

## Module 3. F1 Evaluating a headteacher's report.



### Activity 3.3 (F1-F4). Learning outcomes

To understand:

- what constitutes good practice in headteachers' reports to governing bodies
- how to respond in a meeting when the report is discussed

Examples are given for nursery, junior, middle and secondary schools.



### Evaluating a headteacher's report

- What are the strengths of this extract?
- What would make it even more useful?
- Think of three questions it would raise for governors at that school
- What would you want to say in order to give positive, constructive feedback to the head teacher and his/her staff?

#### Resources

- Slides 10 and 11
- Handout F1-1 OR F2-1 OR F3-1 OR F4-1
- Cribsheet F1-1 OR F2-1 OR F3 -1 OR F4-1

#### Key notes for trainers.

- Examples are given for a nursery school, a junior school, a middle school and a secondary school so governors can work in phase groups. This means that feedback will need to focus on the generic issues rather than the specific so support on task will be essential.
- Participants are asked to list the strengths of the report and to draft two questions that they would want to ask and one comment they would like to make.
- Cribsheets provide detailed commentary on each report so they can take those away to read at their leisure.

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## **Activity F1 Handout F1-1 Happy Days Nursery School. Extract from Governors Report – Monday 11 July 2005**

### **Statistical information**

Roll: 74    37 boys    37 girls

Free School Meals: 28%

Attendance: 97% Summer Term

### **Effectiveness of school**

#### ***Data***

The 2004/5 cohort was unusual in that there were 20% more boys than girls and there was only one child on the SEN register at Early Years Action - her progress was below average in September to well into the average band by May.

#### ***Ability***

3 of the youngest children have the lowest scores. 3 of the oldest children have the highest scores. But there are high and low scoring children in all age brackets. Children born in March score slightly better than the youngest children.

### **The ASPECTS results for 2004/5 show that the cohort started the year with**

- 58% falling into the average category
- 23% falling into the above average category
- 19% falling into the below average category.

At the end of the year they showed

- 53% falling into the average category
- 44% falling into the above average category
- 3% falling into the below average category.

The results show that there was under-achievement in the boys

- 5 boys and 8 girls moved into the above average category.
- 5 boys and 7 girls moved out of the below average category.

Under-achievement is identified on the SIP and the staff have had training. Under-achievement has been a continued focus for monitoring and evaluation this year.

### **Results of ASPECTS assessment of personal, social and emotional development.**

#### ***Adjustment***

18% of the children are fairly settled during the day and are rarely upset on separating from carer.

38% are never upset.

Over 60% are independent of others for most of the time and need only occasional support.

## ***Personal***

### ***Confidence***

- 46% of children will join in and talk when prompted.
- 31% are quite confident and keen to join in.

### ***Concentration***

- 51% are able to settle to a task and concentrate for a sustained period. 3
- 31% are easily distracted and have a short attention span.

### ***Actions***

- 29% share and take turns when prompted.
- 40% on about half of all occasions consider the well being of self and others before acting.
- 22% usually interact appropriately without prompts.

## ***Social***

### ***Relationships***

- 46% have difficulty communicating with peers and making friends.
- 39% are able to form friendships.

### ***Rules***

- 22% take little notice of rules.
- 35% sometimes ignore rules.
- 33% usually obey rules.

### ***Communication***

- 28% speak using simple statements.
- 42% begin to combine statements to present a coherent argument or explanation.
- 26% ask questions and speak in grammatically correct sentences.

## **Leadership and management**

### ***Coordinators***

Susan Jay and Jenny Wren are developing policies and / or guidelines for their areas of responsibility (maths and outside environment). They have both presented material at staff meetings and are programmed to deliver training and completed support material to the staff this term.

### ***Training***

The training day on May 2nd was on maximising learning potential and adult interaction in play and has already proved useful in developing our practice.

The ICT consultant is delivering two sessions on use of the interactive whiteboard and the internet.

All the staff are receiving extensive training in learning styles and children's thinking.

### ***Performance management***

Job descriptions for all staff have been updated. Review meetings will take place for all staff during late September/early October after the 2005-2006 SIP has been agreed by the governing body.

Inspired by Celia Skilbeck of Newburn Manor Nursery School.

## **Activity F1 Cribsheet F1-1**

### **Evaluating a headteacher's report (nursery)**

#### **Strengths of this extract include:**

- It is succinct and jargon free
- It gives quantified data about a range of aspects of children's ability and progress. The data indicates that many are making good progress.
- It demonstrates a structured approach to professional development

#### **Ideas on how it could be improved:**

- It could indicate what action if any, the governing body should take in relation to each item
- It could make specific links between each of the items in the report and the key issues in the SIP
- It could flag up forthcoming events such as training and indicate whether governors are invited to participate
- It could give comparative data on attendance to help governors to identify the overall trend

#### **Questions it could raise for governors at that school.**

There are many questions that could be asked about:

- Trends
- Underachievement of boys -strategies tried and impact
- Strategies to support the youngest children
- How are the observations managed to produce the data about ability, and personal, social and emotional development?
- How and when will governors be involved developing the two policies?
- They could ask for a briefing on any of the issues covered in the INSET – perhaps one of their meetings could utilise the interactive whiteboard?

#### **Giving positive, constructive feedback to the headteacher and her staff**

The strengths of the report would lead to positive feedback. Governors and trainers should be able to identify numerous points.

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## **Activity F2. Handout F2 -1**

### **Headteacher's report to High Hopes Junior School Governing Body – Summer 2005**

This has been a very busy term. We've made several staff appointments but, along with many other schools, we've had to contend with some staff absence and the resulting difficulty of finding supply cover at short notice. Building work and report writing have both contributed to stress levels, as has the behaviour of some pupils. In spite of these difficulties we continue to function well and the school continues to improve thanks to the hard work and determination of all staff.

#### **School improvement**

##### ***Progress towards targets***

##### ***Target 1: To develop an enthusiasm for learning and a desire for excellence.***

- Strategies / actions are being carried out according to the relevant time-scales.
- New individual and challenging targets have been set for pupils in Maths, English and for behaviour.
- Strategies for assessment of foundation subjects have been put in place.
- Children are encouraged to self-assess where appropriate.
- Special times have been planned: Book Day and Science Week.
- A celebration or 'Happy Book' records good work or special achievements or compliments about the school.

##### ***Target 2: To continue to improve the quality of teaching.***

- The Teaching Policy has been rewritten. Lesson observations have taken place.
- A review of the Learning Policy will include work on understanding what is meant by pace.

#### **Progress with Ofsted action plan**

##### ***Target 3: To raise standards in Maths, so that by 2006 80% of Year 6 pupils achieve Level 4+ in Maths.***

- All the actions for Sub-objective 1 have been carried out or are ongoing. Grouping pupils and ensuring equality of opportunity for access to teacher time / input are strategies which we need to keep coming back to.
- All the actions for Sub-objective 2 have been carried out or are ongoing. Establishing firmer ICT links will be the subject for part of a maths INSET day next term
- All the actions in Sub-objective 3 are being carried out and are ongoing. New pupil targets have been set to be achieved by the end of the summer term.

##### ***Target 4: To raise standards of Literacy, so that by 2006 85% of Year 6 pupils will achieve Level 4+ in English National Curriculum Assessment.***

All the actions for Sub-objective 1 have been carried out or are ongoing. The INSET day next term for English will be an opportunity to establish progress and assess further areas for development on an individual and whole staff basis.

All the actions for Sub-objective 2 have been carried out or are ongoing. More emphasis needs to be given to the use of frameworks for writing and the application of writing skills in all subjects.

Sub-objective 3 needs more attention.

***Target 5: To challenge able children in their learning.***

Actions in both sub-objectives have largely been carried out or are ongoing. The focus now needs to be on providing for able children in areas of the curriculum other than Maths and English. This work will be facilitated next year when Kathryn is non-class based.

***Marking***

Though not identified as a key issue for action by Ofsted, marking was an area identified as needing some attention. We have reviewed our Marking Policy and there is now consistency in the way children's work is marked.

Loosely based on an extract from the headteacher's report to Bidbury Junior School governors. (DfES governors' website Good Practice Guides on monitoring, [www.dfes.gov.uk/governor/gpg\\_schools.cfm](http://www.dfes.gov.uk/governor/gpg_schools.cfm))



## Activity F2. Cribsheet F2 -1

### Strengths of this extract include

- It is explicitly focused on the targets in the SIP/action plan
- There is a clear focus on pupils' attainment and progress
- It provides an update on which actions have been progressed
- There is some indication of what has to happen next

### Ideas on how it could be improved:

- It is descriptive rather than analytical; it doesn't give much information about the impact of the actions.

### Questions it could raise for governors at that school.

There are many questions that could be asked for example about:

- Are we fully staffed for September? How many new staff have been appointed? What is their level of experience? Do we have any newly qualified teachers?
- Is there any overall pattern emerging in the staff absence? (could be stress-related)
- What is the trend in behaviour? Is the behaviour policy having an impact? Do staff need further support/training to manage it?
- What's the overall impact been re attempts to develop an enthusiasm for learning and a desire for excellence?
- What were the findings from the lesson observations? Key strengths and areas for development? What's happening to address the areas for development?
- Are we on track to achieve our pupil attainment and progress targets? If not what else needs to happen?
- Do staff have the skills, knowledge and resources to stretch the more able children? If not what's being done to support them? Is there enough money in the budget for staff development?
- How has the marking policy changed? What impact has it had on pupils?

### Giving positive, constructive feedback to the headteacher and her staff

They could:

- congratulate the head and staff for functioning effectively in challenging circumstances
- comment on the records in the 'Happy Book'.
- comment positively on the explicit focus on targets

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## Activity F3 Handout F3-1

### Evaluating a head's report

**THE JOHN BROWN MIDDLE SCHOOL**  
Meeting of the Full Governing Body on 12 July 2005

#### The Headteacher's Report

a) Number on roll: 326 pupils

b) Staffing

I. Head

Deputy Head

11 Permanent teaching staff

3 Temporary/part time staff

1 Non teaching assistant (NTA) - 20 hours per week.

II. -As of April 2003 the following appointments have been made:

Mrs D John I/C special needs

Mrs J Green

Mr S Thomas NQT

Mrs J Barnfield - 0.5

Miss C Reed - 0.5

c) Administration Staff

I. Mrs Snow - 20 hours per week (main office)

II. Total administration hours = 55

#### **Staff Development**

I. -Team leaders are meeting with members of staff to agree their objectives.

II. -The following courses have been attended since the last meeting of the governing body.

March 12	Mr Stone	Key Stage 2 Assessment on Science (1 day)
March 26th	Mrs John	Special Needs, The Code of Practice (1 day)
April 23rd	Miss Jones	} Underachievement amongst boys -strategies for raising achievement (1 day).
	Mrs Price	
	Mrs Dunn	

#### **Curriculum Matters**

I. The English Department has produced a scheme to encourage parents to read with their children. This will be introduced early next term.

II. The first draft of the School Improvement Plan will be circulated to all Governors next week.

- III. The sustained cuts to our funding have not only pushed up class sizes but have also resulted in cutting the budget for textbooks. We are having to duplicate and photocopy more worksheets than ever before.

### **Events and Visits**

Operation Raleigh – Year 7 pupils were addressed by a student about her experiences on this programme.

Year 5 pupils were given an illustrated talk from The County Museum Staff on fossils. This included a chance to see his collection first hand.

Year 5 also visited Cumberland House as part of their work on dinosaurs.

Arts Festival. Our choir together with musicians and dancers from John Brown School performed at The Guildhall.

### **Building/School Grounds**

- I. Re-roofing: The contractors have now finished Phase One of the re-roofing. We are still waiting for damaged carpets to be replaced.
- II. Internal Minor Buildings Alterations. The proposed refurbishment of the Year 7 and Lower School toilets plus other alterations are due to start very soon. The contractor has been appointed and a commencement date will be agreed at the site meeting to be held on 30th May.
- III. Swimming Pool: A serious leak in the pool sump discovered last week. This had resulted in draining the pool to conduct essential repairs.
- IV. V. "Flushit Drains" returned April 12th to inspect the drains in the corner of the playground. In spite of attention earlier this year the drain was not coping with drainage water. Silt and debris was removed from drain and then the drain was flushed with a high pressure hose. The drain appears to be running more freely. "Flushit" were concerned that roots from a nearby tree could be restricting the efficiency of the drain. The drain they believe flows eastwards to the ditch on the school boundary. There was uncertainty about the line this drain takes when leaving the drain outside the kitchen. I have asked Mr Allen for help in determining this.

### **Special Needs**

Currently there are four children with Statements of Special Educational needs.

### **Miscellaneous**

- I. The Friends of John Brown Middle School are organising a School Fair on June 29th at 2p.m. All Governors would be most welcome.
- II. Sports Day is Tuesday July 9th at 1.15 p.m. The Friends of John Brown Middle School will sell ice creams etc.
- III. If the next round of 'Cuts' is severe we need to explain how this will have an impact on The John Brown Middle School. If the cuts are in excess of 3% we shall be into compulsory redundancies.

Written for training purposes by Alan Klee, ex Headteacher of Carterton Community College, Oxfordshire

### Activity F3 Cribsheet F3-1

#### Evaluating a head's report

This report is 'woolly'. There is too much emphasis on day-to-day activities that the governing body as a whole does not need to know about.

Much of the detail about the premises issues could have been dealt with by a committee with just a short summary going to the whole governing body.

Staff are being appointed yet there are serious budget difficulties detailed under miscellaneous.

There is no information about students' attainment, attendance or exclusions.

The spelling mistake, 'leek' is deliberate!

It should raise many and varied questions. You could take one from each group in turn until they are all covered. Here are some questions which could be asked, to enable governors to be strategically accountable.

The Report	Possible questions
a) Number on roll: 326	Has it gone up or down? Is there a trend? If there is a change, why? What are the predicted numbers for January 2005 and beyond? What is the likely impact on budget, staffing, targets, class sizes and structures?
b) Staffing <ul style="list-style-type: none"> <li>• Head</li> <li>• Deputy Head</li> <li>• 11 Permanent teaching staff</li> <li>• 3 Temporary/part time staff</li> <li>• 1 teaching assistant</li> <li>• 55 hours administrative time</li> </ul>	How do these staffing levels (teaching, non-teaching and administrative) compare with similar schools? What is the impact on standards of just one TA? What are our likely requirements for next year? What do we need to do to secure these?

<b>The Report</b>	<b>Possible questions</b>
<p>Staff Development Courses attended:</p> <ul style="list-style-type: none"> <li>• Key Stage 2 Assessment on Science (1 day)</li> <li>• Special Needs, The Code of practice (1 day)</li> <li>• Underachievement amongst boys - strategies for raising achievement (1 day, 3 teachers)</li> </ul>	<p>How have these impacted on classroom practice, policies, and standards of attainment? What staff development activities are planned for next term? What are the costs and desired outcomes? Have we identified these in the budget and School Improvement Plan?</p>
<p>Curriculum I. The English Co-ordinator has produced a scheme to encourage parents to read with their children. This will be introduced early next term.</p>	<p>What is the predicted outcome of this scheme? How will we know if it has been successful? When would we expect to see outcomes?</p>
<p>II. The first draft of the School Improvement Plan will be circulated to all Governors next week.</p>	<p>Who has been involved in producing the draft? Which committees of the governing body have been involved? Have parents and pupils contributed? What are the overall outcomes that should be seen if plans are successful? How will each aspect be monitored and evaluated? What actions might be taken if things aren't going according to plan? When?</p>
<p>Events &amp; Visits Year 5 pupils were given an illustrated talk from the County Museum staff on fossils. This included a chance to see his collection first hand. Year 5 also visited Cumberland House as part of their work on dinosaurs. Arts Festival. Our choir together with musicians and dancers from other schools performed at the Guildhall.</p>	<p>What did pupils get out of these experiences and how do they enrich the curriculum? Were there any costs to the school? What visit/events are scheduled for next term? What are the intended outcomes? Have risk assessments been undertaken?</p>

<b>The Report</b>	<b>Possible questions</b>
<p>Buildings</p> <p>II. Internal Minor Building Alterations</p> <p>The proposed refurbishment of the Lower school toilets plus other alterations are due to start very soon. The contractor has been appointed and a commencement date will be agreed at the site meeting to be held on 30 May.</p>	<p>What are our legal responsibilities in relation to building work on site / school in session?</p> <p>What are the Health and Safety implications?</p> <p>Have the contractors been vetted by the LA?</p> <p>What are the regulations about police clearance of contractors working alongside pupils?</p> <p>What changes in organisation and management will be necessary whilst the contractors are on site?</p> <p>Is there a penalty clause for delay?</p> <p>How will the alterations impact on the delivery of the curriculum?</p> <p>Will there be enough facilities for all pupils?</p>
<p>Special needs</p> <p>Currently there are four children with Statements of Special Educational Needs.</p>	<p>Is the SEN governor working closely with the SENCO?</p> <p>What percentage of pupils is on the SEN register?</p> <p>How does this compare with similar schools?</p> <p>Does the school have the resources and expertise to meet their needs?</p> <p>Do children with Special Educational Needs make the progress that is expected?</p>

The report tells us nothing about the standard of teaching and learning so further questions could be:

- What percentage of teaching is very good, good etc?
- What structures / processes are in place to monitor and improve this?
- How much time is allocated to staff for these activities?
- What is the cost and impact on standards?

Questions contributed by Bristol Governor Services

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## Activity F4. Handout F4 -1

### Headteacher's report to Phoenix Secondary School Governing Body May 2005

#### 1. SDP Update

<p>1 Quality of lessons</p> <ul style="list-style-type: none"> <li>Lesson plan, evaluation and observation sheets being collected. Heads of Depts. writing reports.</li> <li>RHB observing and feeding back. Evaluation of D and T Dept. in hand.</li> <li>NQT Induction progressing.</li> <li>IIP assessment on 7 Dec.</li> </ul> <p><b>Perf. Management Policy.</b></p>	<p>2 Independent learning</p> <ul style="list-style-type: none"> <li>Revision work set for Year 9/11/13 during half term.</li> <li>Mock Exams set up for last 2 weeks. Importance emphasized to students / parents at Progress Day.</li> <li>Key Words included in Planners.</li> <li>Year 10/11 Revision / Study Skills taught through PSE.</li> </ul>	<p>3 Assessment</p> <ul style="list-style-type: none"> <li>Exams Analysis Booklet completed. Progress Day and Mock Exams co-ordinated.</li> <li>Progress Day evaluated.</li> <li>Good targeting in Year 11.</li> </ul> <p><b>Targets to be agreed by Governors.</b></p>
<p>4 Curriculum Development</p> <ul style="list-style-type: none"> <li>16+ Options Evening held.</li> <li>Curriculum 2000 up and running.</li> <li>GNVQ courses going well.</li> <li>Dance in Year 9!</li> <li>Food / GCSE PE established.</li> <li>Planning for 2003/4 underway.</li> </ul> <p><b>Literacy Policy.</b></p>	<p>5 Professional Atmosphere</p> <ul style="list-style-type: none"> <li>Governors Working Party on the way.</li> <li>Two new appointments to Office. Next stage in development soon.</li> <li>Co-ordination / preparation for events much improved.</li> </ul> <p><b>Anti Bullying Policy.</b></p>	<p>6 Attendance &amp; Punctuality</p> <ul style="list-style-type: none"> <li>SEW with overall responsibility.</li> <li>Lead Form Tutors in Years 9/10 sharing the load.</li> <li>Above 90% so far this term. Battling hard.</li> <li>IPJ to review term with Education social workers.</li> </ul> <p><b>Get above 92%!</b></p>
<p>7 Communications</p> <ul style="list-style-type: none"> <li>Year Councils have met.</li> <li>Internet connection made. Access and printing problems being ironed out. PSM working extremely hard under difficult circumstances.</li> <li>IPJ visit to Georgia.</li> <li>Comenius 1 link being established with France, Sweden and Denmark.</li> </ul>	<p>8 Preparing for 2006</p> <ul style="list-style-type: none"> <li>Art Building progressing.</li> </ul>	<p>9 Partnership</p> <ul style="list-style-type: none"> <li>All bids from the Partnership were successful.</li> <li>Partnership has met twice this term.</li> <li>Adult Education and Community use continues to grow.</li> <li>JAM leads successful NOF bid (£67,000) over three years.</li> <li>Partnership with 7 primaries established.</li> </ul>

## 2. Attendance Figures from September to 10 November

	Year 7	Year 8	Year 9	Year 10	Year 11	Total
Attendance	91.5%	90.72%	90.84%	90.39%	87.71%	90.23%
Unauthorised Ab.	0.75%	0.88%	0.99%	2.80%	4.24%	1.93%

## 3. Exclusions to Date

	Year 7		Year 8		Year 9		Year 10		Year 11		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Fixed	2	1	2	0	5	0	12	7	1	1	31
Perm	1	0	2	1	0	0	2	0	0	0	6

## 4. Appointments made for the coming term

Teachers		
Name	Post	Exp.
Emma Baines	Science	2 Yrs
Craig Bartlett	PE	2 Yrs
Jo Burrows	GNVQ Coordinator	7 Yrs
Anthony Jones	Mathematics	2 Yrs
Kath Meadows	Head of PE	4 Yrs
Rachel Price	English	NQT

Associate Staff	
Name	Post
Terry Jarvis	Site Manager
Vacancy	Library / Resources
Vacancy	3-4 LSAs

## 5. Principles for an Anti-Bullying Policy

<ul style="list-style-type: none"> <li>• Students have the right to feel safe and secure. They should feel free from the threat of bullying and know who to speak to should it occur.</li> <li>• All complaints of bullying should be treated seriously and acted upon according to agreed policy / procedures.</li> <li>• Complaints will not be regarded as 'telling tales'.</li> <li>• Action will be taken promptly with records being kept of all incidents.</li> <li>• Wherever possible an appropriate student awareness of bullying issues will be developed through the curriculum and School activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Assemblies will be used to reinforce the fact that bullying will not be tolerated.</li> <li>• All members of the School Community will be informed what to do and who to go to should they observe incidents of bullying or have it reported to them.</li> <li>• Adults can be bullies. Staff will ensure that they provide good role models for students in their every day work with colleagues, parents and students.</li> <li>• The Policy should be monitored and reviewed annually. Appropriate changes should be made in consultation with the whole school community.</li> </ul>
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Prepared for this toolkit by Ian Johnson, ex Principal of Oxford School

## Activity F4 Cribsheet F4-1

### Evaluating a head's report

#### Strengths of this report include

- the format is based on the nine key issues in the School Development Plan
- it is concise
- by using a regular format it is easy to see if an item has been missed.

#### Possible drawbacks include:

- the format clearly suggests that the head intends to elaborate on each area at the meeting; those not present may feel that there is insufficient written information
- it is hard to tell which items the head is going to say more about at the meeting; knowing this would help governors to plan their questions better
- it would be even easier to follow if the targets were included so that progress and targets could be immediately compared
- new governors would need a key for the abbreviations.

**It should raise many and varied questions. You could take one from each group in turn until they are all covered. Here are some examples of questions which might be asked.**

Question	Comment on question
Will we receive a report from the heads of departments on their evaluations of plans and lesson observations?	Probing on whether evidence that is being collected is going to be used to inform governors' decisions and lesson observations?
What is going to happen to the evaluation of D and T?	As above
Can you tell us a bit more about NQT induction?	This type of question gently reminds the headteacher that 'progressing' (the word used in the report) is rather vague. For example, you might want to know if specific milestone targets were being achieved.
Has the year 11 cohort always had poor attendance or is the trend that attendance drops off in year 11? What does analysis of the data tell us – are we getting better or worse? How do we compare to the national average? Are there particular days in the week that are badly affected? What strategies are being tried to address this issue? What's the impact on the attainment of those children who are regularly absent?	These are probing questions to try to elicit more information. The raw data provided is of very limited value. It doesn't provide information to compare with previous performance. There is no information whether it's getting better or worse or what is being done about it? Governors always need to seek comparative data, not descriptive data.
How do our exclusion figures compare with last year/other schools? What happened in Year 10? Was it one large incident or several involving fewer pupils? If the latter, were any pupils excluded more than once? What type of behaviour triggered the exclusions	As above.
What is the impact of the vacancies on pupils and other staff?	Here you are probing to bring out issues. Your aim will be to help the head find solutions to any problems s/he is experiencing

There are many positive things that could be commented upon. There is evidence of progress in many areas. There is a clear focus on achievement and a structured approach to monitoring and evaluation. The school is making good links with the wider community and it is generating additional resources.

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## Module 3 Activity F5. Reporting on performance management



### Activity F5. Learning outcomes

To understand:

- the framework for the headteacher's annual report on performance management
- what type of information governors could expect to read in the report.

#### Resources

- Slide 12
- Cribsheet F5-1

#### Key notes for trainers

- Performance management is a key tool for driving up standards in schools. It requires every teacher to have agreed objectives relating to pupil progress, and their professional practice. Where appropriate there should be an objective relating to leadership and management.
- The process of agreeing objectives also entails identifying the training and support needed. At the end of the annual cycle progress is reviewed, success recognised, further objectives are agreed and development needs identified.
- During the annual cycle every teacher has to be observed teaching once.
- The headteacher is responsible for managing the process and should report to the governing body annually.
- The headteacher will not personally interview/observe all teaching staff. S/he will identify team leaders who will each work with 4-6 colleagues. Headteachers are the team leaders for the senior leadership team. (all or most depending on the number involved).
- The governing body has to appoint 2/3 governors to carry out the same process with the headteacher. Headteachers do not have to be observed teaching.
- There is a national training programme on performance management for governors and headteachers that was updated in 2003.
- Cribsheet F5-1 is based on questions derived from the Performance Management 2003 Support Guide for Governors and Headteachers.
- It will be important to stress that individual governors and the governing body as a whole are not entitled to see the content of individual plans and review statements. These are confidential documents.
- Governors responsible for making decisions about pay can ask to see the review statements but must return them to the head as soon as the meeting finishes.

- However, governors ought to have some evidence that the headteacher has successfully implemented the performance management policy and one way of doing this is for the headteacher to gather the views of staff and present them to the GB.
- Governors would want to know that the process had helped staff and motivated them and that their development needs were being met.

### Task 1: Reporting on performance management

- Begin by using Slide 12 and asking how many of them have seen a report on performance management.

● ● ● | **Activity F5. Learning outcomes**

To understand:

- the framework for the headteacher's annual report on performance management
- what type of information governors could expect to read in the report.

education and skills 12

- Then ask them to spend 10 minutes in 3s and 4s listing what they think they should include in such a report and why.
- Take feedback and try to ensure they cover the points on Cribsheet F5-1 Distribute that if you feel it would be a useful aide memoire.

## **Cribsheet F5-1 Possible content of the annual report to the Governing Body on performance management**

***What impact has performance management had on standards of attainment and how do we know?***

- how staff are deployed to team leaders
- training provided for team leaders
- training provided for staff, especially those new to the school
- training provided for appointed governors, if new to the role
- percentage of planning meetings that took place when scheduled
- percentage of review meetings that took place as scheduled
- number of lesson observations that took place (subject breakdown)
- percentage of lessons that were good or better
- issues arising re the need for professional development of staff
- evaluation of any training and development that was provided. Impact? Value for money?
- examples of good practice that were shared
- resource implications
- impact on staff morale
- what changes if any could be made to the policy following feedback from staff

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## Module 3 F6. Understanding performance data



### Activity F6. Learning outcomes

To understand:

- the different ways in which data may be presented to governing bodies
- how governors can increase their confidence and expertise in the use of performance data

#### Resources

- Slide 13
- Video scenarios –‘Reasons on excuses’ and Wood and trees’.
- Trainer’s brief F6

#### Key notes for trainers

- Schools have access to a huge amount of data –some generated internally and more from the LA.
- The format of the PANDA will change in the autumn of 2005 and again in 2006 when the Pupil Achievement Tracker is combined with it.
- 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 what performance data their governing body receives and how have they been helped to interpret it.
- The brief suggests questions that could be asked after viewing one or other scenario.

## Module 3. F6 Trainer brief. Understanding performance data

### Video-based activity on heads' accountability to governors

#### The Story

There are two scenes. They are totally independent, and you could use one or another or both.

#### Scene 1 Reasons or excuses

The first scene is a full meeting of the governing body at Florence Barstow School, taking place shortly after a meeting of the finance committee, which governor Ashok Patel criticised as shambolic (see the video for Activity E2). The main item on the agenda is the attainment data set out in the school's PANDA. The head, Alun Williams, gives a verbal report. He announces a fall in standards and suggests a number of factors that have contributed to those results. Ashok challenges the poor performance of the school. He wants to know why children aren't achieving more. He is very dismissive of the 'reasons' given, which he regards as no more than 'excuses'. The rest of the governors support the head.

- Group Activity**
1. Why is it important for governors to receive information about pupils' attainment in a format that can be easily understood?
  2. What information about pupil achievement have you seen at your school?
  3. What could Alun do to avoid a similar confrontation in the future?
  4. What could Ashok have done differently in the meeting to be a more effective critical friend?

#### Debrief

The main purpose of governing bodies is to help schools provide the best possible education for their pupils. They need to understand how the attainment of children compares to the national average and to similar schools. Year on year trends should be analysed along with any variations in performance between different groups of pupils.

Alun should give written reports and circulate them in advance. He should involve governors in setting the targets and then keep them informed of progress. It is too late to be shocked/concerned when the PANDA appears.

Whilst Ashok was right to be asking the challenging questions, the way in which he did it was wrong. Emotive language and sarcasm could make everyone anxious/defensive/hostile. This whole governing body needs to achieve a better balance of challenging as well as supporting the head, in other words to become a more effective critical friend. The LA could provide training and support.

#### Scene 2. Wood and trees

The second scene takes place in the pub following a meeting of the Abbotts Green governing body. Two governors, Cheryl MacDonald and Trevor Johnson, are discussing the head's approach to performance data. It is totally different to that of Alun Williams. She has produced charts and graphs and gone into great detail. Both governors feel 'blinded by science'. However Trevor can see the relevance of the information and recognises that presentation could be improved.

- Activity**
- Omit question 1 if showing both scenes.
1. Why is it important for governors to receive information about pupils' attainment in a format that can be easily understood?

2. How can governors make sure the information given to them is easily understandable?

### **Debrief**

(See debrief for Scene 1, above)

There are two possible approaches. One is that taken by Cheryl and Trevor: to talk to the head (or the chair), saying how much they appreciate the openness of the approach to performance data, but could it be presented in a more user-friendly format. The other is to find out whether there were any courses on interpreting data, or they could ask for a teach-in. Of course, it is possible to pursue both approaches simultaneously.

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## Module 3. Activity F7. A case study in breakdown



### Activity F7. Learning outcomes

To understand:

- how a governing body might respond if its working relationship with the headteacher has broken down and the school is in challenging circumstances.

#### Resources

- Side 14
- Handout F7-1
- Cribsheet F7 -1

#### Key notes for trainers

- Handout F7-1 provides the brief and the task.
- Cribsheet F7-1 could be distributed after you've led a feedback session.

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## **Module 3. Activity F7. Handout F7-1**

### **A case study in breakdown**

The trouble at Scragg End School, everyone was now saying, was that there were no clear boundaries between the headteacher and the governors. At least this was what was being written by a dozen commentators now that the situation at the school had appeared in the press. The problem was that nobody seemed clear as to where the boundaries should be drawn.

First of all there was the shock of the school appearing at the bottom of the league tables. Parent governors had always had their doubts about the trendy methods of teaching. The head's response was to say that responsibility for the practicalities of teaching lay with the professionals. If results were poor, this simply reflected the social deprivation in the area. Parents retorted that the school down the road hadn't done so badly.

As parents lost confidence in the school the behaviour of many of the children seemed to deteriorate too. The head and staff brought in a new 'assertive discipline' policy from America, only informing governors after they had introduced it. They said it was totally in keeping with the school's discipline policy of 'keeping good order and standards of respect around the school'. Parents were even less amused when the head started excluding pupils for a week at a time. At any one time there were at least a dozen children on fixed-term exclusion, but the head said she didn't have to inform governors about temporary exclusions.

Now parents were demonstrating outside the school, calling for an end to the exclusion policy and a return to 'old fashioned values'. The staff were on the verge of a strike and the head of the national union had been attacking governors that 'meddled in the day-to-day professional decisions' being made by staff.

#### **What steps would you suggest governors take now in order to:**

- develop a more effective working relationship with the head
- address parental concerns about standards
- address concerns about the discipline issue?

Workers' Educational Association (Lightly edited).

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## Activity F7 Cribsheet F7

### A case study in breakdown

#### Working relationship with the head

The head and governors need to discuss and agree the boundaries of their responsibilities and agree a short-term strategy to deal with the immediate problems. On a longer-term basis they need to agree procedures that enable the head and the governing body to fulfil their legal responsibilities.

At the back of each version of '**A Guide to the Law for School Governors**' there is a very useful summary of the legal responsibilities of heads and governors. This is complemented by the 'Guidance on Roles of Governing Bodies and Headteachers', (DfEE).

The LA's link officer or adviser could be very helpful in this situation by bringing an objective perspective to the process of defining boundaries. The aim should be to produce a detailed plan of action that tackles all the weaknesses.

**Governorline** would also be a source of information and advice.

The headteacher must give the governing body any relevant information it asks for.

#### Parental concerns

The school has to manage the media interest and a carefully worded press release, agreed by staff and governors, should be produced. As a matter of urgency the concerns of staff and parents need to be aired.

The league tables should never come as a shock to governors. They should have agreed the targets for the school and then been involved in regular monitoring and evaluation of progress. A teach-in on how to interpret data would be helpful.

If there were parental concerns about methods of teaching then these should have been explored openly perhaps through workshops on the curriculum and through discussion at governors' meetings.

#### Discipline

The governing body is responsible for preparing a written statement of general principles. It also has the right to provide specific guidance on particular disciplinary matters and the head should take this into account. The change in the disciplinary policy was significant and should have been discussed and agreed with the governing body.

The head may exclude a pupil for one or more fixed periods not exceeding a total of 45 school days in any one school year. He or she may also exclude a pupil permanently and has the power to turn a fixed-period exclusion into a permanent exclusion. Parents must always be informed promptly. He or she must inform the LA and the governing body's discipline committee of:

- permanent exclusions and fixed-period exclusions converted to permanent exclusions
- fixed-period exclusions totalling more than five school days in one term
- exclusions which would result in the loss of an opportunity to take any public examination.

In this case the head may have been within the letter of the law but the discipline committee could have been informed in general terms about the impact of the new policy.

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## Module 3. Activity G1. Evaluating a school's prospectus

### ● ● ● | **Activity G1. Learning outcomes**

To understand:

- the legal requirements regarding the school's prospectus
- how to evaluate a school's prospectus

#### **Resources**

- Slide 21
- Handout G1-1
- Cribsheet G1-1

#### **Key notes for trainers**

- If you plan to use this activity you will need to ask participants to bring their prospectuses and/or have a selection available in case they are needed.
- You will also need to ensure that you have the latest guidance on the content of the prospectus. The focus of this activity is more on overall format and tone though one question is about meeting statutory requirements.
- The task is set out on Handout G1-1
- Tips on good practice are provided in Cribsheet G1-1

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# Activity G1 Handout G1-1

## Evaluating a school's prospectus

Using the following checklist, work in pairs to identify the strengths of your prospectuses/  
What changes if any would you suggest to increase its fitness for purpose?

You won't have time to check whether it meets statutory requirements during this activity session, but you might want to do that later.

Please be prepared to report back on examples of good practice.

Does it meet statutory requirements?
Are the vision, values and aims explicitly stated?
Is it attractive/eye-catching?
Does it look 'professional' without being extravagant?
Does it have an index?
Is the language appropriate?
Is the data about pupil attainment presented in a way that is easy to understand?
Does it say how to find out more or how to respond?

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## **Activity G1 Cribsheet G1**

### **Evaluating a school's prospectus**

#### **Tips for producing a good prospectus**

##### **Attractive and eye-catching**

- Photos of children, bright colours, bold lines, illustrations can all attract attention.
- Conversely pictures of buildings or school crests can leave people 'cold'
- Glossy covers often don't cost much more than matt yet the impact can be enhanced.
- Index –helps the reader find information quickly
- Meeting statutory requirements- many schools do more than the basic minimum (moral accountability)
- Self-explanatory

##### **Language**

- Speak to the reader in plain English. Avoid jargon.
- Be succinct.
- It's a good idea to try it out, at draft stage with members of the intended audience. Ask them if it is interesting and easy to follow.

##### **Print size**

- 12pt font really should be the minimum.
- Try to avoid filling every inch of paper. Space can be effective.
- Professional v. cost
- Expertise of staff, governors and parents can be influential here. Also sponsorship from local companies can enable schools to get help with layout and design.
- Spellcheck!!

##### **Directions and how to find out more**

- Self-explanatory.

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## Module 3. G2. Streetwise.

### ● ● ● | **Activity G2 Learning outcomes**

To understand:

- the range of issues that might be raised by parents
- how to respond to them

#### **Resources**

- Slide 22
- Handouts G2-1 and G2-2
- Trainer's brief G2

#### **Key notes for trainers**

- These are case studies that can be used to role-play the type of issues governors may be presented with by parents. Handout G2-1 provides governors with the material. The Trainer's Brief suggests how to set up the role plays, and lists the conclusions that the governors may come to (with the trainer's help). Points specific to each activity are also included.
- Handout G2-2 provides a simple framework for the observer to record what s/he sees and hears.

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## **Activity G2 Handout G2-1 Streetwise**

**‘Streetwise’ is an activity that creates practical problems showing how challenging the partnership with the community can be.**

In working in and with local communities, governors will need to be aware of a whole range of sensitivities and difficulties. They will need to develop an understanding of their roles as a governor and therefore part of the school team.

However, governors are part of the school partnership and as such represent the school but cannot make decisions independently or act without consultation with headteachers. Their responsibilities are not individual but collective.

### **Roles for ‘Streetwise’**

For each of the situations below work in groups of three, one taking the parent’s role, one the governor’s role and the third the observer role. The observer should listen to the discussion and when it is concluded make helpful comments, even constructive criticism.

#### **Situation A**

Parent’s role

Your nine-year-old daughter is asking about the ‘Greenhouse Effect’. You know that it is something to do with chemicals and the environment. You have asked her whether the problem has been discussed at school and she says that the teacher doesn’t know any science but is always talking about hedgehogs and caterpillars. You meet a Parent Governor whom you know slightly. He/she is with a fellow governor. You ask them what the school is doing about the matter.

Governor’s role

You need to give support to a parent who is trying to express a worry about what is taught in school. You are not an expert on the situation.

#### **Situation B**

Parent’s role

You are an active, middle-aged grandmother. You enjoy collecting your five-year old grandson after school. One day you ask him to read to you and you find that he is not as competent as you expect. You therefore ask his teacher if you can help him with his reading by coming into school. You feel snubbed when you are told that the pupils follow a carefully organised scheme and need to have their progress checked and encouraged by professional teachers.

Governor’s role

You need to give support to a grandmother who feels that she has been badly treated by a teacher at your school. You are also aware of the need to show that you are supportive of the teaching staff. The problem is made even harder by your knowledge of other schools in the area who welcome adults helping in school.

### Situation C

#### Parent's role

You are the father/mother of a third-year comprehensive pupil. Also you are the secretary of the local amateur dramatic society. Your society is planning a production, which will give your son/daughter and some of their friends minor parts and the chance to help with stage management. You want to use the school hall for the production, and to hold three rehearsals the week before. Because some of the pupils are going to be in the production, you feel that use of the school hall should be given free of charge. You haven't been to discuss this with the Head because you know that Mr/Mrs/ X is a governor and you see them occasionally in the local after rehearsals in the church hall. You ask them one evening to allow you to use the school hall, because you have heard that this is one of the things governors deal with nowadays. You want a decision tonight so that you can organise publicity.

#### Governor's role

You need to give support to a parent who might ask you to give a decision immediately to a proposal they wish to make.

### Situation D

#### Parent's role

You are worried about unemployment in the area. Your fourth-year son/daughter is 15 years old and expects to leave school after GCSE and find a job. You feel this is right, but you don't think there are very many jobs available. There are not many large firms in the area, but one very successful and go-ahead company is attracting a good deal of attention because some youngsters are getting good jobs there. You have discovered that the Managing Director of this firm is a governor of one of the neighbouring comprehensive schools. This, you think, explains why so many pupils from that school get jobs there. It doesn't seem fair. You meet a Parent Governor from your school who happens to be having a drink in your local. You go up to him/her to ask if he/she thinks it is fair . . . and what are they going to do about it?

#### Governor's role

You must give support to a parent who is very anxious and feels that his/her child is disadvantaged.

### Situation E

#### Parent's role

The school encourages children to do homework. A typical homework task is to look up some information ready for the next day's lesson, or write a project about some topic after using reference books. You think homework is a good idea and want your child to progress in school, but you have very little money and can't afford books, encyclopaedias and expensive magazines. Your son/daughter tells you that there is nothing in the school library. There is never a book that has the information he/she needs. In short, the library is useless and, in any case, it is not possible to get into it every day. You feel that your child cannot progress. You feel this is just not fair and that rich parents' children will progress better than yours will.

#### Governor's role

You must listen to a grievance that seems to be about an unfair homework policy, but raises questions about the school library.

Durham School and Governor Support Service

## Module 3. G2. Handout G2-2 Streetwise

### Observer's checklist

<b>Prompt</b>	<b>Response</b>
Did the governor respond sensitively to the parent? (Tone of voice, content, body language).  If possible use one or two specific examples.	
Did the governor maintain appropriate boundaries, distinguishing between the role of the governor and the role of the headteacher?  If possible give an example.	
Did the governor summarise the outcome of the conversation and make clear who was doing what next?	

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## Activity G2 Trainer's Brief G2

### Streetwise

#### Roles for Streetwise

**The purpose of this exercise is to remind governors that they are *part of a whole school team* and also to re-assure them that they need not, and cannot, act as an individual. Governors need to respond to requests from the school 'public' but there are channels and safeguards to protect them and the school.**

There are five situations that governors might come across in some variation. Each of the situations (A–E) has been written to be realistic, understandable and challenging. The role of the trainer is to introduce clearly what the exercise is going to achieve and then provide comments after all of the groups have given their feedback.

**The governors tackle their identified scenario in groups of three. There are two possible ways of carrying out these role-plays.**

One governor acts as the (grand)parent, one acts as the responding governor and one acts as an observer. The observer listens to the discussion and then makes helpful comments. These comments should be constructive and, if necessary, critical.

One governor acts as the (grand)parent and the other two act as responding governors. The governors then feedback to the whole group. The (grand)parent governor then comments as to whether s/he is satisfied with the governors' responses.

**If time is tight, groups could be assigned a scenario each and asked to report on how they think the governor should deal with it.**

- The time allocated for the governors to read and then conduct their role-play would be 10–15 minutes (trainer to judge 'atmosphere' for timing).
- The feedback time allowing each group to give their responses to their situation would take about 3 minutes per group (trainer to judge 'atmosphere' for timing).
- The comment time by the trainer *after all the groups have given feedback* should take about 10 minutes. This would also allow opportunities for governors to join in a more open forum on what had happened and how the situation had been dealt with.

**Conclusions that *governors* (supported by the trainer) could arrive at are:**

- Listen with interest and an acknowledgement that the (grand)parent may have a concern that needs addressing
- Where possible suggest that the (grand)parent contacts the headteacher about their problem (the 'Greenhouse Effect' (role-play A) should be referred to the child's class teacher)
- Encourage the (grand)parent to go by themselves. If they are uncomfortable with this, the governor can offer to accompany them and only as a last resort to act on their behalf (seek advice from HT, Chair, LA)
- Suggest alternative people to hear the concern – the Chair or the LA
- Give an opportunity for a later conclusion/satisfaction meeting with the (grand)parent showing governors' commitment and interest if necessary.

## Notes on each role play

### A ('Greenhouse Effect' Junior School scenario)

- Probably just a pupil's misunderstanding and/or inability to communicate fully with a parent.
- Almost certainly a non-conflict enquiry and the governor should refer the parent to the class teacher, remembering not to try this while the teacher is teaching a class or having lunch!

### B 'Grandparent and Child's Reading Help' (Infant School scenario)

- Possibly the situation with the greatest possible 'sting in the tail'.
- Ask governors 'who are not mentioned in this role-play?' (Parents). Explore possible reasons why the grandparent may not be representing the parents' wishes.
- Other areas for consideration could centre on 'adult' access to the child. *Very important to refer this to the headteacher.*

### C 'Local Amateur Dramatic Society and School Use' (All School Ranges scenario)

- The governing body decides on the their school's policy for lettings.
- Areas to consider are desirable and non-desirable organisations and their compatibility with the school's ethos and values.
- The headteacher and/or the Chair of Governors are parents'/organisations' main referral points.

### D 'Governors and Employment Opportunities' (Secondary School scenario)

- Governors need to be satisfied that the school's careers policy, work related learning and work experience are effective.
- The make-up of the governing body and the effective appointment and use of community and sponsor governors is also an important consideration that could prevent, or alleviate this type of concern.
- The headteacher and/or the head of the careers department could be the main referral points.
- Etiquette would be to approach through the headteacher.

### E 'Homework and Resources Management' (All School Ranges scenario)

- The importance of a homework policy that ties in effectively with the school's resources is essential in alleviating this 'unfairness' situation.
- The setting of homework should acknowledge the quantity as well as the quality of resources (books, magazines, CD-ROMs and internet access) available to the pupil to ensure everyone can have a fair/equal chance of completing the homework in the time set.
- Study support activities with access to ICT would be relevant
- The school should also be familiar with local resource provision such as libraries. The headteacher would be the parents' main referral point.



## Module 3. Activity G. The Governing Body and Statutory Responsibilities

### Activity G3. Learning outcomes

To understand:

- the role of governors in completing the Ofsted self-evaluation form (SEF)
- the type of evidence that could be considered by the governing body when completing the SEF.

#### Resources

- Slides 23- 26
- Handout G3-1
- Cribsheet G3-1
- A blank SEF

#### Key notes for trainers

- This activity is based on Part C of the SEF. It addresses the governors' statutory responsibilities. This activity was first written for the HIP Workshop on Governors. The task is to list the evidence the governing body could consider to understand whether the school is meeting its statutory responsibilities
- The new Inspection Framework comes into effect in September 2005. It maintains the emphasis on whole school self-evaluation.
- The tools that schools use to underpin their self-evaluation process may be varied but, when Ofsted inspects, it expects to see the summary of their findings set out in the SEF.
- The S4, the whole school self evaluation document, and the S3, the governors' audit of statutory responsibilities, are combined in the SEF
- Part C is virtually exactly the same content as the original S3 but an additional question has been included about safe recruitment.
- *A New Relationship with Schools: Improving Performance through School Self-Evaluation* includes guidance on completing section A of the SEF and gives examples but it doesn't comment on Part C.
- Since the notice time before inspections may be as little as 2/3 days, or even none at all, it is important that the SEF is kept up to date.

- Some governing bodies allocate the questions on the SEF to different committees or individuals to undertake the research.
- Although it is the governing body's responsibility to ensure that statutory responsibilities are being met, the headteacher is in effect 'the gatekeeper' of the information. S/he needs to provide advice about the most appropriate evidence to make available to the governing body to support its overall evaluation process.
- "Once completed, a SEF should reflect properly governors' involvement in a school's self-evaluation and show that it has been completed with the agreement of the governing body or appropriate authority": *A New Relationship with Schools: Improving Performance through School Self-Evaluation*.
- The emphasis is on making judgments on the basis of sound evidence with quality not quantity being paramount. This is either gathered by seeing for themselves or through reports given by key staff containing concrete evidence. Governors cannot/should not be expected to make judgements on hearsay.
- The completed SEF will identify key areas for development which have to be addressed in the school improvement plan.
- Some head teachers are using the headings in the SEF to structure their school improvement plans.

## Task 1: The Governing Body and Statutory Responsibilities

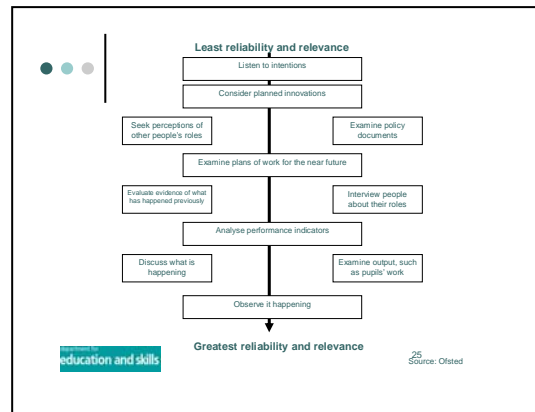
- You could introduce this activity using Slide 23, see above, asking whether any of their schools have been inspected under the new framework.
- Whether or not they have it would be valuable to check how familiar they are with the new SEF.
- Lead a brief discussion on how the SEF is being dealt with in their schools..
- Use Slides 24 and 25 to make key points. Slide 26 defines the task

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### Statutory Responsibilities

- The governing body has to ensure that they are met
- It needs evidence, not just to be told that everything is in place
- Headteachers and leadership teams can identify the key evidence that will demonstrate policies and plans are being implemented and having the desired effect
- Quality of evidence is more important than quantity

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### Finding the Evidence

Work in threes on the questions assigned to you from the SEF

- Identify evidence that would be generated in the normal course of day to day activities, that could be shared with the governing body and/or committees
- Use Handout 22 to record your conclusions

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- Give each group of three 4/5 questions. It won't matter if there is some overlap. If there are any staff governors present it would be helpful to distribute them around the groups.
- At the end of the activity take brief feedback. What have they learnt from this activity? You could distribute Cribsheet G4-1 and invite them to say where they identified additional evidence.

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**Handout G3-1 Finding the evidence for Section C of the Ofsted Self-evaluation Form (SEF)**

	<b>Focus</b>	<b>Evidence you could produce</b>	<b>Audience - governing body or committee</b>
<b>The Curriculum</b>			
1	Every learner receives the full statutory curriculum that the school must provide		
2	The school provides teaching of religious education for all learners in accordance with the agreed syllabus or otherwise and has told parents of the right to withdraw their children		
3	Where the provider is a school, it provides a daily act of collective worship for all learners (in special schools as far as is practicable) and has told parents of the right to withdraw their children		
4	<i>(Schools with learners of primary age)</i> The governing body has decided whether or not to provide sex and relationships education, and, if doing so, has agreed the content and organisation of the programme and has told parents about it and the right to withdraw their children		
5	<i>(Schools with pupils of secondary age)</i> The governing body has agreed the content and organisation of its programme of sex and relationships education and has told parents about it and the right to withdraw their children		
<b>Equality</b>			
6	The governing body ensures that the provider does not discriminate against learners, job applicants or staff on the grounds of sex, race, disability or marital status		
7	The governing body has agreed a written policy on race equality, has arrangements to monitor its implementation and assess its impact on staff, learners and parents, and communicates the results of its monitoring and assessments of impact to parents and the governing body		
8	The provider meets the requirements of the general duty and the specific duties in the Race Relations (Amendment )Act 2000 and the Commission for Racial Equality (CRE) code of practice		

	<b>Focus</b>	<b>Evidence you could produce</b>	<b>Audience - governing body or committee</b>
<b>Special Educational Needs</b>			
9	The school has regard to the Special Educational Needs Code of Practice when meeting learners' learning difficulties and/or disabilities and makes its policy known to parents		
10	The school meets the requirements of the Special Educational Needs and Disability Act 2001. It has told parents about its policy and arrangements and reports annually on the success of its SEN policy and the progress made in improving accessibility		
<b>Learners' care and well-being</b>			
11	The governing body has procedures for ensuring the provider meets all relevant health and safety legislation		
12	The provider's procedures for child protection follow the requirements of the local Area Child Protection Committee and the governing body ensures that these are followed		
<b>Informing parents/guardians</b>			
13	The governing body ensures that all statutory assessments are conducted and results are forwarded to parents/guardians and appropriate bodies		
14	The governing body (of maintained schools only) ensures that each year a report on each learner's educational achievements is forwarded to their parents/guardians		
15	The school keeps parents and prospective parents informed by publishing a school prospectus and by publishing a school profile in accordance with Regulations (subject to the Education Bill 2005)		

	<b>Focus</b>	<b>Evidence you could produce</b>	<b>Audience - governing body or committee</b>
<b>Leadership and management</b>			
16	The responsibilities of the governing body, its committees, the headteacher and staff in respect of finances are clearly defined and limits of delegated authority are delineated		
17	The governing body has a performance management policy and ensures that all teachers, including the headteacher, are appraised in accordance with statutory requirements		
18	The governing body has all relevant complaints and appeals procedures, as set out in the DfES Guide to the Law for School Governors		
19	The governing body operates recruitment and selection procedures that meet the recommendations of the Secretary of State's guidance		

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**Cribsheet G3-1. Finding the evidence for Section C of the Ofsted Self-evaluation Form (SEF) Compliance with Statutory Requirements. (Reports from the headteacher and by governors following visits will generate evidence in many areas).**

	<b>Focus</b>	<b>Prompts/Evidence you could produce</b>	<b>Audience - governing body or committee</b>
<b>The Curriculum</b>			
1	Every learner receives the full statutory curriculum that the school must provide	<ul style="list-style-type: none"> <li>• Curriculum map</li> <li>• Homework policy</li> <li>• Curriculum policy inc time allocated to subjects</li> <li>• Data re learners disapplied and provision made</li> </ul>	
2	The school provides teaching of religious education for all learners in accordance with the agreed syllabus or otherwise and has told parents of the right to withdraw their children	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Information for parents (prospectus)</li> <li>• Arrangements for children withdrawn</li> </ul>	
3	Where the provider is a school, it provides a daily act of collective worship for all learners (in special schools as far as is practicable) and has told parents of the right to withdraw their children	<ul style="list-style-type: none"> <li>• Timetable</li> <li>• Assembly themes</li> </ul>	
4	<i>(Schools with learners of primary age)</i> The governing body has decided whether or not to provide sex and relationships education, and, if doing so, has agreed the content and organisation of the programme and has told parents about it and the right to withdraw their children	<ul style="list-style-type: none"> <li>• Policy</li> <li>• GB minutes of meeting when agreed</li> <li>• Syllabus</li> <li>• Prospectus (info re right to withdraw)</li> <li>• Provision made for children withdrawn</li> </ul>	
5	<i>(Schools with pupils of secondary age)</i> The governing body has agreed the content and organisation of its programme of sex and relationships education and has told parents about it and the right to withdraw their children		
<b>Equality</b>			
6	The governing body ensures that the provider does not discriminate against learners, job applicants or staff on the grounds of sex, race, disability or marital status	<ul style="list-style-type: none"> <li>• Advertising literature</li> <li>• Job descriptions and person specs</li> <li>• Exit interviews</li> <li>• Feedback from unsuccessful applicants</li> </ul>	

	<b>Focus</b>	<b>Prompts/Evidence you could produce</b>	<b>Audience - governing body or committee</b>
7	The governing body has agreed a written policy on race equality, has arrangements to monitor its implementation and assess its impact on staff, learners and parents, and communicates the results of its monitoring and assessments of impact to parents and the governing body	<ul style="list-style-type: none"> <li>• Race equality policy and minutes of meeting when agreed</li> <li>• Race equality checklist used as focus for annual report to GB</li> <li>• Termly reports on racist incidents. Annual report to LA</li> </ul>	
8	The provider meets the requirements of the general duty and the specific duties in the Race Relations (Amendment )Act 2000 and the Commission for Racial Equality (CRE) code of practice		
<b>Special Educational Needs</b>			
9	The school has regard to the Special Educational Needs Code of Practice when meeting learners' learning difficulties and/or disabilities and makes its policy known to parents	<ul style="list-style-type: none"> <li>• SEN policy</li> <li>• Annual report by SENCO and SEN governor</li> <li>• Prospectus sets out school's approach</li> <li>• Feedback from parents</li> </ul>	
10	The school meets the requirements of the Special Educational Needs and Disability Act 2001. It has told parents about its policy and arrangements and reports annually on the success of its SEN policy and the progress made in improving accessibility		
<b>Learners' care and well-being</b>			
11	The governing body has procedures for ensuring the provider meets all relevant health and safety legislation	<ul style="list-style-type: none"> <li>• Health and safety policy and minutes of GB meeting when established.</li> <li>• Record of H and S audits and subsequent action</li> </ul>	
12	The provider's procedures for child protection follow the requirements of the local Area Child Protection Committee and the governing body ensures that these are followed	<ul style="list-style-type: none"> <li>• Child protection policy</li> <li>• Feedback from other agencies</li> </ul>	
<b>Informing parents/guardians</b>			
13	The governing body ensures that all statutory assessments are conducted and results are forwarded to parents/guardians and appropriate bodies	<ul style="list-style-type: none"> <li>• Feedback from parents and learners</li> <li>• Organisation of documentation</li> </ul>	

	<b>Focus</b>	<b>Prompts/Evidence you could produce</b>	<b>Audience - governing body or committee</b>
14	The governing body (of maintained schools only) ensures that each year a report on each learner's educational achievements is forwarded to their parents/guardians	<ul style="list-style-type: none"> <li>• Feedback from parents</li> <li>• Anonymised examples</li> <li>• Home school agreement</li> </ul>	
15	The school keeps parents and prospective parents informed by publishing a school prospectus and by publishing a school profile in accordance with Regulations (subject to the Education Bill 2005)	<ul style="list-style-type: none"> <li>• Prospectus</li> <li>• School profile</li> </ul>	
<b>Leadership and management</b>			
16	The responsibilities of the governing body, its committees, the headteacher and staff in respect of finances are clearly defined and limits of delegated authority are delineated	<ul style="list-style-type: none"> <li>• Scheme of delegation</li> <li>• Terms of reference for Committees</li> <li>• Staff handbook</li> </ul>	
17	The governing body has a performance management policy and ensures that all teachers, including the headteacher, are appraised in accordance with statutory requirements	<ul style="list-style-type: none"> <li>• Performance mgt policy</li> <li>• Feedback from staff</li> <li>• Annual report by headteacher to GB</li> </ul>	
18	The governing body has all relevant complaints and appeals procedures, as set out in the DfES Guide to the Law for School Governors	<ul style="list-style-type: none"> <li>• Complaints policy and minutes of meeting when established by GB</li> <li>• Record of complaints, action taken and outcomes</li> </ul>	
19	The governing body operates recruitment and selection procedures that meet the recommendations of the Secretary of State's guidance	<ul style="list-style-type: none"> <li>• Recruitment and selection policy inc process for CRB checking</li> <li>• Pay policy</li> <li>• Recruitment and selection documentation</li> <li>• Feedback from applicants</li> <li>• Record of training undertaken by governors and staff</li> </ul>	

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## Module 3. G4. Mapping lines of accountability



### Activity G4. Learning outcomes

To understand:

- the lines of accountability between the governing body and key stakeholder groups

#### Resources

- Slide 27
- Handouts G4-1 and G4-2
- Cribsheet G4-1

#### Key notes for trainers

- This exercise is based around a diagram, on which governors place stakeholders and draw in lines of accountability. The task is set out on handout G5-1. G5-2 is the chart they are asked to complete. Cribsheet G5-1 the suggested response.

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# Activity G4 Handout G4-1

## Mapping lines of accountability

New governors will very quickly discover that all schools have a number of stakeholders – people and/or organisations having an interest in the performance and standards achieved by the school.

The governing body has a responsibility to account to stakeholders and will do so in a variety of ways. For example to the LA and Ofsted by providing evidence of satisfactory performance, standards and attainment.

### Task

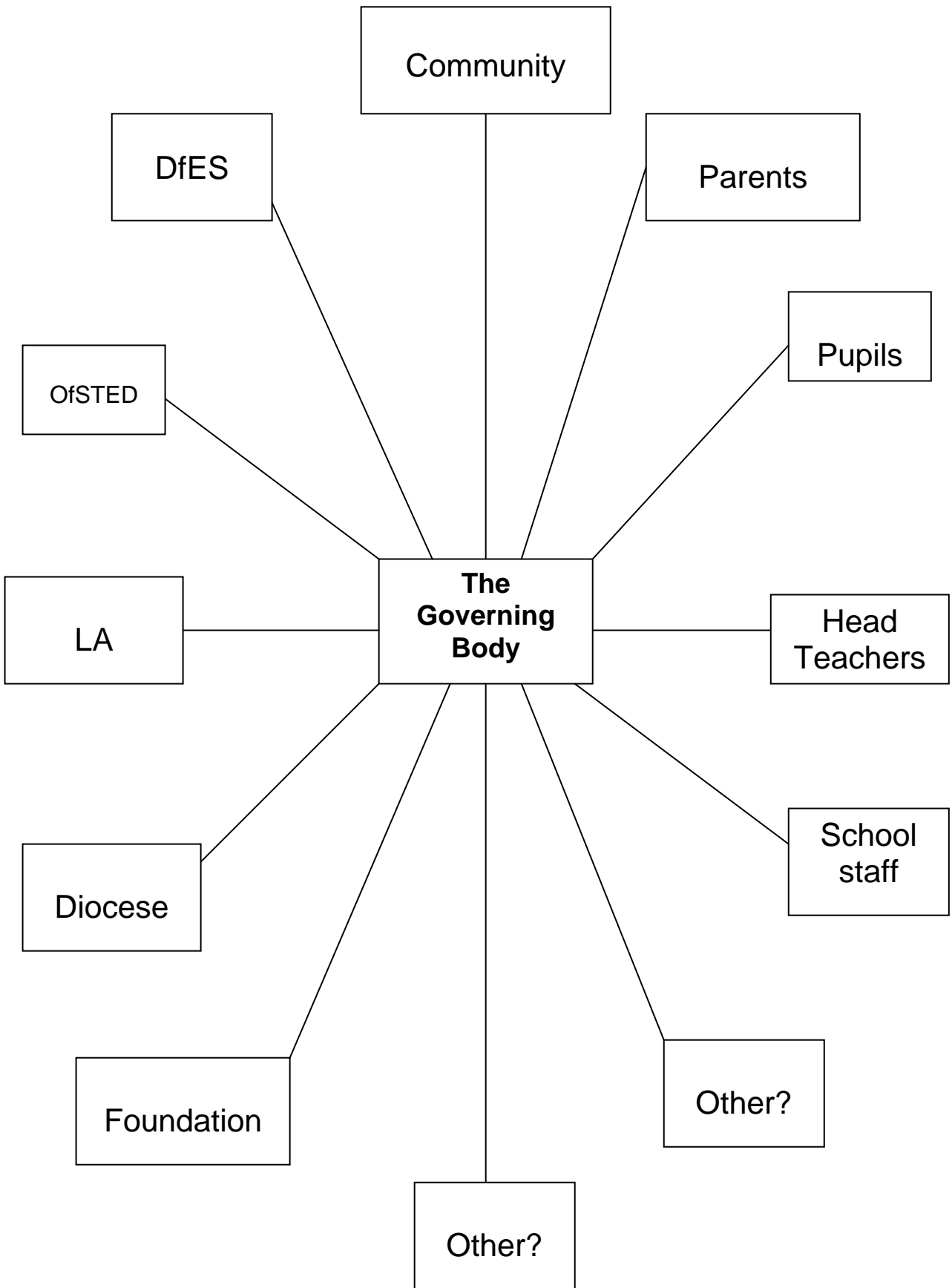
1. In pairs look at the web of accountability on the following page and decide which stakeholders are appropriate to your schools. You may need to add (or take away) a stakeholder.
2. Draw in arrows on the lines to indicate the direction of accountability between the governing body and each stakeholder group. Some lines may need arrows in both directions. For example, headteachers must account to the governing body, through termly reports, for the progress the school is/is not making. Governing bodies also need to be able to account to the head for the decisions they make.
3. Then combine with another pair and compare and contrast your findings.
4. Please be prepared to report briefly on your conclusions to the rest of the group.

Warwickshire Governor Services

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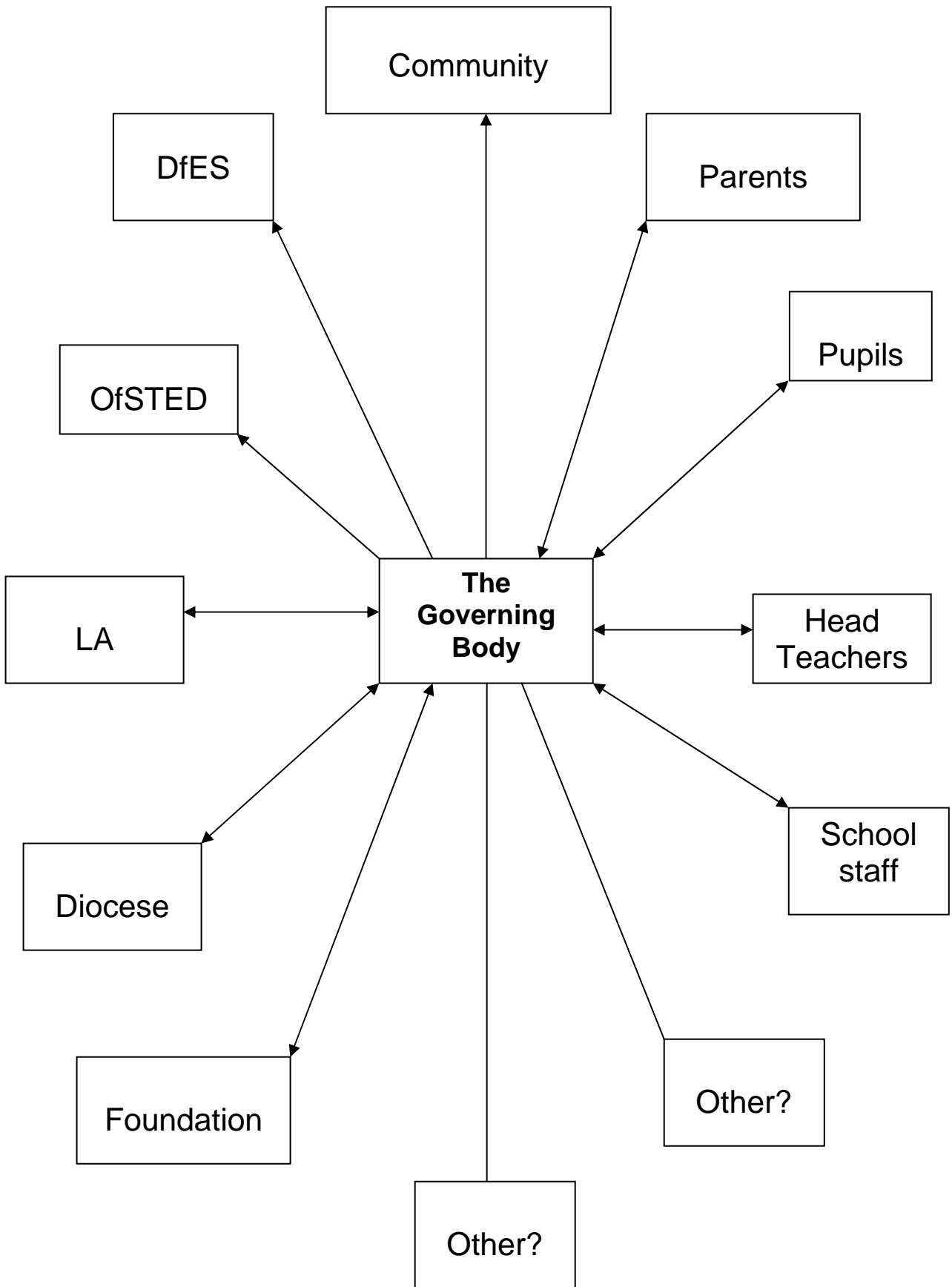


**Activity G4 Handout G4-1  
Mapping Lines of Accountability**



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**Activity G4 Handout G4-2**  
**Mapping Lines of Accountability**



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## Module 3 G5 Mock Ofsted survey of parents and carers.



### Activity G5. Learning outcomes

To understand:

- one of the ways in which the views of parents can be gathered
- how to manage the process of analysing findings and planning the response

#### Resources

- Slide 28
- Handouts G5-1 and G5-2
- Cribsheet G5

#### Key notes for trainers

- Participants receive the results of a mock Ofsted questionnaire to parents as if it were for their own school, and in groups of 4 or 5 have to decide what conclusions to draw from the data and how to respond.
- The cribsheet summarises the most obvious points and suggests possible follow-up activities.

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## **Module 3. Activity G5 Handout G5-1**

### **Mock Ofsted survey of parents and carers**

Imagine that you are on the governing body of Good Times School, receiving the following report of the OfSTED survey of your school's parents and carers.

In groups of 4/5, discuss the questions below and be prepared to give a short report on your findings to the other groups.

1. Would you be pleased or concerned about the return rate?
2. How would you decide which aspects had received a satisfactory response?
3. How would you recognise and celebrate the most favourable aspects?
4. With regard to the unfavourable responses what possible solutions would you want to explore?

## Module 3. Activity G5 Handout G5-2. Results of the Ofsted survey of parents and carers at Good Times School

Questionnaire return rate: 23% Number of questionnaires sent out 390

Number of questionnaires returned 90

Percentage of responses in each category

		Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
A	My child likes school.	51	40	4	5	0
B	My child is making good progress in school.	37	11	19	20	13
C	Behaviour in the school is good.	25	56	18	1	0
D	My child gets the right amount of work to do at home.	29	54	8	9	0
E	The teaching is good.	42	38	9	11	1
F	I am kept well informed about how my child is getting on.	24	25	16	33	2
G	I would feel comfortable about approaching the school with a problem.	30	27	12	27	4
H	The school expects my child to work hard and achieve his or her best.	35	11	28	25	1
I	The school works closely with parents.	24	20	15	35	6
J	The school is well led and managed.	26	25	19	17	13
K	The school is helping my child become mature and responsible.	41	41	11	6	1
L	The school provides an interesting range of activities outside lessons.	22	30	24	12	12



## **Activity G5 Cribsheet G5. Mock Ofsted survey of parents and carers**

The following are points which will probably emerge in the group discussions:

### **Question 1**

23% is not an unreasonable response rate and the results would merit serious consideration. From an Ofsted perspective, a concern must be regarded as significant if 20% of responses indicate disagree / strongly disagree.

### **Questions 2 and 3**

There were very positive responses to points A,C, D,E,K. It would be important to give staff positive feedback on these aspects of the survey. Governors could also highlight those responses when feeding back to parents, revising the prospectus etc.

### **Question 4**

Points B,F,G,H,I received less positive responses. Many parents appear to lack sufficient information about how their children are doing. A significant number would not feel comfortable about approaching the school with their concerns.

Once a conclusion has been reached that the data in the table are significant and represent a valid concern, the Head and the governing body would need to consider the full spectrum of possible strategies. One of these could be to explore these issues with parents through an open meeting, seeking structured feedback on the ways in which the school communicates with parents. They could invite suggestions through a suggestion box. The parent governors could engage in informal discussion with parents.

An analysis of pupil progress data would provide information about standards. The head and staff might feel it would be appropriate to review the way in which such information is presented to parents. The complaints policy could be reviewed and parents informed so they know what to do if they have concerns. To facilitate ongoing communication, a parents' forum could be set up with representatives from each class / year group. With regard to this survey, interested parties could be invited to a consultation meeting. The image presented by the school – signs, directions, layout of entrance hall – could all be evaluated.

There's a wide range of scores on point J. It would be sensible to consider the various meanings this might have for parents. Is the school communicating its values, vision and aims clearly?

When parents do approach the school, is it calm, welcoming, clean and tidy? Is there an ethos of mutual respect? Is an effective working relationship between staff and governors evident? Does the school appear to be financially secure?

The findings would need to be considered by both staff and governors.

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## Module 3. G6 Survey of staff and parents.



### Activity G6. Learning outcomes

To understand:

- how to interpret and respond to feedback from a survey of staff and parents

#### Resources

- Slide 29
- Handout G6-1
- Cribsheet G6

#### Key notes for trainers

- Participants assume the role of a Community Committee and have to interpret a report comparing feedback from staff and from parents.

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## Activity G6 Handout G6-1

Survey of staff and parents

You are the Community Committee of the governing body of Nonsuch School, and you have received the following table of results from a survey of staff and parents.

In groups of 4 or 5, consider the results and decide:

- What observations would you want to make about these results?
- What questions might you ask to follow them up?
- How and when would you pursue these questions?

The table shows how each statement was scored by staff and parents. The results have been presented as percentages to make analysis easier.

Questionnaire return rate: 76% of staff, 41% of parents

1 = Agree      2 = Uncertain      3 = Disagree

Staff				Parents		
1	2	3		1	2	3
89	7	4	A. Children enjoy being in school.	70	22	8
92	6	2	B. Children find their work interesting and enjoyable	72	19	9
95	5	0	C. The school enables all children to do their best.	54	37	9
91	8	1	D. Children are encouraged to work independently, to problem solve and to use their initiative.	49	47	4
80	12	8	E. The school helps children to understand the wider world in which they live.	45	50	5
80	15	5	F. Children's opinions are listened to and taken seriously.	54	40	6
70	13	17	G. Pupils work well together and help and respect each other.	77	14	9
83	12	5	H. The school teaches children to take responsibility for their own actions and to accept the consequences of their choices.	79	15	6
89	11	0	I. Behaviour in the school is generally good.	84	7	9
90	6	4	J. The school has a good reputation in the community.	77	6	17
61	10	29	K. The school buildings are generally clean and in good order.	74	18	8
63	20	17	L. School staff are usually enthusiastic and cheerful.	61	24	15

Based on OfSTED's parents' survey and an article in 'Managing Schools Today'

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## **Activity G6 Cribsheet G6 Survey of staff and parents**

It is important to recognise that the survey will elicit the perceptions of staff and parents. To make sound judgements, a variety of sources of evidence should be considered, such as data, direct observation, and discussion. It is also important to look at trends over time, so the survey could be repeated annually.

### **Observations which could be made**

- There are some issues about which staff and parents hold very similar views. These are G, H, I, L.
- The school appears to be effective at managing behaviour.
- Both staff and parents gave a relatively low score to point L. Staff morale may be an issue.
- There are some significant mismatches in views (Statements C, D, E, F). Staff are very positive about aspects of teaching and learning. There are some very high scores for 'uncertain' from parents.
- There are also differences in staff's perception of how children feel and the perceptions of parents (Statements A, B, F). Children's views may not be being sought / heard.
- The school environment got a low score from staff.

### **Possible questions**

- Do our staff enjoy working at the school?
- What's their attendance rate / supply budget issues?
- Are our systems for informing parents about what their children are learning, and how they are progressing, effective?
- Do children enjoy being in school? Have we ever asked them what they like and what they would like to change?
- Do we have, could we establish a school council?
- What are the issues about the cleanliness and order of the school? What conditions are staff working in?
- Is there a connection between points K and L?

### **How and when to ask**

This would require sensitive handling and would depend on the circumstances around the survey. Ideally the production of such a survey would involve both staff and governors. There could have been some discussion about possible responses. There could be a senior member of staff working with the community committee. Possible reasons for the results could be explored in the committee. The chair of the committee could arrange to share the results with the head, discuss possible causes, and agree a way forward that involved both staff and governors. It would probably not be productive to simply announce the findings of the survey in a full governors' meeting.

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## Module 3. Activity G7. Video-based activity on governors' accountability to parents

### ● ● ● | Activity G7. Learning outcomes

- To understand how governing bodies can foster 'the parent voice'.

Department for  
education and skills

30

#### Resources

- Slide 30
- Video scenario 'A matter of confidence'
- Trainer's brief G7

#### Key notes for trainers

- The three scenes that comprise this scenario were written when governing bodies were required to write an annual report and offer parents the opportunity to attend an annual meeting. They form part of the same story, so they can be viewed all together. Alternatively, they can be viewed in two parts, with a break after the first two.
- They could be used to support discussion on how governing bodies can ensure that parents have a voice. With that in mind we have suggested alternative questions to ask after each scenario. You would need to stop the tape before the questions are displayed to avoid confused messages being given

## **Module 3. Activity G7. Trainers Brief G.**

### **Scenes 1 and 2**

Cheryl MacDonald, a governor at Abbotts Green School, is trying to persuade her friend Maria to come to the parents' meeting. Maria has had very negative experiences of such meetings in the past and feels that they are a waste of time. Cheryl raises the issue with the Chair of Governors Stephen Fisher, feeling strongly that parents should be consulted and be kept well informed. Stephen's response is flippant, he doesn't believe that there is an issue. However he finally agrees to talk to the head.

### **Group activity**

1. Why is it important for the governing body to ensure that parents take up opportunities to comment on the school's plans, priorities and progress?
2. What can governors do that might make parents like Maria want to attend?

### **Debrief**

1. Many schools found it difficult to attract parents to the annual meeting. They believed that if parents didn't attend it was because they were happy with the way things were. Clearly it could also be that they feel powerless to influence decisions. Parents play a crucial role in helping children achieve. Schools need to do all they can to foster a spirit of partnership.
2. Consultation meetings, if well managed, can enable maximum participation of parents. A comfortable environment, refreshments, small group discussions facilitated by governors, can encourage parents to contribute. Combining such meetings with a PTA function or an event that involves pupils can be helpful. Inviting parents to comment on ideas for the future development of the school before they are agreed would increase ownership and commitment. Including a discussion on issues of interest to all parents such as school uniform or sex education can generate a positive response.

### **Scene 3**

Reporting back to Maria, Cheryl finally succeeds in interesting her in the parents' meeting. But then Maria shares her concerns about one of her sons who, she believes, is being bullied by a teacher.

### **Group activity**

1. What could Cheryl do, within her role as a governor, to help Maria deal with her concerns about her son?

### **Debrief**

1. Cheryl could offer to accompany Maria to school to discuss her concerns with Mr Salmon or the head. She could check with Maria in a week or so to see whether Maria received a satisfactory response.

She could also check whether Maria is aware of the complaints policy. That would give an indication of whether parents in general knew how to raise concerns.