .

I feel the teaching of Maths at the school does require serious investigation. Despite this I think it is a very good school and I have no doubt that the easier subjects such as English and Music are well taught.

Leicestershire County Council Governor Support
Institute of School and College Governors
(Edited).

3. A visit to High Hopes Primary School.

Name <i>Augustin S Sekasanke</i>	Date 13 June 2005
Purpose of visit <ul style="list-style-type: none"> • To tour the school to make informal contact with staff and to observe behaviour in class, assembly and at break time • To monitor the quality of the learning environment 	
Links with the School Improvement Plan <ul style="list-style-type: none"> • Behaviour and its impact on the quality of teaching and learning are key elements of the action plan. • The school is due to move to new premises and we are trying to maintain standards in the old building. 	
Governor observations and comments <p>Two year five pupils accompanied me and were very positive about their experiences in the school.</p> <p>Throughout the school, the atmosphere was calm and I observed staff intervening with pupils when they weren't concentrating –both in class and in assembly. In one class the children were coming to the end of a 40- minute session on writing and they were totally focused, quiet.</p> <p>One supply teacher was doing D and T and the children were competing to build the strongest, tallest tower that could have a ping pong ball balanced on the top. This was proving very popular. They were all totally engaged.</p> <p>The courtyard area was very overgrown and the children told me that it used to be looked after but not much was happening now. The one bench was damaged. The children said they thought it would be good to tidy it up and have more seats out there.</p> <p>Displays throughout the school were well-presented and colourful. There was lots of children's work and it was all recent. My 'guides' proudly showed me examples of their work that was displayed.</p> <p>Assembly included presentation of golden apples for good behaviour and a presentation to a teacher who was leaving. Children were well behaved and attentive. Cheering and clapping at the end did not get out of control. Not clear if that was the daily of act of worship?</p> <p>At playtime all the staff seemed to be out on the playground. I wondered what breaks they have during the day.</p>	
Any key issues arising for the governing body <ul style="list-style-type: none"> • Positive news re behaviour and displays. • Follow up idea of turning the courtyard area into an attractive space for children to have lunches, relax etc. • How are we managing the daily act of worship? Is there a programme of themes? Are children involved in delivering? Are our values being promoted through this medium? • How are playground rotas managed? Do our teachers have a break? 	
Action following governing body meeting (Record any action agreed by the governing body with regard to this visit) <p>GB also considered latest data re exclusions – significantly down on same period last year.</p> <p>Agreed chair would send a letter to staff congratulating them on the impact of their work to improve behaviour. In addition agreed I would write a letter to be read in assembly to say how much I had enjoyed my visit and how impressed I was by the behaviour of children in classes and in the playground.</p> <p>Link governor to discuss with school council what they would like to see happen with the</p>	

courtyard and whether they could help. Following that head to write to parents via the newsletter to see if they'd help. Furniture that will be purchased for the new school to be purchased early for use in the courtyard

Ast Head to report to the next GB meeting on how we manage the daily act of collective worship – themes etc.

GB reassured by headteacher and staff governors that the playground rota is equitable and effective.

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Activity D4 Cribsheet D4

Reporting on visits to school

Report 1 is of little use. It does not tell us why the visit was made, nor what the visitor saw. (We hear about the leaking roof, yet the visit was presumably not about the fabric of the school.)

Report 2 contains judgements that are inappropriate for a governor to make. It is unlikely that teachers would appreciate this approach.

Report 3 is by far the most useful. It includes:

- the purpose of the visit, with an explicit link to the school improvement plan
- the date when it was made (maybe there have been changes since then)
- the evidence which the visitor saw (enabling readers to decide whether the data is adequate, or to debate what sort of data the school should collect)
- the key issues arising for the governing body to consider. (Where governors can use their visits to help identify ways of improving on current performance, they should try to do so).
- This format also provides for the governing body to record any decisions taken as a result of receiving the information. It is based on a proforma contributed by West Sussex County Council Advisory and Inspection Service.

What to do and not to do

Do	Don't
Prepare the report in draft as soon after the visit as possible. (Governors visiting as a pair will need to get together to discuss observations and conclusions.)	Be lengthy. A single A4 sheet is often sufficient.
Have the report typed if possible. (For those governors without access to a computer, the clerk to governors may be able to help.)	Write like an inspector (even if you are one), and don't make written observations about the quality of teaching and learning. If there are concerns, raise them with the headteacher verbally.
Discuss the draft with the headteacher, in case there are mistakes or misunderstandings that need to be clarified. (A visit can only be a snapshot of the school or a class at a particular time.)	Name staff or pupils except in exceptional circumstances (e.g. when in a teacher's class for a lengthy period of time). Check with the headteacher if you are unsure.
Give a copy to the clerk to the governors, to circulate with the papers for the next meeting, following which (like other governing body papers) it will be available for public inspection.	Hand round the report at the meeting; governors will have had no opportunity to read it and give it proper attention.
Come to the meeting prepared to make a short verbal introduction to the report and answer any questions other governors may have.	Go through your report in full detail, or read it out verbatim. This lengthens meetings unnecessarily.
Think to yourself: what can I do to make my next visit even more effective.	

Kent County Council (adapted)

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Activity D5

Monitoring the school's culture / ethos



Activity D5. Learning outcomes

To understand:

- how to monitor the less tangible factors that make a school an effective school

Resources

- Slide 21
- Handout D5
- Cribsheet D5

Key notes for trainers

- The task is to imagine that their governing body wishes to evaluate the ethos/culture of the school. Governors are asked to add their ideas to a checklist of evidence for their colleagues to focus upon when they visit the school.
- The handout gives space for governors to list the evidence they might see and hear on a visit.

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Handout D5

Monitoring the school's culture / ethos

The task is to imagine that your governing body wishes to evaluate the ethos / culture of the school. You are given a list of aspects that governors could focus upon when they visit. The format below gives space for visiting governors to record the evidence they could expect to see and hear.

See what other evidence you can add to the following list, things you would expect to see or hear.

Aspects	Present? Yes / No	What I saw or heard (evidence)
There are high expectations of all		<ul style="list-style-type: none"> • School vision and aims displayed
Mutual respect is evident in the way that staff and pupils relate to each other		<ul style="list-style-type: none"> • Pupils work without disturbing others
The school promotes positive attitudes to ethnic and cultural diversity		<ul style="list-style-type: none"> • The school uses the expertise, skills and knowledge of people from ethnic minority communities
Pupils have rights as well as responsibilities		<ul style="list-style-type: none"> • School council information is displayed
Pupils' achievements are celebrated		<ul style="list-style-type: none"> • A wide range of work is displayed, not just excellent work

<p>The school environment is looked after by all</p>		<ul style="list-style-type: none"> Litter free, clean, tidy corridors, reception area, classrooms, toilets
<p>Teaching and learning are enjoyable for both adults and pupils</p>		<ul style="list-style-type: none"> Laughter, enthusiasm, energy, active participation are evident in learning situations
<p>The school environment is a 'safe' place – emotional and physical security are prioritised</p>		<ul style="list-style-type: none"> Rules displayed and being followed
<p>The role of parents as partners in the learning process is recognised and valued</p>		<ul style="list-style-type: none"> When parents visit by appointment they are seen promptly

Activity D5 Cribsheet D5

Monitoring the school's culture / ethos

Monitoring the ethos / culture of a school could involve observing the following aspects and evidence. It is not an all-embracing list, and you will be able to add to it every time you do the exercise.

Aspects	Present? Yes / No	What I saw or heard (evidence)
There are high expectations of all		<ul style="list-style-type: none"> • School vision and aims displayed • School targets displayed • Staff follow up students who are not adhering to the school's standards – uniform, behaviour etc • Staff handbook describes standards for performance, behaviour • School rules are in evidence • 'We can do ...'
Mutual respect is evident in the way that staff and pupils relate to each other		<ul style="list-style-type: none"> • Pupils work without disturbing others • Pupils are encouraged to work co-operatively on group tasks • Pupils do not interrupt each other or staff • Staff do not interrupt each other or pupils • Pupils do not intimidate or belittle each other • Teachers maintain control without the use of threats, humiliation etc • The behaviour policy emphasises 'catch them being good' • Teachers are courteous when they speak to pupils and the reverse is true • All staff have access to appropriate accommodation and facilities - staff rooms, work rooms, offices etc • 'What do you think?'
The school promotes positive attitudes to ethnic and cultural diversity		<ul style="list-style-type: none"> • Staff and pupils are aware of the school's Race Equality policy • The school uses the expertise, skills and knowledge of people from ethnic minority communities • Pupils are encouraged to recognise and respect social, ethnic and cultural differences and similarities • Signs and home-school communications are in languages befitting the pupil population * • Positive images of people from various ethnic groups and their cultural backgrounds are displayed in the school * • Celebrations of festivals of different cultures and religious beliefs • School diary/calendar shows full range of ethnic religious festivals • Ethnic and cultural diversity in the staff and the governing body are commonplace • Special dietary needs are catered for • Curriculum content and resources reflect ethnic and cultural diversity

Aspects	Present? Yes / No	What I saw or heard (evidence)
Pupils have rights as well as responsibilities		<ul style="list-style-type: none"> • Pupils are associate members of governing body committees • Pupils are exercising leadership skills • School council information is displayed • Pupils are acting as mentors / buddies / counsellors for their peers • The head and staff refer to pupils by name • Routine management does not interrupt teaching and learning • Visible 'charter' of pupils' rights • Pupils are aware of and articulate about their rights and responsibilities • High quality teaching and resources support learning • Home-school contracts list the rights of each partner (as well as responsibilities) • Pupils help to determine the rules and sanctions • Suggestion box • Exit surveys • Staff interactions with pupils model the values of the school
Pupils' achievements are celebrated		<ul style="list-style-type: none"> • A wide range of work is displayed, not just excellent work • Displays are up-to-date and in good condition • Press cuttings books in reception area • Displays, photos cover a range of achievements - academic, social, cultural, sporting, both in and out of school • Display in entrance area shows destinations of most recent cohort of leavers • Positive and public appreciation of effort as well as success - awards assemblies, badges, stickers, certificates etc • Teachers show pride in pupils' work • Pupils show pride in each other's work • Prefects chosen for their personal qualities regardless of their academic achievements • Regular home-school communication about pupils' efforts and successes • Behaviour credit cards
The school environment is looked after by all		<ul style="list-style-type: none"> • Pupils and staff show respect for people, living things, property and the environment • Litter-free, clean, tidy corridors, reception area, classrooms, toilets • Tidy classroom award • Interactive wall displays are used, not damaged • Displays are up-to-date • Equipment all in good working order

<p>Teaching and learning are enjoyable for both adults and pupils</p>		<ul style="list-style-type: none"> • Laughter, enthusiasm, energy, active participation are evident in learning situations • A variety of teaching styles are employed to maintain pupils' interest • Pupils are encouraged to explore, to enquire and to become confident, independent learners • Low rates of absenteeism - pupils and staff • Low staff turnover • Pupils keen to display and talk about their work • High involvement in extra-curricular activities • Nobody is left out • School is over-subscribed
<p>The school environment is a 'safe' place – emotional and physical security are prioritised</p>		<ul style="list-style-type: none"> • Rules displayed and being followed • Physical security is effective but not oppressive • All visitors wear badges • There are no voices raised in anger • Pupils and staff move around the site in an orderly manner • Pupils are given opportunities to understand human feelings and emotions and the way they impact on people • Anti-bullying policy well-publicised to staff, pupils and parents. Named person to go to • Buddying scheme and pupil counsellors • Pupils feel safe offering their opinions • Rules are applied fairly and consistently • Everyone is 'Health and Safety' conscious
<p>The role of parents as partners in the learning process is recognised and valued</p>		<ul style="list-style-type: none"> • When parents visit by appointment they are seen promptly • Signposting around the school is effective • Home-school agreements are treated seriously by all partners • Parents' newsletters and notice boards are informative and well set out • The views of parents on the school's performance are actively sought • Parents assist in classes • Parent workshops and training e.g. in ICT • Parent assemblies

* See 'Learning for All: Standards for Racial Equality in Schools' (Commission for Racial Equality)

'Framework 2003 - Inspecting Schools' (Ofsted)

With thanks to the governors of Calderdale who made a significant contribution to the cribsheet.

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Activity E1

Being effective in meetings

● ● ● | **Activity E1. Learning outcomes**

To understand:

- what will help them to maximise their effectiveness in meetings
- how to apply previous experience from a range of contexts

Resources

- slide 25
- Cribsheet E1
- flipchart and pens

Key notes for trainers

- Invite governors to work in groups to consider what will help them to be effective in meetings. They could list all their ideas then diamond rank them. Encourage them to draw on their experience in their life and work.

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Activity E1 Cribsheet E1

Being effective in meetings

Preparation

- read papers
- note any questions you would want to ask and positive comments you would like to make
- make sure that you take everything with you that you will need
- arrive in good time.

Participation

- listen carefully
- observe meetings protocols – signal to the chair your wish to speak
- accept a share of responsibility for making the meeting work, and for follow up actions
- contribute positively to activities and discussions
- think before you speak
- show respect for other's views
- ask if there are things you don't understand
- stick to the point
- be sensitive but assertive – challenge constructively where appropriate
- praise more than criticise
- put the positive before the negative
- don't try to dominate
- accept collective responsibility.

Reflection

- review the meeting. Did you play a useful part? If not, consider why and decide what you would want to do differently next time
- consider how and when you are going to follow up on any tasks you agreed to take on.

Inspired by Buckinghamshire, Hertfordshire and North Tyneside

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Activity E2 Trainer's Brief E2

Video based activity on being effective in meetings



Activity E2. Learning outcomes

To understand:

- how governing body practice can help or hinder their participation in meetings
- practical strategies that will enable them to overcome potential barriers

Resources

- slide 26
- Trainer's brief E2
- Video extract –Time and the word

Key notes for trainers

- The video could be viewed from a variety of perspectives, for example what should the chair do to improve matters. However the focus here is on what new governors can do to maximise their confidence and effectiveness.
- The governor is shown attending his first meeting of the finance committee. It is shambolic and no attempt is made to explain the context or to involve the new governor. Exasperated he complains about how the meeting is being run.
- The trainer's brief suggests questions to prompt discussion. This could be run as a whole group discussion rather than group work and feedback which would reduce the time needed.

Activity E2 Trainer's brief. Video-based activity on being effective in meetings

The Story

The setting for this scenario is a meeting of the finance committee at Florence Barstow Primary School.

The head, Alun Williams, has been there a long time and is finding it difficult to cope with change. He also finds it difficult to be succinct! Alison Howard chairs the committee and is very supportive of the school and Alun. Richard Fairman has been a governor for a long time but contributes little to the proceedings. Ashok Patel is a successful manager of a local company and a new LEA governor.

The meeting is shambolic. Issues include lack of notice, tabling of papers, lack of focus, interruptions and the exclusion of participants. Finally Ashok can take no more and challenges the way the meeting is being conducted.

Group Activity


1. What was wrong with the way this meeting was organised and conducted?
2. What can individual governors do to maximise their effectiveness in meetings?
3. How would you have dealt with concerns like Ashok's?

Debrief

1. The most obvious inadequacies are listed above. Governors may also reasonably raise the issue of racism here, though the low-profile presence of Richard Fairman suggests that the marginalisation of participants is not a racial matter in this case.
2. The cribsheet for activity E1 provides useful tips for governors to maximise their effectiveness in meetings.
3. Faced with a similar situation it would be more effective to state the concerns calmly and ask for an early opportunity to discuss the management of the budget and the role of the finance committee. The rationale would be that, as a new member of the committee, it is impossible to be effective when the task is unclear and there is little structure to the proceedings. In this case, the governor has relevant skills that he could offer to share for the benefit of the whole governing body.

Activity E3

Procedures Quiz



Activity E3. Learning outcomes

To understand:

- the procedures which apply to governing body meetings

Resources

- Slide 27
- Handout E3-1
- Cribsheet E3

Key notes for trainers

- It has been suggested that this be used as an inter-sessional task. This would remove the need to talk through slide 24. You could simply provide the cribsheet and deal with any queries arising.

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Handout E3-1

Procedures quiz

Mark each statement True or False.

You'll find the answers in 'A Guide to the Law for School Governors', Chapters 2 and 3

		True	False
1.	It is possible to vary the composition of a governing body		
2.	Failure to attend meetings for six months from the date of first meeting missed, means automatic disqualification		
3.	The chair and vice chair hold office for four years		
4.	A governing body doesn't have to have any committees unless it chooses		
5.	The clerk must be a member of the governing body		
6.	Nominations for parent governors must be approved by the headteacher before election		
7.	Part-time teachers may not be elected to serve on the governing body		
8.	All governors serve a four-year term in office		
9.	The LA can remove its representatives from a governing body		
10.	Elected parent and staff governors can be removed from the governing body by the headteacher		
11.	The headteacher must be a member of the governing body		
12.	A meeting of the governing body may only be called by the clerk		
13.	Governors should be informed of meetings at least seven days before they occur		
14.	The frequency of governors' meetings is not fixed		
15.	Any governor may put forward an item for the agenda		
16.	The headteacher has a right to attend all governor's meetings		
17.	Any governor may be elected to chair the governing body		
18.	All members of the governing body have equal voting rights		
19.	The complete minutes of governors' meetings must be available for inspection		
20.	The quorum for a governors meeting is always one-third of the total number of governor places, rounded up		
21.	The LA can remove a chair from office		
22.	The governing body must draw up a register of the business interests of governors, the headteacher and any other staff who influence financial decisions		

Essex Governor Development Service

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Activity E3 Cribsheet E3

Procedures Quiz

	True	False
1. It is possible to vary the composition of a governing body True. From September 2003 the composition of a governing body can range from a minimum of 9 to a maximum of 20. Within this range, each governing body can adopt the model of its choice, provided it complies with the guiding principles for the category of school in which it belongs. Schools have until 31/8/06 to adopt a new model.	✓	
2. Failure to attend meetings for six months from the date of first meeting missed, means automatic disqualification Reasons given for absence might have been accepted by the governing body.		✓
3. The chair and vice chair hold office for four years They can be elected for up to four years.	✓	
4. A governing body doesn't have to have any committees unless it chooses True. The governance regulations do not specify statutory committees. However the governing body will still have to set up committees if required to do so by other legislation, e.g. the exclusions regulations and staffing matters such as pay, grievance, disciplinary.	✓	
5. The clerk must be a member of the governing body The clerk must not be a governor.		✓
6. Nominations for parent governors must be approved by the headteacher before election Any parent of a child in a school may stand for election.		✓
7. Part-time teachers may not be elected to serve on the governing body		✓
8. All governors serve a four-year term in office Any governor may resign at any time by giving written notice to the clerk. The governing body can decide to set a shorter term of office for one or more types of governor, but not for individual governors (e.g. parent governors in nursery schools). It cannot be applied to headteachers or additional governors appointed by the LA or Secretary of State. When this decision is made, it must be recorded in the Instrument of Government. Members of temporary governing bodies at new schools hold office until the transition is made to that of full governing body. The head ceases to be a governor when he or she leaves post.		✓
9. The LA can remove its representatives from a governing body	✓	
10. Elected parent, teacher and staff governors can be removed from the governing body by the headteacher They are elected and there are no mechanisms for removing them.		✓
11. The headteacher must be a member of the governing body The head is deemed to be a governor UNLESS he or she chooses not to be.		✓
12. A meeting of the governing body may only be called by the clerk A meeting must be called if three or more governors request one.		✓
13. Governors should be informed of meetings at least seven days before they occur True and the documents to be considered at the meeting should be circulated at least seven days in advance of the meeting	✓	
14. The frequency of governors' meetings is not fixed True. But there is a minimum requirement of 3 per year.	✓	

15.Any governor may put forward an item for the agenda	✓	
16.The headteacher has a right to attend all governors' meetings	✓	
17.Any governor may be elected to chair the governing body Nobody who is employed at the school, or who is a pupil at the school, may chair the governing body.		✓
18.All members of the governing body have equal voting rights Until reconstitution co-opted governors cannot vote when new co-opted governors are being appointed. However, once the governing body has reconstituted in accordance with the relevant new models, and community governors have been appointed, they have the same voting rights as other full members of the governing body. If associate members are appointed to committee the governing body can decide what voting rights to allocate to them.		✓
19.The complete minutes of governors' meetings must be available for inspection Confidential items do not have to be made public.		✓
20.The quorum for a governors' meeting is always one-third of the total number of governor places, rounded up It is 50% of the total number of places (i.e. excluding vacancies), rounded up.		✓
21.The LA can remove a chair from office False. At present only the governing body can do this.		✓
22.The governing body must draw up a register of the business interests of governors, the headteacher and any other staff who influence financial decisions	✓	

Activity E4

Why have committees?

● ● ● | **Activity E4. Learning outcomes**

To understand:

- how committees can enhance the work of governing bodies
- the structures of their own governing bodies
- how their interests and expertise might be applied in their governing bodies

● ● ● | **Activity E4. Learning outcomes**

To understand:

- how committees can enhance the work of governing bodies
- the structures of their own governing bodies
- how their interests and expertise might be applied in their governing bodies

Resources

- Slides 28 and 29
- Cribsheet E4
- Flipchart and pens

Key notes for trainers

- This activity asks governors to list all the possible benefits of having a committee structure, the possible disadvantages, and how they might be overcome. It is a good opportunity to draw on their own experience and to share good practice.

Activity E4 Cribsheet E4

Why have committees?

Arguments in favour of committees

- distribute responsibilities
- sharing the workload
- increased involvement and participation by individual governors
- better quality debate of issues
- reduce time spent in governors' meetings discussing or debating issues that would be better dealt with by a smaller group of people
- provide opportunity for governors' skills to be developed
- create opportunities for more people to gain skills at chairing meetings
- strengthen relationships between staff and governors through joint membership of committees
- provide a focus for governors' visits
- improve communication
- specialisation
- quicker decisions
- maintain enthusiasm.

Possible drawbacks

- Proliferation of committees and meetings can stretch governors too thinly.
- Lack of clarity about delegated powers can mean decisions made by committees are rehearsed in full governors' meetings.

These can be avoided by

- an annual review of committee structure
- clear procedures for delegation of responsibility
- circulation of succinct minutes of committee meetings to all members.