

Module 3. Ensuring accountability

Intended learning outcomes for the module

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

- explain why, how and to whom schools are accountable
- understand the ways in which the headteacher accounts to the governing body
- understand how the governing body accounts to key stakeholders
- identify further sources of information, support and training.

Outline and suggested timings

Activity number	Activity title	Approx time
3.1	Introductory activities	15 minutes
3.2	Accountability of headteachers to governing bodies.	15 minutes
3.3	Accountability of headteachers. Activity F	30 minutes
3.4	Accountability of governors	15 minutes
3.5	Accountability of governors. Activity G	30 minutes
3.6	Reflection, action planning, and evaluation	15 minutes

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

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

Activity 3.1 Introductory activities

Learning outcomes. For participants to:

- summarise learning to date
- be aware of the intended learning outcomes for this module
- understand legal and moral dimensions of accountability

Overall length

- 15 minutes

Resources required

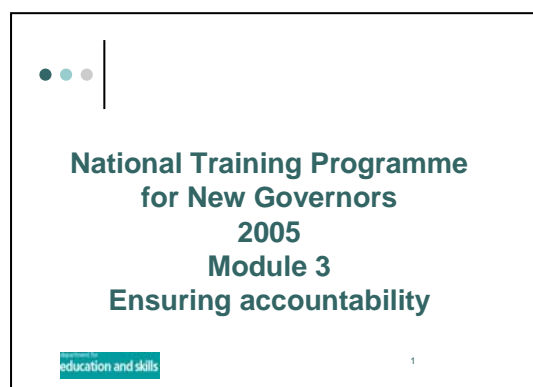
- Slides 1-6

Key notes for trainers

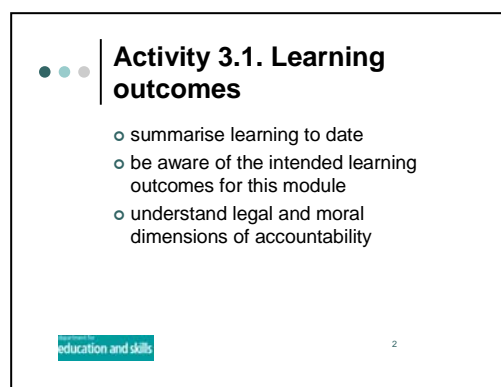
- Local management of schools and subsequently fair funding saw a shift in power and authority from LAs to schools. Responsibility/accountability accompany power.
- Schools impact on the life chances of children. They also impact on families and communities.
- They manage significant amounts of public money and must be seen to be using them wisely.
- There is a difference between legal accountability – doing what the law requires, and moral accountability – doing what you believe to be the right thing. An example of this would be a school that applied performance management to **all** staff because it wanted to show they all matter, when legally they only have to apply it to teachers.
- This module looks predominantly at the accountability of the head and staff to the governing body and the governing body's accountability to a range of stakeholders.

Activity 3.1. Task 1

- Slides 1 and 2 introduce this module.

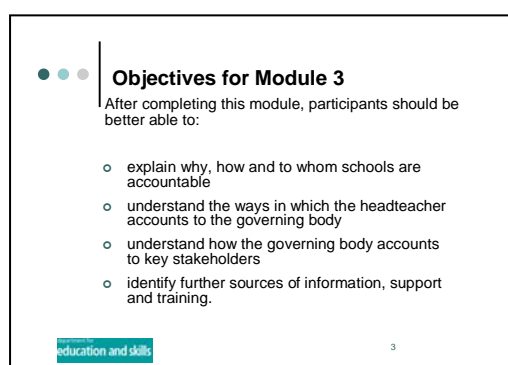


Slide 1 content: National Training Programme for New Governors 2005 Module 3 Ensuring accountability. Includes a logo for 'education and skills' and the number 1.



Slide 2 content: Activity 3.1. Learning outcomes. Includes a list of three outcomes: summarise learning to date, be aware of the intended learning outcomes for this module, and understand legal and moral dimensions of accountability. Includes a logo for 'education and skills' and the number 2.

- Slide 3. Lead a short discussion to recap the core purpose of governing bodies and their three key roles.
- Ask them to work in pairs for a few minutes, deciding on 3 words they would use to describe their governing bodies
- Take a few examples and ask what were the key features that made them select the words they used? Note how often the words supportive and challenging come up.
- Use slide 3 to set put the objectives for the module.



Slide 3 content: Objectives for Module 3. After completing this module, participants should be better able to: explain why, how and to whom schools are accountable; understand the ways in which the headteacher accounts to the governing body; understand how the governing body accounts to key stakeholders; identify further sources of information, support and training. Includes a logo for 'education and skills' and the number 3.

- Ask what they understand by accountability. Then ask why schools should be accountable.

- Slide 4 clarifies the role of the governing body.

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Accountability

The governing body:

- is required to conduct the school with a view to promoting high standards of educational achievement
- has the right to discuss, question and refine proposals
- should respect the professional roles of the head teacher and other staff
- must be prepared to account for the school's overall performance and to explain its decisions and actions to anyone who has a legitimate interest.

Who would have a legitimate interest?

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- Point out that it is two-way accountability. The governing body holds the head to account for doing what was collectively agreed. In turn the governing body has to account for the performance of the school and for the contribution it has made.
- The second and third bulletpoints relate closely to their role as critical friends.
- Use the last point to introduce the concept of moral accountability. Point out that governing bodies used to have to write annual reports to parents. Some followed the letter of the law, no more or less. Others went to considerable lengths to make them eye catching and user friendly, incorporating contributions from children, photos and so on. Ask if they can think of other examples.
- Lead a short discussion on who has a legitimate interest in knowing how well the school is doing. Pupils, parents, staff, the LA, the community in which the school is located, Ofsted and the media are all pertinent.
- It is good practice to have an agreed strategy on relating to the media, in good times as well as when the school is facing difficulties. You could advise them of the support available from the LA.
- OHT 5 highlights the significance attached to the parent and pupil voice. Tell them that you'll cover the SEF in more detail later in the session.

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Listening to pupils and parents

- An element of the Ofsted Self - Evaluation Form
- The pupil voice e.g.– school councils, citizenship
- Parental involvement and parenting support –two strands from the extended schools strategy

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Representation

- Staff and parent governors do not have to try to represent the views of all staff and parents.
- They should communicate with them about issues that arise, but only in so far as is reasonable.
- When decisions have to be made by the governing body, each member of staff and parent governor is free to vote in accordance with his/her own views.
- They are *representative* members of the staff/parent body rather than representatives of staff/parents.

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- Conclude this section by talking through OHT 6.

Activity 3.2. Accountability of headteachers to governing bodies

Learning outcomes. For participants to:

- understand the purpose of the headteacher's report
- understand what constitutes good practice
- know how to prepare for discussion on the report in a governing body meeting

Overall length

- 15 minutes

Resources required

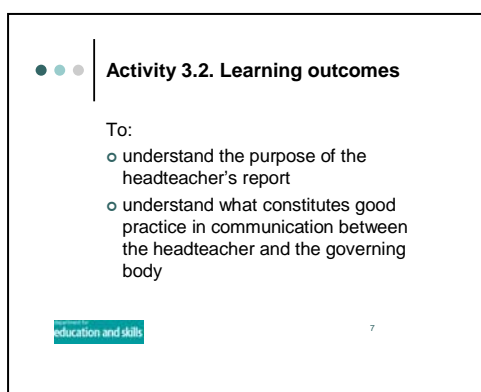
- Slides 7- 9
- Handout 1

Key notes for trainers

- It is important that governing bodies decide with the headteacher the format and content of his or her reports to the governing body.
- They should also decide whether there will be a written report for each governing body meeting or, if there are two meetings a term, perhaps just one written report would suffice.
- The report should be sent to governors along with other papers at least 7 days in advance of the meeting. The onus is then on the governors to prepare carefully.

Activity 3.2 Task 1

- Slide 7 notes the learning outcomes for this activity.



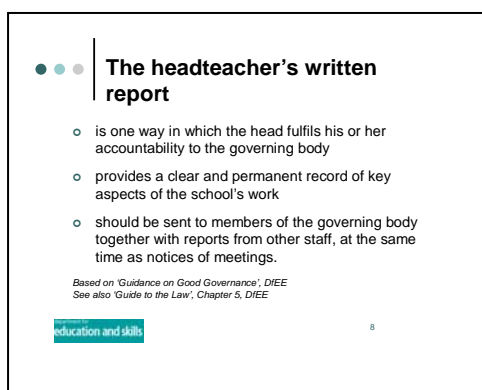
Activity 3.2. Learning outcomes

To:

- understand the purpose of the headteacher's report
- understand what constitutes good practice in communication between the headteacher and the governing body

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- If you set the pre-sessional task ask here how many had time to study the headteacher's report? How much did it tell them about how children in the school are doing –about what's helping teachers teach and children learn.
- Ask how reports are normally managed in their governing bodies. Do they receive them in good time? Do governors come prepared to question and comment? Is there robust debate about the content? Do the minutes reflect that?
- Highlight examples of good practice and avoid getting drawn into criticising weak practice.
- Slides 8 and 9 make key points about the report.

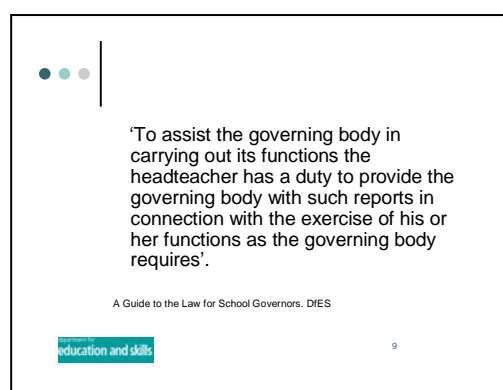


The headteacher's written report

- is one way in which the head fulfils his or her accountability to the governing body
- provides a clear and permanent record of key aspects of the school's work
- should be sent to members of the governing body together with reports from other staff, at the same time as notices of meetings.

Based on 'Guidance on Good Governance', DfEE
See also 'Guide to the Law', Chapter 5, DfEE

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'To assist the governing body in carrying out its functions the headteacher has a duty to provide the governing body with such reports in connection with the exercise of his or her functions as the governing body requires'.

A Guide to the Law for School Governors. DfES

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- Handout 1 is an article from governornet setting out a possible model for headteachers' reports.

Module 3. Handout 1

A suggested framework of purpose, principles and content for the Headteacher's report to the Governing Body

The role of the governing body in supporting school improvement relies to a great extent on receiving accurate information about the performance of the school. Headteachers play an extremely important role in providing this information by reporting on and giving an account of the performance of the school. Below is a suggested framework of purpose, principles and content for the headteacher's report to the governing body.

Nothing is intended to be prescriptive; it is offered simply as a sound basis for heads reporting to governing bodies. Account has been taken of statutory requirements and what has been found around the country where schools have offered up examples saying, "This is what works well for us".

Purpose

Headteachers' reports to governors are the key vehicles by which s/he accounts to governors for the quality of education provided in the school. They are likely to include information about:

- the development of pupils
- standards attained
- the efficiency of the management of the school's resources and crucially,
- progress in implementing the school improvement / development plan against previously agreed outcomes and targets

Key Principles

Agree and understand the language used! Much of the reporting will include monitoring and evaluating information. By this we mean:

- a) Monitoring information.** That is telling the governing body about whether everything is happening in the way and to the timescale and cost agreed.
- b) Evaluation of everything which has taken place.** This means asking questions about the achievements of pupils and of the school as a whole. For example: Have all these actions made a difference and are we clear what that difference is and how it supports improved performance of the school? Is there evidence of improvements in pupils' learning?

There are other possible key principles:

1. Reporting arrangements and contents of reports should be the result of negotiation and agreement with clear objectives established and reporting and content related to the governing body's working structures
2. Reports should include information on performance which ensures governors are in a position to discuss the progress the school is or is not making
3. Information should include performance data about the school and how it compares with similar schools
4. The headteacher should provide summarised reports on local and national legislation and policy developments
5. There is a future emphasis to the reporting. Headteachers will benefit from having governors who are aware of future plans, are well informed and knowledgeable and,

therefore, well placed to make sound decisions.

Content of Headteachers' Reports to Governors. Items which could be included in a termly report

- progress on school development plan targets including curriculum developments, staff development and staff management issues such as use of staff time
- a simple digest of the key messages from the 'Autumn Package'
- SAT scores with area / LA / national comparative data and trends over say three years
- financial accounts / progress of budget
- achievements of pupils and other members of the school community
- school visits and journeys - numbers of visits, purpose, numbers of pupils involved (not detail of each visit)
- extra curricular activities
- baseline assessment results
- in secondary schools, public examination results with area / LA / national comparative data and trends over three / five years
- value added analysis of results where possible (from baseline to end of KS1, KS1 to end KS2, KS3 - 4, etc)
- leavers' destinations
- year on year trends for admissions / applications
- projections for Form 7 numbers
- staffing structure with changes in allocation of responsibility (if any)
- identification of emerging priorities for school development plan for discussion in Spring term
- review of material resources, premises requirements
- premises issues (related to School Development Plan)
- policy monitoring information according to agreed arrangements
- financial plans
- fund-raising
- outcomes of reviews of curricular areas

Items which could be included at least once per year

- pupil attendance data with trends and commentary if significant
- pupil exclusion data, by type, gender and ethnic group and with comparative data / trends (may be termly in secondary schools)
- home school links (visiting policy, systems for reporting to parents, communications with parents)
- community links to include use of facilities
- health and safety issues - in line with reporting arrangements in policy
- visitors to the school (but beware of falling into the trap of long listings)
- information on SEN policy implementation
- summary of extra curricular activities
- LA's Educational Development Plan targets and links to the school's own S.D.P.
- contribution to Public Services Agreement targets (if there is one)

Items which occur on an 'as and when' basis

- staff appointments with number of applicants
- staff changes, resignations, vacancies
- formal complaints

- requests for approval for school visits and journeys
- policy monitoring information - according to arrangements specified in policy and an overall plan which allows governors to monitor all policies over a 3 / 4 year cycle
- maintenance and improvement work undertaken

Source www.governor.net.gov.uk

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Activity 3.3 (F) Headteachers' accountability to governing bodies

Aim of the activity: For participants to engage in one of a number of activities associated with headteachers' accountability.

The resources for these activities are in the activities section.

Overall length

- 30 minutes

Key notes for trainers

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

F1–F4 Headteachers' reports to governing bodies

Examples are given for a nursery school, a junior school, a middle school and a secondary school. 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. Crib sheets contain suggestions to help you summarise key points.

F1 Nursery School

To understand:

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

Resources

- Slides 10 and 11
- Handout F1-1
- Crib sheet F1-1

F2 Junior School

To understand:

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

Resources

- Slides 10 and 11
- Handout F2-1
- Crib sheet F2-1

F3 Middle school

To understand:

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

Resources

- Slides 10 and 11
- Handout F3-1
- Crib sheet F3-1

F4 Secondary school

To understand:

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

Resources

- Slides 10 and 11
- Handout F4-1
- Cribsheet F4-1

F5 reporting on performance management

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.

This activity outlines the purpose and process of performance management and then asks governors what sort of information they would expect to find in the annual report from the headteacher on the policy.

Resources

- Slide 12
- Cribsheet F5-1

F6 (Video dramas) Understanding performance data

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

The video shows two different approaches adopted by headteachers reporting to governors. They can be used independently. The trainer's brief gives suggestions for discussion questions.

Resources

- Slide 13
- Video scenarios: 'Reasons or excuses'? 'The wood and the trees'.
- Trainer's brief F6

F7. A case study in breakdown

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.

This scenario is an extreme example of where the headteacher's lack of communication with the governing body has resulted in all round breakdown in confidence and trust. The task is to suggest how the governing body could help to retrieve the situation.

Resources

- Slide 14
- Handout F7-1
- Cribsheet F7-1

Activity 3.4 Accountability of governors

Learning outcomes: For participants to:

- To understand the key ways in which the governing body discharges its accountability function

Overall length

- 15 minutes

Resources required

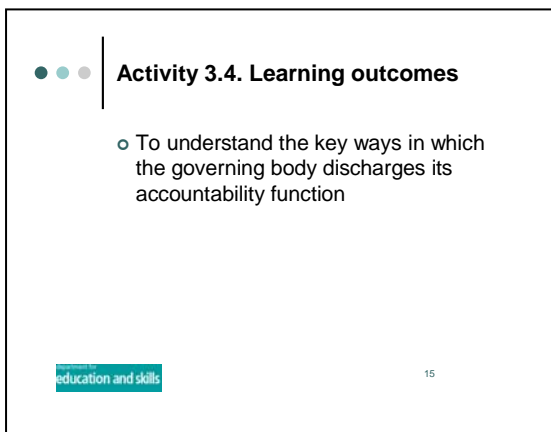
- Slides 15- 20
- Handouts 2-5
- A blank copy of a SEF

Key notes for trainers

- Governing the School of the Future states that governors share the strategic leadership of schools.
- The new Ofsted Framework is less explicit than previously on the role of governors, but, given the previous point, we can assume that the questions listed under 'Leadership and management' relate as much to them as to the leadership team.
- The governing body is expected to validate the SEF. There is also an expectation that the governing body would be represented at the feedback session.
- Regarding the Freedom of Information Act, the SEF is a disclosable document and the governing body has to decide whether to disclose in any particular case.
- The school profile will be introduced in the autumn of 2005. Each school will be able to access it on-line. It will include pre-populated data which they can add to.
- There is no longer any requirement to hold an annual meeting for parents but schools are still expected to inform and consult with parents. **Section 2 of the SEF asks specific questions on how the school gathers the views of learners, parents, carers and other stakeholders.**
- The phasing in of School Improvement Partners (SIPs) from autumn 2005 means that the relationship between schools and LAs will change. The aim is that all schools will have a 'single, on-going conversation' with the school improvement partner about the performance of the school. The SIP will also advise the governors in the headteacher's appraisal, replacing the external adviser.

Activity 3.4 Task 1

- Slide 15 introduces this activity




Activity 3.4. Learning outcomes

- To understand the key ways in which the governing body discharges its accountability function

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- Remind them of the earlier discussion about who schools are accountable to. Point out that the composition of the governing body gives all key stakeholders a voice in decision making.
- Slide 16 can be used to explain the role of SIPs and the 'single conversation'



School improvement partners (SIPs)

- are centrally recruited and accredited and then managed by LAs
- enable schools to have a 'single conversation' about the school's performance
- will challenge and support schools to improve

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- LAs will employ and manage the SIPs. Handout 2 outlines the role of the LA.
- Slides 17-20 outline different ways in which the governing body ensures the school's accountability to key stakeholders.
- Begin by asking about the ways in which their schools consult with and inform parents and pupils. Explore their views about the demise of the annual parents' meeting. Will that have any impact?
- Draw their attention to Section 2 of the SEF 'Views of learners, parents, carers and other stakeholders.
- Handout 3 provides an overview of the school profile and prospectus. Further guidance will follow so it will be important to keep up to date on this.

● ● ● | **The school profile**

- is a concise document giving parents information about the school's performance and its plans for the future
- combines standard data provided centrally with the school's own views on its performance, plus an excerpt from the latest Ofsted report
- will be available on-line to schools

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● ● ● | **The school prospectus**

- the content is defined by law
- it should give explicit messages about the school's values, vision and key aims

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● ● ● | **Complaints**

- governing bodies of all maintained schools are required to adopt a general complaints policy
- procedures should be communicated to all who need to know
- should be dealt with promptly and the outcomes communicated to all involved
- concerning the curriculum are covered by formal procedures

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● ● ● | **Complaints (2)**

- should be dealt with by class teacher and, if necessary, the head
- should only involve governors if the head is unable to resolve the issue, or is the subject of the complaint.

*Guide to the Law, Chapter 5, DfES
'School Complaints Procedure Toolkit' available on
www.governmet.co.uk/publications/page*

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- Handout 4, on the home-school agreement, extends the thinking. This is about parent, child, school accountabilities. You could reference this to the role of parents in attendance, punctuality, behaviour and so on. It is also about encouraging pupils to be responsible for their actions.
- Handout 5 outlines key points re the new Ofsted inspection framework. The focus on governors is less explicit than in the previous Framework however you could point out that the governing body must validate the SEF before the inspection, would be invited to be represented in the process, and is responsible for ensuring that the action plan will address all key issues.
- Section C of the SEF covers the same aspects as the S3 and concerns the governors' statutory responsibilities. An additional question on safe recruitment has been included.
- Deal with any questions then move onto the activity.

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Module 3 Handout 2

Local Authorities

The highest priority for the Local Authority is to promote high standards of education and care.

Key to this is its support for self-improvement in all schools. It will need to monitor data about all schools, and facilitate the sharing of good practice among local schools and more widely.

There are a number of other essential functions that cannot and should not be discharged by individual schools, for example planning school places.

The Authority's energies and resources should otherwise be focused on schools which need further challenge or support to secure improvement – that is, those in the categories of under-achieving, low performance schools, at risk of being given notice to improve by Ofsted or of being designated as requiring special measures.

'Revised Code of Practice on Local Education Authority-School Relations'
'The Role of the Local Education Authority in School Education', DfEE (edited)

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Module 3. Handout 3

The School Profile and the Prospectus

The Profile forms part of the New Relationship with schools, which places an emphasis on reducing unnecessary bureaucracy, and is predicated on trusting the judgement of schools and governing bodies to make the best decisions for their school. The package of measures around the Profile – abolishing the Governors' Annual Report, reducing the prescription around the content of the Prospectus, abolishing the Annual Parents' Meeting – are intended to free up the way schools and governing bodies communicate with their parents, so that they have more time and flexibility to focus on what works in their particular circumstances, and can respond to parental demand in their school.

The Profile will be launched for the academic year 2005-06, and the DfES will build in to the electronic system both a feedback mechanism and the scope for flexibility, so that where particular problems or issues arise, they can modify the Profile accordingly. They intend to keep the content, format and functionality of the Profile under review at least annually, so they can make sure that it is as relevant and useful as possible.

Governing Bodies will be obliged to complete a School Profile from the academic year 2005/06 onwards. Examination results from 2004/05 will be included in the 2005/06 School Profile and the unvalidated data will be available electronically to schools from October/November 2005. Guidance on the Profile will be available from October.

Schools are not required to include their targets in the profile.

Governing bodies of nursery schools are still required to produce an annual report.

The DfES is also changing the regulations for the school prospectus, so that there is much more flexibility over what is included, and schools will be freer to respond to requests from parents for particular pieces of information.

The only obligatory content of the school prospectus will be the information about SEN and disability provision. Since schools are required to produce this information by the Education (Special Educational Needs) (Information) (England) Regulations, it makes sense to include it in the prospectus where it will be easily available to parents.

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Module 3. Handout 4

Home School Agreement

Since September 1999 governing bodies have been required to produce a home-school agreement.

The aim of home-school agreements is to promote partnership between schools and parents: with better home/school communication, parents and teachers will be able to work together on issues of concern, parents will support and help their children more effectively and issues of concern will be identified.

Home-school agreements should be drawn up by the school in consultation with parents and can set out things like the school's aims, objectives and values, the school's and parents' respective responsibilities (for example pupil attendance, behaviour and homework) and what the school expects of its pupils.

Parents are invited to sign the agreement and therefore show support for the school. They are not legally binding. Home-school agreements are based on the school and parents having a mutual understanding of each other's obligation. Parents are not legally obliged to sign the agreement and neither they nor their child should be discriminated against if they decline to do so.

Parents of prospective pupils cannot be asked to sign the agreement before a child has started school; nor should a decision on admission be based on the likelihood or otherwise of a parent signing.

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Module 3 Handout 5

Inspection

The Framework for inspecting school reflects the requirement in the Children Act 2004 for Ofsted to develop (in partnership with others) a framework for the integrated inspection of children's services with which the school inspection framework must be consistent, so that judgements made in individual inspections can feed into joint area reviews.

The main features of the inspections are:

- short, focused inspections that take no more than two days in a school and concentrate on close interaction with senior managers in the school, taking self-evaluation evidence as the starting point
- short notice of inspections to avoid schools carrying out unnecessary pre-inspection preparation often associated with an inspection. Short notice should help inspectors to see schools as they really are
- teams with few inspectors with many inspections led by one of Her Majesty's Inspectors (HMIs). Furthermore, Her Majesty's Chief Inspector (HMCI) will publish and be responsible for all reports
- three years as the usual period between inspections, though occurring more frequently for schools causing concern
- **strong emphasis on school improvement through the use of the school's own self-evaluation, including regular input from pupils, parents and other stakeholders, as the starting point for inspection and for the school's internal planning and development. To facilitate this, schools are strongly encouraged to update their self-evaluation form on an annual basis**
- a common set of characteristics to inspection in schools and other post-16 provision of education from early childhood to the age of 19
- there will be two categories of schools causing concern, those deemed to require special measures and those requiring a notice to improve.

Inspectors are required to arrive at an overall judgement on the effectiveness and efficiency of the school. This judgement should be informed by the judgements inspectors have already made about standards and achievement, the quality of the school's provision and inspectors' evaluation of the quality of leadership and management, in particular the capacity of the school to make improvements and to assess accurately the quality of its own provision. In addition, inspectors are required to make separate judgements, as appropriate, on the standards and quality of the foundation stage and the effectiveness and efficiency of post-16 provision in schools. These additional judgements are set out in the section under 'Overall effectiveness'.

The purpose of school inspections

1. Inspection provides an independent, external evaluation of the quality and standards of the school.
2. The published inspection report tells parents, the school and the wider community about the quality of education at the school and whether pupils achieve as much as they can. The inspection team's findings provide a measure of accountability and must help the school to manage improvement.

3. Periodic external inspection must be complemented by more continuous internal evaluation. This inspection framework, and the approach adopted for inspection, are aimed at promoting a culture of rigorous self-evaluation and improvement.

What is inspected?

4. Under s5 of the Education Act 2005, inspectors must report on:
 - the quality of the education provided in the school
 - how far the education meets the needs of the range of pupils at the school
 - the educational standards achieved in the school
 - the quality of the leadership and management of the school, including whether the financial resources made available to the school are managed efficiently
 - the spiritual, moral, social and cultural development of the pupils at the school
 - the contribution made by the school to the well-being of those pupils.
5. Some schools are designated as having a religious character. The content of collective worship is not included in the inspections of such schools, but it is inspected separately along with the teaching of denominational education where this is delivered. Often, these inspections coincide at the request of the governing body.

Internal School Evaluation

Ofsted recognises the importance of school self-evaluation as a continuous process that is complemented from time to time by external inspection. Self-evaluation makes an important contribution to inspections. It provides the school and the inspectors with a means of ensuring that inspection covers matters of potential significance to the school.

What part does school self-evaluation play in inspection?

6. Schools have a range of internal processes for monitoring their own performance and evaluating the effectiveness of their work in raising achievement. Such monitoring and evaluation should contribute, directly or indirectly, to periodic updating of the school improvement plan, which maps the priorities for action and sets out programmes for implementing them.
7. Inspection takes account of, or contributes to, these processes in several ways.
 - A summary of the findings of self-evaluation undertaken by the school is recorded in the self-evaluation form (SEF) which is used by the lead inspector to focus inspection effort where it matters most. The school's summary of its self-evaluation is used as the basis for discussion between the lead inspector and the senior team and, where possible, governors of the school. ***The governing body is responsible for validating the SEF prior to the inspection process.***
 - The quality and use made of school self-evaluation are a good indication of the calibre of management. Evidence of how effectively schools undertake self-evaluation and the use they make of it helps inspectors to evaluate the quality of management in the school and the capacity of the school to improve.
8. In order to promote the use of self-evaluation, the SEF, which is completed by the school and updated at least annually, is designed to match the common inspection schedule for schools and other post-16 provision used by inspectors.

How do inspectors seek the views of parents, pupils and other partners about the school's work?

9. Schools are required by the Education Act 2005 to notify parents of the inspection, and to include details of how they may inform the inspectors of their views. For this purpose, governors will be provided with a standard letter which is available in a range of community languages. The letter includes a brief questionnaire for parents to record their views about the school.
10. Responses to the questionnaire should be returned, in confidence, to the lead inspector for analysis. Completed questionnaires will be analysed by inspectors at the start of the inspection.
11. Any survey of **pupils' views** carried out by the school should not take the place of discussion with pupils during the inspection. Inspectors should take opportunities to talk with groups of pupils, for example year group representatives, the school council or other pupils' forum.
12. Where parents ask to see inspectors during the inspection, inspectors should do what they can to accommodate the request as far as it is practicable.
13. Inspectors are required to have regard to any views expressed to them by parents, governors, the headteacher, staff and pupils. The school should be encouraged to seek the views of any **significant partners** in the school's work. The school should contact any such partners and ask that they make themselves available to meet an inspector, or any comments be sent to the lead inspector.
14. Lead inspectors should take account of any external views of the school proffered by the school, for example, the LA's latest monitoring report (or any equivalent) on the performance of the school against its targets.

Common grading scale for all inspection judgements

15. A common grading scale will be used in making judgements for institutional inspection and for judgements relating to the five outcomes assessed for joint area reviews:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

What feedback do inspectors give during the inspection?

16. Inspectors must offer oral feedback to teachers and other staff about the work they see. Judgements must be clear.
17. Constructive dialogue between inspectors and staff, particularly between the lead inspector and the headteacher, is essential.

Source. Every Child Matters. Framework for the Inspection of Schools in England from September 2005. Ofsted.(edited to highlight the involvement of governors)

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Activity 3.5 (G) Accountability of governors

Aim of the activity: For participants to engage in one of a number of activities associated with governing bodies' accountability.

The resources for these activities are in the activities section.

Overall length

- 30 minutes

Resources required

- slides and handouts relevant to the activity selected

Key notes for trainers

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

G1. Evaluating a school's prospectus

To understand:

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

A simple checklist approach to enable governors to evaluate the quality of the content and format of their school's prospectus.

Resources

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

G2. Streetwise.

To understand:

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

A range of scenarios that governors could face. They could be discussed or dealt with as mini role plays.

Resources

- Slide 22
- Handout G2-1 and G2-2
- Cribsheet G2

G3 The governing body and statutory responsibilities

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.

This presents an opportunity for governors to become familiar with the school's statutory responsibilities and to identify evidence they could see to understand whether they were being addressed.

Resources

- Slides 23-26
- Handout G4-1
- Cribsheet G4-1
- A blank SEF

G4 Mapping lines of accountability.

To understand:

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

This presents an opportunity to identify the various stakeholder groups with whom the governing body communicates.

Resources

- Slide 27
- Handouts G5-1 and G5-2
- Cribsheet G5-1

G5 Mock Ofsted survey of parents and carers.

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

A mock survey raises questions about how to analyse the data gathered and how to respond.

Resources

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

G6 Survey of staff and parents.

To understand:

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

Asking the same questions of different stakeholders may produce different results.

This activity enables governors to explore the potential of such an approach.

Resources

- Slide 29
- Handout G6-1
- Cribsheet G6

G7. Accountability to parents

To understand

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

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 could still 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.

Resources

- slide 30
- video scenario 'A matter of confidence'
- Trainer brief G7

Activity 3.6. Reflection, action planning and evaluation

The aims of the activity are to:

- reflect on learning
- evaluate the session

Overall length

- 15 minutes

Resources

- Slide 31, 32
- Evaluation sheet

Activity 3.6. Task 1

- Use slide 31 to introduce this final session.

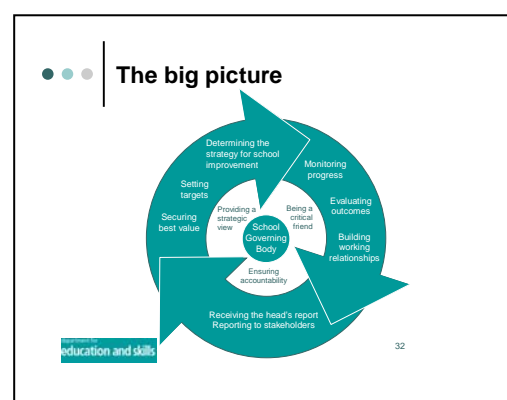
● ● ● **Activity 3.6.**

The aims of the activity are to:

- reflect on learning
- know how to access further information and support
- identify action points

education and skills 31

- Revisit the learning outcomes for this module and check if they have any questions.
- Use slide 32 to summarise the whole course.
- Remind them that it has given them an overview of the roles and responsibilities, further courses will enable them to go into greater detail.
- You could highlight forthcoming courses from your programme that could be the logical 'next step'.



- Handout 6 provides further sources of information. You could also give them the bibliography for the Programme.
- Handout 7 is an order form for DfES publications
- Handout 8 is their action plan. Ask them to spend a few minutes recording their thoughts then invite them to share one point each.
- Emphasise the point that the headteacher and chair should facilitate their induction in school and they will have access to the guidance document DfES 0736/2001.
- Remind them that they need to take time to understand how and why their governing body operates as it does and that they are now expected to know all the answers.
- Finally, thank them on behalf of your LA, for all their hard work and let them know that your service is there to provide ongoing support.

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Module 3. Handout 6

Further sources of information and support

	Telephone/website
Advisory Centre for Education	0808 800 5793 (General Helpline)
Audit Commission	0207 828 1212 www.audit-commission.gov.uk
DfES switchboard and website	0870 001 2345 www.dfes.gov.uk
DfES governors' website	www.governornet.co.uk
DfES Publications	0845 602 2260 0845 603 3360 (fax) dfes@prolog.uk.com
DfES Standards Unit	www.standards.dfes.gov.uk
Diocesan training programmes and support services	To be inserted locally
Information for School and College Governors (ISCG)	0207 229 0200 www.governors.fsnet.co.uk
LA governor training programme and support services	To be inserted locally
National Association of School Governors (NASG)	0121 643 5787 www.nagm.org.uk
National Governors' Council (NGC)	0121 616 5104 www.ngc.org.uk
Ofsted Publications	07002 637833 www.ofsted.gov.uk
Qualifications and Curriculum Authority Publications	01787 884444 www.qca.org.uk
Teachernet (individual governors can register, for email notification of the monthly DfES circulation to headteachers and chairs)	www.teachernet.gov.uk
The Stationery Office (formerly HMSO publications)	0870 600 5522 www.tso.co.uk/bookshop
Times Educational Supplement published on Fridays	www.tes.co.uk
GovernorLine National Governors' Helpline Mon-Fri 9am-10pm; Sat & Sun (excluding bank holiday) 11am-4pm	08000 722181 www.governorline.info

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Module 3. Handout 8

Action plan

Please complete this and discuss it with your headteacher / chair / mentor

As a result of this course I am going to:

Action point 1

And to do this I need to:

Action point 2

And to do this I need to:

Action point 3

And to do this I need to:

Source: Essex Governor Development Team