



**Notice of meeting of
Education Scrutiny Committee**

To: Councillors Aspden (Chair), Brooks (Vice-Chair), Hyman, Merrett, Morley, Blanchard and Funnell

Co-opted Statutory Members:

Mr John Bailey (Parent Governor Representative) and Dr David Sellick (Church of England Representative)

Date: Tuesday, 27 May 2008

Time: 5.00 pm

Venue: The Guildhall, York

AGENDA

1. Declarations of Interest (Pages 3 - 4)

At this point Members are asked to declare any personal or prejudicial interests they may have in the business on this agenda. A list of general personal interests previously declared are attached.

2. Minutes (Pages 5 - 12)

To approve and sign the minutes of the last meeting of the Committee, held on 3 April 2008.

3. Public Participation

At this point in the meeting members of the public who have registered their wish to speak regarding an item on the agenda or an issue within the Committee's remit can do so. The deadline for registering is **Monday, 26 May 2008 at 5:00 pm.**

4. Interim Report For School Governors Review (Part A) (Pages 13 - 46)

This fifth interim report on Part A of the review of school governors summarises information gathered and issues arising to date and asks Members to consider whether any further consultation with Governing Bodies is required in order to progress the review.

Note: Annex B to this report will be tabled at the meeting.

5. Scoping Report for School Governors Review (Part B) (Pages 47 - 56)

This report asks Members to re-consider the scoping information that was originally presented to them at their meeting on 26 February 2008, and to agree a way forward for Part B of the review of school governors.

6. Potential Future Scrutiny Topics (Pages 57 - 60)

This report presents a draft work plan for the Committee and a response from the Director of Learning, Culture & Children's Services in regard to possible future scrutiny topics.

Note: Annex A to this report, the draft work plan, will be tabled at the meeting.

7. Chair's Remarks - Briefing Sessions and Work Plan

Any other business which the Chair considers urgent under the Local Government Act 1972

Democracy Officer:

Name: Catherine Clarke

Contact details:

- Telephone – (01904) 552030
- E-mail – catherine.clarke@york.gov.uk

For more information about any of the following please contact the Democracy Officer responsible for servicing this meeting

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports

Contact details are set out above.

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Scrutiny Committees

The purpose of all scrutiny and ad-hoc scrutiny committees appointed by the Council is to:

- Monitor the performance and effectiveness of services;
- Review existing policies and assist in the development of new ones, as necessary; and
- Monitor best value continuous service improvement plans

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EDUCATION SCRUTINY COMMITTEE

Agenda item I: Declarations of interest.

Please state any amendments you have to your declarations of interest:

Councillor Gunnell – Member of the Management Committee of Danesgate Pupil Referral Unit.

Councillor Hyman – Governor of Huntington Primary School.

Councillor Merrett – Parent of a child attending St Paul's Primary School and committee member and Acting Treasurer of the York Chinese Cultural Association.

Co-opted statutory members

Dr D Sellick – Governor of Derwent Infant and Junior School.

Mr J Bailey – Chair of Governors of Huntington Primary School and Governor of Huntington Secondary School.

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City of York Council

Committee Minutes

MEETING	EDUCATION SCRUTINY COMMITTEE
DATE	3 APRIL 2008
PRESENT	COUNCILLORS KIRK (CHAIR), BROOKS (VICE-CHAIR), ALEXANDER, GUNNELL, HYMAN, MERRETT, MORLEY, MR J BAILEY AND DR D SELICK (CO-OPTED MEMBERS)

33. DECLARATIONS OF INTEREST

Members were invited to declare at this point in the meeting any personal or prejudicial interests they might have in the business on the agenda, in addition to the list of general personal interests circulated with the agenda. No additional interests were declared.

34. MINUTES

RESOLVED: That the minutes of the meeting held on 26 February 2008 be approved and signed by the Chair as a correct record.

35. PUBLIC PARTICIPATION

It was reported that there had been no registrations to speak at the meeting under the Council's Public Participation Scheme.

36. INTERIM REPORT FOR SCHOOL GOVERNORS REVIEW (PART A)

Members considered a fourth interim report on the scrutiny review of the role of School Governors (Part A). The report set out details of work on the review to date. It also provided additional information relating to the survey of individual governors, following the informal consultation session held after the last meeting, and presented a further draft questionnaire to governing bodies.

Details of the comments made by governors at the consultation session, and the Committee's responses, were attached as Annex A to the report. Additional comments provided by governors on their completed survey forms were set out in Annex B. Officers reported that there had been an error in the number of returned survey forms indicated in this report and the report to the last meeting. In fact, only about 354 forms had been returned; approximately one-third of the total sent out. This meant that the apparent lack of response to particular questions, as highlighted in the reports, was no longer an issue, since it reflected the overall response to the survey rather than a reluctance to answer certain questions.

In respect of the key objective *'to identify ways of increasing the number of Community Governors'*, it was reported that the exit questionnaire considered by Members at their meeting in January had now been circulated, but no completed forms were available as yet. It had already

been agreed that the latest interim report would be sent to governing bodies, along with a questionnaire requesting further information to support the review. A draft questionnaire and covering letter were attached as Annex C to the report.

Members discussed and agreed a number of amendments that they felt should be made to the interim report, covering letter and questionnaire before these documents were sent out to governing bodies for consideration at their full governors' meetings over the half term period.

RESOLVED: (i) That the interim report be amended to reflect the true position regarding the number of completed governor survey forms received, as reported at the meeting.

(ii) That the covering letter at Annex C be amended to reflect the true position on the number of completed survey forms received, and also to:

- express the Committee's thanks and appreciation to those who responded to the survey;
- clarify that governing bodies are welcome to provide feedback on the interim report, as well as responding to the questionnaire;
- include a paragraph seeking information on governing bodies' involvement in extended schools (Part B of the remit of this scrutiny topic);
- emphasise the deadline date for responses, 19 May, by putting it in bold text.

(iii) That amendments be made to the questionnaire at Annex C, as requested by Members at the meeting.*

(iv) That the Scrutiny Officer circulate the amended documents to Members by e-mail for comment prior to sending them to the governing bodies.

REASONS: To ensure that Members' views on these documents are taken into account and to ensure that work can proceed as planned for this review, whilst complying with scrutiny procedures, protocols and work plans.

** Note: the amended questionnaire is attached as Annex 1 to these minutes.*

37. CHAIR'S REMARKS - FORWARD PLAN

The Chair raised the matter of a forward plan for progressing the Committee's work on future topics for review.

AGREED: That the Chair and Vice-Chair meet with the Scrutiny Officer to draft a forward plan to be presented for consideration at the next meeting of the Committee.

M Kirk, Chair

[The meeting started at 5.00 pm and finished at 6.55 pm].

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School Governing Body Questionnaire

1. Name of School.....

2. What provision do you make to enable individuals to take on the role of Governor?

Provision of Crèche Facilities

Payment of dependant care costs

Governor Buddy Support System

Varied meeting days and times

Meetings arranged to coincide with available extended service childcare provision

Other (please specify below)

.....
.....
.....

3. Would you be interested in a once a year conference event? **Yes / No**

4. As a Governing Body would you be prepared to make a contribution towards the costs of your delegates attending ? **Yes / No**

Parent Governor Vacancies

5. Do you have difficulties attracting parents to the role of Governor? **Yes / No**

If Yes, please give details
.....
.....

Community Governor Vacancies

6. Do you have difficulties in recruiting and/or retaining Community Governors? **Yes / No**
If Yes, please give details.....

.....
.....

7. From what sources do you seek Community Governors?.....

.....
.....

8. Which sources have been most successful?.....

.....
.....

9. What reasons to people give for not taking on the role of community governor?.....

.....
.....
.....

School / Community Cohesion

- 10. Do you think the composition of your governing body reflects the school's local community? **Yes / No**

- 11. What involvement does the local community have in the life of your school, and vice versa?.....
.....
.....

- 12. How does your governing body, and the school, communicate with the school's local community?.....
.....
.....

- 13. Do you think this reaches all parts of your local community ? **Yes / No**
If Yes, give examples.....
.....
If No, give reasons.....
.....
.....

- 14. How do you consult the school's local community ?

- 15. Are you aware of any need within the school's local community that the school does or could help to meet?

-

-

Extended School Provision

- 16. What involvement does your governing body have in your extended school provision?
.....
.....
.....
.....

- 17. What additional use of your facilities would you like to make available to your local community, and what are the constraints on providing it?.....
.....
.....
.....
.....



Education Scrutiny Committee**27 May 2008****Interim Report For School Governors Review (Part A)****Background**

1. In coming to a decision to review this topic, certain key objectives were recognised. Due to the work involved in examining these objectives, the Committee chose to split the review into two parts, and the following revised remit was agreed:

Remit

2. In regard to Governing Bodies, to encourage an improved level of community involvement and maximise their diversity and skills.

Part A - Key Objectives

- i. Investigate the current composition of governing bodies with an effort to find ways of improving the diversity of governing bodies to better reflect the community
- ii. Identify ways of increasing the number of community Governors
- iii. Identify ways of increasing community involvement with Governing Bodies
- iv. Investigate ways of maximizing the skills that individual members of governing bodies bring to their role

Part B – Key Objective

- v. Investigate the role of Governors and current clerking arrangements in extended schools
3. At a meeting on 30 October 2007, Members considered a scoping report for Part A of the review which identified the current composition of governing bodies and gave a snap shot of the number of vacant seats at the time of providing the information.
4. In December 2007, Members were provided with information which identified York as having one of the fastest growing 'Black, Minority & Ethnic (BME) communities in the country, and the following statistics from the most recent Pupil Levels Annual School Census (PLASC) :

- There are at least 49 languages spoken by children in York schools
- There are 1340 minority ethnic pupils in York schools
- All York schools have minority ethnic pupils
- Until recently the largest ethnic group were Travellers, but this is an overarching term that includes several distinct groups
- There are significant Bangladeshi, Chinese and Turkish/Kurdish communities in York
- Only 27 out of 1578 teachers in York schools are from minority ethnic backgrounds (1.7%)

To investigate the current composition of governing bodies with an effort to find ways of improving the diversity of governing bodies to better reflect the community

Information Gathered

5. In an effort to identify ways of improving the diversity of governing bodies, to better reflect the population of their school and their community, Members recognised it would first be necessary to clarify their current level of diversity. In considering the best way to do this, the Committee were informed of the planned work of the Governor Support & Development Service to upgrade their database and check the validity of the information currently held on each Governor. The Committee recognised the opportunity to support this work and at the same time gather information pertinent to the objectives of this review.
6. The Committee issued a survey to all 1090 governors at the beginning of January 2008, which would identify the age, gender, ethnicity, skills, and economic background of all current school governors. The survey was aimed at understanding the correlation between the governing bodies of the schools within each ward and each ward's local community. The ethnicity information provided by governors was grouped on a ward basis and then compared to the ethnic balance of school pupils within each ward.
7. Data from the 354 responses received was fed into the database to generate a number of reports for the Committee's consideration at their meeting on 26 February 2008. The meeting was followed by an informal consultation session for Governors and their views were gathered presented at the next formal meeting of the Committee held on 3 April 2008.

Issues Arising

7. Irrespective of the completeness of information provided by governors either at the consultation session or in their completed surveys, it was recognised by the Committee that if governing bodies were truly to reflect the local community and attract a more diverse mix of individuals to the role, improved methods for advertising all types of governor vacancies would need to be identified to ensure they were accessible by hard to reach groups within local communities.

To identify ways of increasing the number of Community Governors

Information Gathered

12. In considering ways to increase the number of Community Governors, Members recognised the need to identify the reasons why governors stand down and why some schools have a bigger turnover than others. At the governor consultation session it also became clear that some governing bodies were more successful than others at finding community (and parent) governors, and providing support to their new governing body members and that this could directly affect whether individuals were attracted to the role and retained in post.
13. Members suggested an exit questionnaire be issued to all governors who had resigned since the start of the academic year 2006-07, so that the information gained could be used to highlight any issues within the governing body, or with the training / level of support provided. A summary of the responses is attached at Annex A.
14. It was also agreed that the Committee's interim report dated 3 April 2008 be presented at a full governors' meeting of each school, together with a questionnaire requesting further information to support the review. Much thought was given to the content of the questionnaire in an effort to support and confirm the information already gathered as a result of the individual governor survey. Copies of both documents were sent out to all schools and a number of responses have been received.

Issues Arising

15. A summary of the responses to the questionnaire and any comments made on the interim report are attached at Annex B (to follow). The next stage in this process will be to consider all of the findings gathered to date, in order to identify the most successful methods used for attracting individuals to the role of community governors. Information on best practice could then be collated as part of this review, and shared with all York schools.

To identify ways of increasing community involvement with Governing Bodies

15. In order to identify ways of increasing community involvement with Governing Bodies, Members agreed it would be necessary to understand the methods used and level of involvement attained currently. Questions were therefore included in the Governing Body questionnaire to gather the relevant information.

Investigate ways of maximizing the skills that individual members of governing bodies bring to their role

Information Gathered

16. Some of the questions included in the individual school governor survey were included in order to identify each governor's current skills and highlight any

additional training they might require to support them in their role. Indirectly, the information received could also be used to highlight the skills that were available within each governing body that were not currently being utilised, and those that were lacking within each governing body.

Issues Arising

17. It is recognised that the improvements made to the Governor Support & Development Service database as a result of this review will:
 - Allow the Governor Support & Development Service team to look specifically at the members of each governing body to identify gaps in their skills and identify any future training requirements.
 - Enable the Governor Support & Development Service team to provide information from the database to Governing Bodies to assist them with their skills audit and to inform their discussions about their training needs,
 - Support the governing body self-review exercise that many carry out on a regular basis.
 - Inform the Governor Support & Development Service Manager decision-making process, when placing new governors into Local Authority governor vacancies or when suggesting possible candidates for community governor vacancies.
 - Identify all of the relevant training required for new governors to enable them to fulfil their role.
18. As the information provided by the individual governors is covered by the Data Protection Act, the Committee was very careful not to request statistical information which could identify individual governors i.e. information was not requested on a per school basis but instead on a ward-by-ward basis.
19. For this Committee to be confident that the improvements they've made to the database are yielding results, they may wish to request an update on the training requirements that have been identified together with a timetable for the provision of that training.

Options

23. Having considered the information contained within this report and associated annexes, Members may decide to:
 - i. Carry out further consultation with Governing Bodies, or;
 - ii. Agree that no further information is required from Governing Bodies in order to progress this review

Implications

24. Financial – In order to support the work of the review as described in this interim report, additional funding over and above the available budget was required. Following a formal request to SMC that funding was made available.
25. There are no known Legal, Equalities, HR, implications associated with the recommendations within this report.

Corporate Priorities

26. Although the remit for this review does not fit directly with any of the Corporate Priorities, it could indirectly have a positive effect in relation to Corporate Priority No.7 – 'improve the life chances of the most disadvantaged and disaffected children, young people and families in the city'.

Risk Management

27. Without the thorough engagement of current governors the findings from this review could be limited which in turn, could have a negative effect on the number of new applicants. It is recognised that some schools have difficulties in attracting community governors and therefore it is important that governing bodies are supported in attracting applicants for vacant seats, and retaining governing body members.

Recommendation

28. In light of the above options, Members are asked to:
 - a. Note and provide comments on the interim report
 - b. Agree whether or not the current composition of governing bodies reflects the local community
 - c. Agree what if any, further information is required to identify ways of increasing community involvement with Governing Bodies
 - d. Identify improved / alternative methods for advertising governing body vacancies in order to:
 - i) attract community governors to the role
 - ii) attract interest from within hard to reach groups

Reason: To ensure work can proceed as planned for this review whilst complying with scrutiny procedures, protocols and workplans.

Contact Details

Author:

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Chief Officer Responsible for the report:

Dawn Steel
Democratic Services & Scrutiny Manager

Interim Report Approved **Date**

16 May 2007

Wards Affected:

All

For further information please contact the author of the report

Background Papers: Interim Reports dated 26 February 2008 & 3 April 2008

Annex A – Responses and comments from the Exit Questionnaire

Annex B – Summary of the findings from the full Governing Body Questionnaire together with any comments on the interim report

School Governor Exit Questionnaire

School	Length of Service		Category	Office Held
	Years	Months		
Dunnington Primary School	7		Foundation	Chair Jan to September 2007; Chair of Personnel 2002 - 2007
Archbishop Holgate's School	3		Foundation	
Millthorpe School	3	6	Community	
Hob Moor Primary, Oaks and Millthorpe	10		Parent/Community	Chair of Governors
Naburn Primary School	3		LA	Chairman for two years
Lowfield School	12		Teacher	
Lowfield School	8		Parent/Community	Chair
Oaklands School	2	6	Community	
Elvington CE School	8?		Foundation	On Performance Management Team
Wheldrake with Thorganby CE Primary	4		Foundation	
Hob Moor Oaks Special School	10		LA/Voluntary	Chair of Governors
Fulford School	5		Co-opted	Chair of Finance, Chair of Pupil Discipline
All Saints School	6	2	Parent, then Foundation	
Heworth Primary School	5	5	Foundation	Child Protection
Carr Junior, Acomb	5			Subject: Literacy; Responsibility: Nutrition/school meals
Lowfield School	7		LA	Chairman - Pupil Welfare
Lowfield School	2		Support Staff Governor	
Haxby Road Primary School	12		Co-opted - Community	Chair of Governors - Governor with responsibility for special needs
York High School/Oaklands Schools	2		Community	Vice Chair
Oaklands and Queen Anne Schools	20		Parent then Community	Chair - Queen Anne; Chair Finance - Oaklands
Dringhouses Primary School	4		Parent and Community	Chair Performance Management; Chair Curriculum
Lowfield School	13		Parent then Co-opted	Chair Curriculum (2 years)
Lowfield School after about 10 years on joint Carr Governors	17+10		LEA, Parent	Chaired Curriculum
Lowfield School	6?		Parent, then Community	
Oaken Grove/Wigginton Primary	8/9?		Co-opted then Community	
St Wilfrid's Primary School	3		LEA	Chair, Staff and Finance Committee
Hob Moor Primary School		18	LEA	
Scarcroft CPS, St Paul's CofE PS, Millthorpe	10		Community	Scarcroft-Special Needs, Millthorpe-Link Gov for Music & Drama
St Lawrences	7		Church (Foundation)	
Burholme	4		Community	Technology, Pupil Discipline Committee
Haxby Road Primary School	Many!		Community	Chair of Governors
Oaklands / York High School	11		Community	Chair of Governors
Scarcroft Primary	3	4	LA	
Wheldrake with Thorganby Ce Aided	2	6	Foundation	

Reason(s) for Leaving

	Number
End of term of office	5
Workload too great	3
Work commitments	7
Family commitments	5
Ill health	3
Children have left the school	2
Other	See comments on next sheet

Support you received as a Governor

	YES	NO
Did you attend Governor training?	31	2
Did you find the termly mailout for the Local Authority useful	30	1
did you ever contact the Governor Support & Development Service?	14	18
Did the call resolve your query	13	1
As a new Governor, did you have a mentor?	8	24
As a new Governor, did your Governing Body offer any induction?	10	21
Would you consider being a Governor again in the future?	18	12

Reason for Leaving - Other

Left the area and associated employment

Relocation to SE England owing to my husband's promotion

Headteacher retired. Decided time for me to go

I began working away from home for an extended period and couldn't attend meetings

Lowfield School merged with Oaklands to create York High School - I served on the temporary Gov to YHS until its start September 2007

School closed as part of reorganisation of West of York secondary provision

I didn't know I had been sacked - no reason to leave at all

Other commitments

Disagreement over the management and suspension of a teacher.

"Redundant" Lowfield School merged with Oaklands to create York High School

Moved to Oaklands School to promoted post

House move

I have given 20 years service as a Governor. Creation of York High School provides opportunity to withdraw

Wanted to support Lowfield School, first as a parent then to support school and local community. Did not agree with decision to close the school

End of Lowfield School - felt that I was too old to do two terms which I thought desirable to establish continuity with new school. Left Carr Governors after term ran out and my children left junior school

School closed

Death. Mr H died in April 2007.

Having served for 10 years as a Governor I decided that I would like a change to alternative community work to community archaeology at Hungate. I still occasionally go into Millthorpe to helping History

I had no respect for current Chair and didn't like the direction she was taking the board

Oaklands School closed summer 2007

Moved away from york

Additional Information Regarding Support Received As A Governor

If you didn't attend training, please tell us why:

Never offered - not necessary

As a newly retired village school head, I felt I could offer support without (Church and school links)

This Gov did attend training and commented "I'd rather state the positives - that I always found the School Governor Support and Development Service, and the staff and others very helpful, during some difficult times at Haxby Road

If you didn't find the termly mailout useful, please tell us why:

A lot of non-relevant information

Can't remember enough to pass comment

If the call did not resolve your query, please tell us why:

If you would not consider being a Governor again, please tell us why:

I have done it twice (primary school in Devon before). I work as a volunteer counsellor at Relate so there is a limit as to how many hours I volunteer

Time for others to have an input

Grandparent duties and occasional ill health

Little chance to have an impact

This is a voluntary unpaid activity and being a school Governor is very time consuming particularly if your retired when there is a constant demand for involvement with pupil discipline cases

I am moved away from that part of York - and have retired

From a personal development point of view and as a teacher, I learnt a lot but I don't really think Governors add any value

Would need a reason to want to support a particular school

Too old

Could not make the time commitment to a school where I would have no connection
Long term illness. Also I'm more hands on and prefer to help in class with the children

What did you enjoy about being a Governor?

Making a contribution

Working together

Friendship of colleagues and staff

Having an inside knowledge of how a truly innovative school worked

Contributing to the life of the school

Satisfaction at "putting something back into the community"

I felt I represented the staff and was called on many times to express their feelings and explain things to other Governors

The people, the role, the school

Sitting on the appeal panels - pupil exclusion, etc. Meeting and dealing with the headmaster and staff

What did you enjoy about being a Governor? (Cont...)

Promoting links during the church's year. Christmas stories by candlelight (infants - KS1). Helping during new head appointment

Contribution to development of school and pupils with particular emphasis on the Christian values

The involvement in whole school process

Trying to do one's best for the school

Being involved in a school (secondary) - getting to know the procedures

Getting to know the school and seeing the children thrive and develop

Seeing that I was welcomed by teachers and staff and that the input and support appreciated. Learning about trends in education

Contact and team effort with other school Governors, Head Teacher and Teaching Staff

Being involved in the decisions affecting school/staff and pupils

Contact with school staff and children - helping to "make a difference"

Being involved in the creation of a new school

Contributing to and acting as a critical friend in the school

Training, experience running committees

Cared about the school (staff and pupils) therefore wanted to support in any way I could

Being involved in trying to improve quality of local schools

The Governing Body were a very special group of people - the school was well run by a dynamic head and an interesting and committed team, and was doing excellent work

Being involved in the inner workings of a school

Great for learning more about the strategic management of schools and feeling contribution welcomed and useful

The community spirit, being part of an establishment that had challenges and success's

Seeing how schools work; making a contribution to the community; working as a team with Governors, teachers and other parents; occasional teaching; support from yourselves - especially Annual Ed Lectures

Being part of a team which worked together for the benefit of the pupils

Taking an active part in the direction the school was going and working with the Head and staff to improve the school and provision for the children

What did you not enjoy about being a Governor?

The long delay before the papers went through after I was asked to be a Governor. It felt a bit like an old body's club when I started and fellow Governors were not welcoming. It think it improved over the year.

Not being able to commit enough time to the school and my departmental links

Too much unnecessary paperwork

The amount of time taken up with sub Committees then going over it again at full Gov

Some of the decisions that had to be made

Nothing

Paperwork

What did you not enjoy about being a Governor? (Cont...)

Selective inclusion by the Headteacher in the decision making process

The workload/legal duties/responsibilities. To-ing and fro-ing of decision making

Little effect you can have

Working through financial details

Feeling that as a Governing Body we did not always have the required expertise/skills for some of the decisions required

Excessive demands on time available. I already have an ongoing 26 year voluntary service commitment with York Lions Club (with additional activities in Yorkshire and UK)

As Chair of Governors, the responsibility and knowledge required was increasingly suggestive of a part-time appointment

Translating "professional language" used in too many reports

Feeling that you're not sure there's any real point to what you're doing. Takes up too much time

Far too much paperwork to read from Government and York Council - a lot of it worded in jargon difficult to understand, unnecessary bureaucratic documentation - overwhelming

Lowfields: Struggling with a deficit budget; appointment of Head of York High School in breach of terms of advertisement which specified that considerable experience as a Head was required

The painful end to it all

Long meetings!

Nothing

The paperwork!

Occasionally feeling that I was not being shown the whole picture - I would have

liked more (and varied) opportunities to be involved in the work of schools

I thoroughly enjoyed my years as a Governor until the appointment of the current Chair - as my term was coming to an end I reluctantly decided to call it a day

Anything else about being a Governor?

Workload is what you make it

Overrated in my view

Best thing I did in the last seven years

I thoroughly enjoyed my time as a Governor, I felt I played an important role representing staff but also in my own right as part of appointment panels including for headships (though this occasioned a lot of pressure).

One of the most worthwhile experiences I have undertaken. Totally different to my working life, made to feel useful

I always wanted to be involved with school and Church services, but am dubious about Governors moving "jobs" like a cabinet, when some of us have experience and expertise in the slot we were chosen for

Arising out of being a school Governor, I trained to be a Pupil Mentor, a commitment

I enjoyed greatly and I have been invited to return to York High School to resume this activity now that CRB check has been cleared

Anything else about being a Governor? (Cont...)

Format of finance reporting - top down driven - most conform with centralist dictat, rather than respond to cost centres appropriate to a devolved school

Over my years as a governor, paperwork increased in amount and complexity - experience did not help in dealing with this

Lowfields: I was only able to really pull my weight after my retirement as a member of Pupil Welfare Committee. Carr: I felt that the Infant Head was too selective in the information released to Governors. Both schools: we had great help from LEA Link Advisor

It was very pleasant and probably thus unrepresentative!

Would consider doing secondary school - All Saints

On occasion, it would have been useful to provide childcare for some daytime meetings eg like the Surestart Local Action group meeting. Thanks

I asked to move from Scarcroft to St Paul's because I wanted to see how smaller denominational schools differed from larger community schools. Much as I like the ethos of faith schools, I believe that (together with the private sector) they are socially divisive

I really loved being a Governor most of the time but the task became more and more onerous and time consuming - at times almost like a full-time job, But extremely rewarding

I would have welcomed more support when Oaklands was having inspection difficulties and when the Headteacher took early retirement.

At one stage the school was very disorganised about advanced papers - the LA clerking service made a major positive benefit in resolving this.

The work put in by the Governance Service in supporting the establishment of York High School was very good - professional and helpful

Very Requiring! Gave me experience that enhanced my CV that I would not have gained at work

Being a Governor was another chore in a busy life. I didn't feel I contributed anything significant and I missed meetings I didn't have time to attend.

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	Qu2						Qu3	Qu4	Qu5	Qu6	Qu10	Qu16
	Creche Facilities	Payment of dependant care costs	Governor Buddy Support System	Varied Meeting days & times	To coincide with extended service childcare provision	other	Interested in once a year conference event	Prepared to contribute towards the cost of delegates attending	Difficulties attracting parents to role of Governor	difficulties recruiting and/or retaining community Governors	Does the composition of Governing Body reflect the school's local community	Do you think the way you communicate reaches all parts of your local community
Burton Green Primary		*	*				Yes	No	Yes	Yes	No	Yes
Carr Junior	*						No	Yes	Yes	No	No	No
Clifton Green Primary					*	*	Yes	Yes	No	No	No	No
Copmanthorpe Primary			*	*	*	*	Yes	No	No	No	Yes	No
Dringhouses Primary	*	*	*	*			Yes	Yes	No	No	Yes	No
Huntington Primary				*			Yes	No	No	No	Yes	Yes
Rufforth Primary				*			No	No	No	No	Yes	Yes
Scarcroft Primary		*	*	*			Yes	No	No	No	No	No
Skelton Primary			*	*			No	No	Yes	Yes	No	Yes
Westfield Primary Community			*	*	*	*	Yes	Yes	Yes	No	No	Yes
Woodthorpe Primary			*	*			Yes	Yes	Yes	Yes	Yes	No

PARENT GOVERNOR VACANCIES

Responses to Qu. 5 - Difficulties attracting parents to the role of Governors - give details.....	
School	Response
Burton Green Primary	Yes - Many of our parents do not have the skills/confidence to join what they perceive as a formal group
Carr Junior	Yes - We get few volunteers - normally requires pre-active approach from Governors to encourage
Skelton Primary	Yes - Sometimes none apply, and other times several apply and an election is needed
Westfield Primary Community	Yes - Large governing body with one parent governor vacancy
Woodthorpe Primary	Yes - We have not had an election for at least five years and have had to use the undemocratic approach of personal persuasion

COMMUNITY GOVERNOR VACANCIES

Responses to Qu.6 - Difficulties recruiting and/or retaining Community Governors - give details.....	
School	Response
Burton Green Primary	Yes - We have had people who say they are interested then they never make it to a meeting
Carr Junior	N/A
Clifton Green Primary	No - considerable effort goes into finding the appropriate people to ensure a balance of competencies across the Governing Body
Scarcroft Primary	Yes - a small community means limited people available
Woodthorpe Primary	Yes - The LA try to help but without any success. We have one vacancy and the one remaining leaves

School	Responses to Qu.7 - From what sources to you seek Community Governors?	Responses to Qu.8 - Which sources have been most successful?
	Response	Response
Burton Green Primary	Mainly approach people personally	People who already have a connection with the school
Carr Junior	Living or working in the school area or immediate	No one source better than another
Clifton Green Primary	Personal contacts with York St John, Local	All equally
Copmanthorpe Primary	Pre-school group / parish council / advert in vilalge newsletter / contacts or current governors	All successful at different times - 4 responses from village newsletter
Dringhouses Primary	word of mouth, community networks, schools	word of mouth
Huntington Primary	Various	
Rufforth Primary	People in the community either express an interest in being a governor or welcome an	looking for people with the appropriate skills and the time
Scarcroft Primary	Recommendations from existing governors	
Skelton Primary	Personal approaches / contacts, advert in parish	All
Westfield Primary Community	Business contacts, associates of other governors, former parent governors, bank manager, local	Local business, personal/governor contacts and former parents
Woodthorpe Primary	Headteacher / Chair - but real sources to tap into	None

School	Responses to Qu.9 - What reasons do people give for not taking on the role of community governors?
	Response
Burton Green Primary	Do not have the time
Carr Junior	Time, commitment, availability during school hours
Clifton Green Primary	Time demands
Copmanthorpe Primary	Lack of time - prior commitments
Dringhouses Primary	Not enough time, misunderstanding or role
Scarcroft Primary	work commitments and commitment required to role of governor
Skelton Primary	Time commitment, not addressing the issues they are interested in
Westfield Primary Community	Too busy, work commitments, lack of knowledge of education, time commitment required, some don't even respond to letter, medical reasons
Woodthorpe Primary	When we have known of someone we have been successful. The LA says that being a primary school is not attractive and our geography has been cited (i.e. location)

SCHOOL/COMMUNITY COHESION

Responses to Qu.11 - What involvement does the local community have in the life of your school and vice versa?	
School	Response
Burton Green Primary	We have 2 volunteers (RSVP) who help in classes, students (YSIS) give voluntary help. The school is a hub for information and help for parents, summer and christmas fairs open to all, school used as asite
Carr Junior	Children's centre, use of school facilities (swimming pool, hall hire) visits from police, fire & religious bodies. Presence at open days, school fairs and events
Clifton Green Primary	Although there is much involvement with families of pupils, 50% of local population are students, elderly and high turnover of young professionals. However, the school encourages activities throughout the year to work in partnership with local businesses and local churches. Senior citizens are involved in Citizenship work to enable the children to have an experience of working with senior citizens in local residential care homes. This work with the pupils is to nurture a respect and care for all members of the
Copmanthorpe Primary	Pre-school partnership, use of school pool, rooms in schools for lettings, field used by local junior teams. Also guides/brownies.
Dringhouses Primary	Strong support from local business, faith groups, sports and social groups and local residents
Rufforth Primary	PTA, Community hall for hire, after school club, attend school events, as Governors
Scarcroft Primary	Partnerships/visits with local businesses, nurseries, St Clements Church, local secondary schools, using school as polling station, location for weaving classes, occasional visits to residential care homes, visits from Police, Fire Brigade & School Nurse
Skelton Primary	Visits into community/church/Doctors surgery. Events open to all e.g. 50yr anniversary. Crol singing at Tesco, gardening at shop & other activities
Westfield Primary Community	Through the extended schools and Children's Centre services e.g. 'The Westfield Wiggle', Toy Bus, 'Tea & Tunes', Food Festival, Harvest Festival, Music Concerts - as featured in the Press
Woodthorpe Primary	Soccer Team, Girl Guides, Parents Group and our family room is well used; Playgroup is sited within

School	Responses to Qu.12 - How does your governing body, and the school, communicate with the school's local community?	Responses to Qu.13 - Do you think this reaches all parts of the community?
Burton Green Primary	Regular letterers to parents, articles in the local press, Friends of Carr (a wider ? PTA organisation) via Children's Centre, Through local church magazine (delivered to 2000 homes), Press coverage, inviting local Newsletter, Info on village newsletter, invites to special events	Yes - we get excellent attendance at events - parents, grandparents, former pupils etc No - the social economic make-up of the community includes a significant lack of interest No - some of local community has little interest in Primary School activities No - people to busy to read info
Carr Junior	Some Gobs who live in the area are recognised community leaders involved in numerous other community organisations and networks. Good use of school website and popular venue for local Fairs, PTAs	No - you can never reach all parts of the community but rather a good proportion which reflects levels of proportionality on cohesion matters and the associated equality impacts Yes - Parish Council, Parent Body, Law Enforcement, Community
Clifton Green Primary	Parents Newsletters, parish magazine, Yes Street Press every term, school profile on line / school	Yes
Copmanthorpe Primary	Via the local press, school billboards to advertise local events, police bulletin board, newsletter displayed at school	No - Not possible to ensure that everyone in the local community sees the publicity/news items about the school
Dringhouses Primary	Via children and parents, parish newsletter, posters in village	Yes - we try hard to reach everyone but the nature of Skelton makes this difficult. Parish Council sees same problem
Huntington Primary	School newsletter, Governors newsletter, School Home Support, Family Learning Outreach, leaflet drops, the Press, Local Radio, Information letters, Doctors Surgeries, Libraries	Yes
Rufforth Primary	Governors newsletter to parents but there is no community as such in Woodthorpe/Acomb Park	No
Scarcroft Primary		
Skelton Primary		
Westfield Primary Community		
Woodthorpe Primary		

Responses to Qu.14 - How do you consult the school local community?	
School	Response
Burton Green Primary	Parent Questionnaires
Carr Junior	Parent Surveys, pupil surveys, ICC Partnership Board (local parents group)
Clifton Green Primary	Other than statutory consultation e.g. 'Building Works', tends to be via parents
Copmanthorpe Primary	Through links listed in Qu.11
Dringhouses Primary	with due regard to the issue being consulted on and which groups need to be actively engaged in that consultation. On wider matters good use has previously been made of the ward committee
Huntington Primary	Surveys, word of mouth, summer fayres
Rufforth Primary	Consultation, questionnaires, public meetings
Scarcroft Primary	Through ward committee where relevant, parents regularly consulted on relevant issues obtaining views and gathering comments on planning applications where appropriate
Skelton Primary	Via children and parents. Governor of Parish Council
Westfield Primary Community	Pupil and parent surveys, feedback on school and governing body letters, OFSTED survey, Children's Centre Survey to parents and carers re the services required.
Woodthorpe Primary	We Don't

Responses to Qu.15 - Are you aware of any need within the school's local community that the school does or could help to meet?

School	Response
Burton Green Primary	We give a lot of support to families (many of whom are in great need) if we had more resources we could do more
Carr Junior	Provision of 'Learning to Swim' classes
Clifton Green Primary	Working with the police to reduce anti-social behaviour. Activities to promote community cohesion e.g. multi-cultural evenings, senior citizenship events
Copmanthorpe Primary	None that we are aware of
Dringhouses Primary	No
Huntington Primary	Childcare
Rufforth Primary	Contribution to the Parish Plan. Provision of facilities for young people in the village
Scarcroft Primary	Holiday and extra after school provision
Skelton Primary	No
Westfield Primary Community	Extended provision as detail in Qu.18. Also provide services for Polling Station use, Pilot for Community Policing, Family Learning
Woodthorpe Primary	We are the only available resource for the community to meet in, but there is no sense of 'Community' - perhaps our facilities could help provide one.....

EXTENDED SCHOOL PROVISION**Responses to Qu.16 - What involvement does your governing body have in your extended school provision?**

School	Response
Burton Green Primary Carr Junior	We encourage/discuss/support GB regularly informed of school clubs and activities. GB oversees 'Out of School' services in conjunction with infants school
Clifton Green Primary	Through the strategic planning and acting as a critical friend. Also have representation on the children's Centre Partnership Board. Parent governors are very much involved in Extended School Activities which are co-ordinated by the Extended School Administrator
Copmanthorpe Primary	Through various after school clubs
Dringhouses Primary	The extended school provision agenda is somewhat limited given the location of the school, in an urban area surrounded by residential properties. However, a breakfast club is run on site and an after school club is operated across the road at the Sports and Social Club. The school also engages in the wider early years partnership
Huntington Primary	N/A
Rufforth Primary	Community Hall Committee is a sub-committee of the GB and its chairman is an Associate Governor. After School Club is an independent body but is in the school and helped financially by the school/GB
Scarcroft Primary	Heavily involved in the creation of Scarcroft Green Nursery (on site), setting up the after school and breakfast clubs. Currently involved in the development of the Learning Centre
Skelton Primary	Encouraging After School Club to premises but sadly it disbanded due to lack of numbers
Westfield Primary Community	Handled by a specifically set up Community Committee and supported by the School Development Committee, Premises Health & Safety Committee, Legal Committee and Finance Committee. Monitored by the Staffing Committee with major issues referred to the Full GB. Reps on the Children's Centre, Local Leadership Group, Partnership Board and City-Wide Project Board. Governance for the Children's Centre provided through the GB's extended powers.
Woodthorpe Primary	We have an Extended School Committee that has oversight Of the Breakfast Club

Responses to Qu.17 - What additional use of your facilities would you like to make available to your local community, and what are the constraints on providing it?

School	Response - facilities you would like to make available?	Constraints?
Burton Green Primary	Computer facilities available to the wider community; extensive sports facilities could be used more; end of day out of hours provision for pupils to stay in school to do homework/revision	Health & Safety issues, insurance, liability, caretaking, cleaning, attracting unwelcome attention to the school - vandalism, many parents cannot afford to pay for activities
Carr Junior	More in the way of cultural enhancement and childcare provision	Financial - experience has shown that unless the facility offered is free, it is not taken up
Clifton Green Primary	New ICT suite when converted; bungalow for meetings also when converted	
Copmanthorpe Primary	Wanted to develop a 'MUGGA' and open up the resource to the wider community outside of school hours	Proved unfeasible given residential setting of school
Rufforth Primary	Actively promoting new Community Hall	Finance to employ a co-ordinator
Scarcroft Primary	Learning Centre being developed to offer wraparound provision on site	Extent of provision dependent on costs involved
Skelton Primary	School facilities available to anyone who wants to use them	Security, cleaning & locking up
Westfield Primary Community	All applications from local community are considered - two most recent from York Scout & Guide Gang Show and Woodthorpe Wanderers Football Club. Community toilet facilities provided. Would consider applications from Youth Groups and Youth Clubs	
Woodthorpe Primary	Not one parent out of 370 pupils willing to serve on an 'After School Voluntary Committee' so school reluctant to move in this direction. Last year facilities used by York College for a summer club	

CARR JUNIOR

18. Please provide a full list of the extended school provision your school provides – Please indicate which are run by the school, which are run by external providers, those where you only hire out the room/facilities, and those which use alternative facilities within your community.....

Out of School Clubs (16 run by staff)
Breakfast Club (currently run by Junior / Infant School)
After School Club (External Providers)
Swimming Lessons (External Providers)
Holiday Club (External Provider).

CLIFTON GREEN

18. Please provide a full list of the extended school provision your school provides – Please indicate which are run by the school, which are run by external providers, those where you only hire out the room/facilities, and those which use alternative facilities within your community

School

Breakfast Club

Study Support Clubs including Choir, Chess and a Network Library Club

Sport Clubs

Social events such as school fayres and events to promote cultural enhancement

Induction programme for parents

School Nurse drop in sessions

Provide opportunity for access to work information for parents and the local community Job Centre Plus

PSHE with the Community Police, York Youth Trust work with families.

Children's Centre

Family support, parent learning and leisure courses.

Neighbourhood Nursery provides Out of Hours Childcare

External provider

York Sports Partnership provides PE activities with specialist PE teachers/coaches for the children in the local area.

Sport coaches.

Additional Information

We would be pleased to receive any further information you consider would be pertinent to this review.....

Please return your completed questionnaire **no later than 19 May 2008** to:

Education Scrutiny Committee
Scrutiny Services
City of York Council
Guildhall
York
YO1 9QN

All information provided via this questionnaire will remain confidential within the Governor Support & Development Service. It will not be shared with any other Department within City of York Council or any third parties. It will only be used collectively with other responses to inform the ongoing Education Scrutiny Review.

If you require an electronic copy or a large print copy of the questionnaire, please contact Melanie Carr at melanie.carr@york.gov.uk or on Tel No. 01904 552063

COPNANTHORPE PRIMARY

18. Please provide a full list of the extended school provision your school provides – Please indicate which are run by the school, which are run by external providers, those where you only hire out the room/facilities, and those which use alternative facilities within your community.....

EVENT	WHERE?	RUN BY?
RECORDERS	SCHOOL	SCHOOL
CHOIR	SCHOOL	SCHOOL
SQUASH	SCHOOL	EXT. PROVIDER
H1 5 NETBALL	SCHOOL	SCHOOL
KARATE	SCHOOL	EXT. PROVIDER
ROUNDERS	SCHOOL	SCHOOL
ORIENTEERING	SCHOOL	SCHOOL
FILM CLUB	SCHOOL	SCHOOL
YOGA	SCHOOL	EXT. PROVIDER
ICT NEWSPAPER	SCHOOL	SCHOOL
STREET DANCE	SCHOOL	EXT. PROVIDER
SCIENCE CLUB	SCHOOL	SCHOOL
TAI CHI	SCHOOL	EXT. PROVIDER
BASKET BALL	SCHOOL	EXT. PROVIDER
BADMINTON	SCHOOL	EXT. PROVIDER
AFTER SCHOOL CLUB -	SPORTS CENTRE	EXT. PROVIDER

HUNTINGTON PRIMARY

18. Please provide a full list of the extended school provision your school provides – Please indicate which are run by the school, which are run by external providers, those where you only hire out the room/facilities, and those which use alternative facilities within your community.....

lots of after school clubs run by staff include

- hockey
- netball
- H.L.S
- Basketball - community
- Golf - community
- Trampoline - community
- Fencing
- Dance
- Gardening
- Newspaper
- multi skills - community

RUFFORTH PRIMARY

18. Please provide a full list of the extended school provision your school provides – Please indicate which are run by the school, which are run by external providers, those where you only hire out the room/facilities, and those which use alternative facilities within your community.....

1. Provide the mechanism of the After-School Club,
(Hire out)
2. Monday, Wednesday, Friday, the Community Hall is
let out,
(Hire out)
3. Provide free of charge use of Community Hall for an
evening performance by a Partnership School.

Lunchtime &

& Tournaments

4. After School clubs, run by
- a) School
- b) Total Sports (Oliver Holiday)
(~~Does not~~ Pay him to run)
- c) David Dewey, NFA (free)
- a) Gardening, Art, Inter-School Football matches,
Hockey Tournament, Athletic Tournament,
- b) Football, netball, dance, multi-skills
- c) Badminton at lunch time.
- d) dance, lunchtime activities, athletics, cheer leaders.
- e) multi-skills
- f) Rugby.
- d) Ebor Sports Partnership (free)
- e) Paul Ryan (free)
- f) York City Knights (free)
- Leeds Tykes (free)

Additional Information

We would be pleased to receive any further information you consider would be pertinent to this review.....

Is there any proposal to reduce the number of Governors?

We understand that there is to be a review of
numbers & Governors' roles.

Can we have further information on what is
proposed, please.

SCARCROFT PRIMARY

18. Please provide a full list of the extended school provision your school provides – Please indicate which are run by the school, which are run by external providers, those where you only hire out the room/facilities, and those which use alternative facilities within your community.....

SCHOOL RUN FACILITIES

- Breakfast club - weekdays
- Extra curricular after school clubs (including use of the Green)
- ~~Occasional~~ Occasional use as a venue for CYC training.

PROVISION BY EXTERNAL PROVIDERS

- After School Club - weekdays
- Scarcroft Green Nursery - weekdays
- Extra curricular clubs (including use of the Green) weekly
- Weekly Letting - piano workshops
- Weekly Letting - Tai Chi workshops
- Weekend Letting - Yak Light Opera workshop
- Weekend Letting - National Centre for Early Music

ALTERNATIVE FACILITIES WITHIN COMMUNITY

- Brownies / Guides
- Cubs / Scouts
- Childminding
- Toddler groups and playgroups

18. Please provide a full list of the extended school provision your school provides - Please indicate which are run by the school, which are run by external providers, those where you only hire out the room/facilities, and those which use alternative facilities within your community.

SKELTON PRIMARY

Local sports club

School clubs

Football

Netball

Summer sports

Heritage club

Music clubs

Hotel steering club

External

Clubs (with Gaitheo church)

French club

Village Archives kept on site

Village football club

and football club

Holiday sports club

Fluit computer club

Local church used function during renovation of their property

We try to accommodate anyone who wishes to use the school premises (normally within reason) but are competing with a newly finished village hall which also has received funding at the moment.

18. Please provide a full list of the extended school provision your school provides – Please indicate which are run by the school, which are run by external providers, those where you only hire out the room/facilities, and those which use alternative facilities within your community

Run by the school	External Providers	Hire out room/facilities
Breakfast Club	Kaleidoscope day Nursery KOOSH Club (After School Club)	Family Learning
Conservation/Gardening Club	Cheeky Monkeys Playgroup	West side Police base
Homework Club	Drop-in Global York	School Home Support Office
Recorders- ensembles, descant & rookie Keyboard lessons Keyboard Club	Activity Club: Global York	Ebor Brass Band
Steel Pans	Development Worker 0-5: Children's Centre	Woodthorpe Wanderers (football)
Drama Club	Development Play Worker 0-5: Children's Centre	Gang Show rehearsals (Scouts & Guides)
Dance Club	Chapelfields & District After School Club	Global drumming – York Performing Arts
	Holiday Club (when school is closed)	
Football clubs girls & boys	Job Centre +	
Tag Rugby	Health Workers IT Community Courses	
Rounders		
Cricket		
Netball		
Archery		
Rock Climbing		

WOODTHORPE PRIMARY

18. Please provide a full list of the extended school provision your school provides – Please indicate which are run by the school, which are run by external providers, those where you only hire out the room/facilities, and those which use alternative facilities within your community.....

Breakfast Club - School run

Playgroup - Facilities hired out

Football Training - Oaklands Sports College

Woodthorpe Wanderers Football Club - Facilities hired out

Woodthorpe Guides & Brownies - Facilities Hired out,

The School has a number of clubs and activities that are run voluntarily by the staff of the school.

Additional Information

We would be pleased to receive any further information you consider would be pertinent to this review.....

Employers need to be reminded of their duty to agree a level of Time Off should be agreed for employees to carry out their Governor Duties.

Does the L.A. do all it can to seek volunteers to be School Governors?

Could Chair of Governors address local Forums?

Please return your completed questionnaire no later than 19 May 2008 to:

Education Scrutiny Committee
 Scrutiny Services
 City of York Council
 Guildhall
 York
 YO1 1DD

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Education Scrutiny Committee**27 May 2008****Scoping Report For Part B of the School Governors Review****Purpose of Report**

1. The purpose of re-presenting this scoping report to Members is to allow them to reconsider the information previously provided on 26 February 2008 in order that they may agree a way forward for this review.

Background

2. This Committee originally considered a feasibility report on the role of School Governors in October 2006, but at that time a review was not progressed. In September 2007, this Committee reconsidered the topic and recognised that a review would fit with the following eligibility criteria:
 - i. Public Interest (i.e. in terms of proposals being both in the public interest and resident perceptions)
 - ii. Service Efficiency
3. Following a presentation by the Governor Support & Development Service, the Committee agreed to undertake the review with the following remit:
4. In regard to Governing Bodies, to encourage an improved level of community involvement and maximise their diversity and skills

Part A - Key Objectives

- i. Investigate the current composition of governing bodies with an effort to find ways of improving the diversity of governing bodies to better reflect the community
- ii. Identify ways of increasing the number of community Governors
- iii. Identify ways of increasing community involvement with Governing Bodies
 - iv. Investigate ways of maximizing the skills that individual members of governing bodies bring to their role

Part B – Key Objective

- v. Investigate the role of Governors and current clerking arrangements in extended schools
5. Work on Part A of the review has been progressed and at a meeting on 26 February 2008 the Committee received this scoping report for Part B. At that time, Members heard from the Head of Early Years & Extended Schools about the provision of extended schools services in York schools, but were unable to consider the recommendations within the report due to the limited time available for the meeting (as it was being followed by a consultation session for Governors). The minutes of the meeting on 26 February 2008 are attached at Annex A

Consultation

6. The information provided within this scoping report has been provided by the Head of Early Years & Extended Schools Advisor.

Extended School Provision

7. The Government's 'Extended Services in Schools' agenda will ensure that every school in the country will provide a range of services and activities outside the normal school hours and across the whole year for families, children and the wider community. All schools will be expected to deliver the following core offer by 2010:
 - High quality 8am –6pm childcare provided on the school site or through other local providers for 52 weeks of the year alongside a varied menu of activities, including study support – such as homework clubs, sports, music, art and play activities
 - Parenting support – including information and family learning
 - Swift and easy access to a wide range of specialist support services
 - Wider community access to school facilities – including ICT, sports and arts facilities and adult learning opportunities.

The role of the Governing Body

8. The introduction of Extended Schools has huge implications for the strategic leadership of schools. Governors have a critical role in developing this work, and ensuring that parents, children, young people and the wider community are consulted about the kind of activities they would like to see developed within their local communities.
9. Section 27 of the Education Act 2002 gives governing bodies of all maintained schools the power to provide, signpost families to existing provision, or enter into contract or arrangements to provide facilities and services that "further any charitable purpose for the benefits of pupils at the school, their families or people who live and work in the locality in which the school is situated"

10. It is important that school governors ensure that they:
 - work in partnership with the local authority and other organisations when planning new activities in order that existing facilities are not compromised
 - consult with families and the wider community
 - make sure that all activities are inclusive and open to all
 - make sure that all activities are self financing as school funding may not be used for extended schools activities
 - make sure that legislation is followed
 - have a clear strategic oversight of the activities and how these relate to teaching and learning
 - complete an action plan with their Shared Foundation Partnership in order to receive additional funding to support the work.
 - Include these action plans in the School Development Plan as evidence of partnership working and the development of the Extended Schools Agenda

Extended School Provision In York

8. City of York have already been shown to be the 4th highest performing authority in the region regarding this agenda. This was largely due to York's Shared Foundation Partnership policy. Originally set up to ensure that every primary school developed formal partnerships with pre-school play groups, childminders, private day nurseries and others to ensure that the government's new Early Years Foundation Stage curriculum was delivered in a co-ordinated manner, the Shared Foundation Partnerships have been an ideal vehicle for meeting the Extended Schools agenda. Secondary and special schools have joined them, along with colleagues from other agencies such as health and crime prevention. Together the Shared Foundation Partnerships audit local need and work together to meet the Extended Schools agenda. Each partnership meets once per term and is supported by Early Years and Extended Schools Service staff. Shared Foundation Partnership plans are submitted to the department every year, to allow monies to be devolved to support their delivery. Typically the smallest school in the authority has received £12k over 3 years with a further 2 years funding expected from government. Larger schools have received more as headteachers and governors were consulted about the fairest way of sharing Department for Children, Schools and Families (DCSF) money and elected to have a system based on the number of pupils in the school. All government monies have been devolved to schools rather than being held centrally. The Early Years Service was restructured into the Early Years and Extended Schools Service in order to support this work and the Head of Service is the lead officer.
9. Every school in the city has met DCSF targets in terms of meeting the core offer. The Early Years and Extended Schools Service conducted a face to face audit based on a DCSF questionnaire. The audit conducted with every school in York, gave an opportunity to discuss:
 - What they are already providing

- How they wish to develop further
- What support they require from the Early Years and Extended schools service

Support & Training For Governors

10. DCSF, local authority training days and briefing sessions were made available for governors, local authority staff, and members of partner organisations. A DVD and Information Pack was also made available to every school and this and further guidance is now on the Yor-Ok web site. An Early Years and Extended Schools Partnership Board has been set up to further develop this work in the city.
11. Each school has a named development worker from the Early Years and Extended Schools Service who can help schools and Shared Foundation Partnerships to develop services. A head teacher will be joining the Early Years and Extended Schools Service on a part time basis in order to further develop this work. The Early Years and Extended Schools Partnership (a multi-agency forum), is the consultative body for this work.
12. A part time post has also been created within the Finance Team to help schools with finance, governance and human resource implications.

Ofsted report on Extended Schools

13. A recent Ofsted report found that:
 - Parents were very enthusiastic about the benefits of extended schools and the provision has been transformational for some
 - Services work well together to support children when they collaborate on agreed protocols for working practices
 - Extended schools can enable multi-agency teams to deliver services directly from the school and this improves access for children, families and the community.

Possible Future Developments

14. Although DCSF targets have been met, the following 2 years will see this agenda developing to ensure that play, care and educational opportunities are easily accessible to all children and young people and that schools are working in close partnerships to allow a sharing of buildings and resources with the wider community. It is important that activities are fully inclusive and of the highest quality and that they are flexible to allow all families to make choices about the services they wish to take up. Sustainable and well marketed services are critical. Many Shared Foundation Partnerships and schools are clustering together within localities in order to develop this work together and ensure that activities are not duplicated.

Timetable For Review

15. When the remit for this review was set, the Committee only agreed a timeframe for Part A of the review. Therefore, having regard to the agreed objective for Part B, Members need to identify how they wish to proceed with this part of the review and consider how much time they wish to allocate to completing it.

Options

16. In order to identify how to proceed, Members make choose to take advantage of the open session following this meeting to gain the views of the attending Governors about their additional work and responsibilities as a result of the introduction of Extended School Provision.

Implications

17. There are no known Legal, Financial, HR, Equalities or other implications associated with the recommendations within this report.

Corporate Priorities

18. Although the remit for this review does not fit directly with any of the Corporate Priorities, it could indirectly have a positive effect in relation to Corporate Priority No.7 – 'Improve the life chances of the most disadvantaged and disaffected children, young people and families in the city'.

Risk Management

19. Without the thorough engagement of current governors the findings from this review could be limited which in turn, could have a negative effect on the number of new applicants.

Recommendations

20. Members are asked to consider and agree a timetable and methods for progressing Part B of this review.

Reason: To ensure compliance with scrutiny procedures, protocols and workplans.

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Colin Langley
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**Scoping Report
Approved**



Date 8 February 2008

Wards Affected:

All

For further information please contact the author of the report

Background Papers: N/A

Annex A - Minutes of Meeting held on 26 February 2008

MEETING	EDUCATION SCRUTINY COMMITTEE
DATE	26 FEBRUARY 2008
PRESENT	COUNCILLORS KIRK (CHAIR), BROOKS (VICE-CHAIR), ALEXANDER, GUNNELL, HYMAN, MERRETT, MR J BAILEY AND DR D SELLICK
APOLOGIES	COUNCILLOR MORLEY

28. DECLARATIONS OF INTEREST

Members were invited to declare at this point in the meeting any personal or prejudicial interests they might have in the business on the agenda, in addition to the list of general personal interests circulated with the agenda.

Members declared the following additional general personal interests and asked that they be added to the list:

- Cllr Gunnell – as a member of the Management Committee of Danesgate Pupil Referral Unit
- Cllr Merrett – as Acting Treasurer of York Chinese Cultural Association.

Mr Bailey also asked that the list be corrected to record his interest as being “Chair of Governors of Huntington Primary School and Governor of Huntington Secondary School”.

29. MINUTES

RESOLVED: That the minutes of the meeting held on 9 January 2008 be approved and signed by the Chair as a correct record.

30. PUBLIC PARTICIPATION

It was reported that there had been one registration to speak at the meeting under the Council’s Public Participation Scheme.

Ken Beavan spoke in relation to agenda item 4 (Interim Report for School Governors Review). He commented that the responses showed an unwillingness to answer certain questions, indicating that most governors found these questions intrusive and irrelevant to their role. He expressed the view that objective (ii) of the review should be abandoned, on the basis that the data was inadequate, and suggested that the survey could have a negative effect on the number of new applicants.

31. INTERIM REPORT FOR SCHOOL GOVERNORS REVIEW (PART A)

Members considered a third interim report on the scrutiny review of the role of School Governors (Part A), which presented information resulting from responses to the survey sent out to all Governors in January, as requested at the last meeting. The report also invited Members to comment on a draft version of a questionnaire to be sent to Governing Bodies.

Details of information taken from the survey responses had been fed into the database in order to provide a set of reports on the ethnicity, gender, age and economic profile of school governors, together with some comparative information on the ethnicity of York residents and school pupils. These reports were attached as Annexes A to I to the main report. The draft questionnaire had been provided separately as Annex J. Regarding the costs of the survey, it was confirmed that the Scrutiny Management Committee had agreed on 25 February to release an additional £650 to cover those administrative costs that needed to be funded from the Scrutiny budget.

Members noted that there had been an excellent response rate to the survey, with 1,090 forms sent out and 1,050 returned. However, they were concerned that many respondents had declined to answer the questions relating to ethnicity, age and gender, resulting in a lack of data in these crucial areas. Rather than speculate on the reasons behind this, it was suggested that the matter be explored further with those governors who had agreed to attend the informal consultation session after the formal meeting. It would also be possible to amend the draft questionnaire, in the light of the consultation, in order to gain the information required via the survey of Governing Bodies.

RESOLVED: (i) That the interim report, and Members' comments on the survey results, be noted and that the reasons behind some of the responses be explored further during the informal consultation session with school governors scheduled to follow this meeting.

(ii) That the Scrutiny Officer amend the draft questionnaire at Annex J to the report in the light of the outcome of the consultation session and circulate it to Members for their comments and agreement before sending it to Governing Bodies.

REASON: In order to progress the review as agreed, whilst complying with scrutiny procedures, protocols and work plans.

Action Required

1. Amend and circulate draft questionnaire.

GR

32. URGENT BUSINESS - SCOPING REPORT FOR PART B OF THE SCHOOL GOVERNORS REVIEW

Members considered a report which presented a proposed remit for Part B of the review of School Governors (to investigate the role of Governors and current clerking arrangements in extended schools). The Chair had agreed to take this item under Urgent Business due to the need to progress this part of the review at an early stage, once Part A had been completed. Heather Marsland, the Head of Early Years and Extended Schools Adviser, was in attendance to expand upon the information provided in the report and to answer Members' questions.

The report outlined the government's Extended Services in Schools agenda, requiring every school to provide a range of services and activities outside normal school hours, and its implications for the role of Governing Bodies. It was noted that the City of York was the 4th highest performing authority in the region regarding this agenda, due largely to its Shared Foundation Partnership policy. Support and training available for governors in this area of work had included training days, briefing sessions, a DVD and information pack and guidance on the Yor-Ok web site. There was also a multi-agency consultative forum - the Early Years and Extended Schools Partnership - and one to one help was available from a development worker from the Early Years and Extended Schools Service in every school.

Members were invited to consider how they wished to proceed with Part B of the review and to agree a time frame. It was suggested that they might take advantage of the informal consultation session following the formal meeting to obtain governors' views on the additional work and responsibilities arising from the introduction of Extended Schools Provision.

RESOLVED: That a decision on the timetable and methods for progressing Part B of the review be deferred until after the informal consultation session with governors following this meeting.

REASON: So that proper consideration can be given to how the review should be progressed, in the light of the views obtained from governors.

Action Required

1. Include item on next agenda seeking decision on methods GR / timetable for Part B of review.

M Kirk, Chair

[The meeting started at 5.00 pm and finished at 6.05 pm].

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Education Scrutiny Committee

27 May 2008

Possible Future Scrutiny Reviews

Summary

1. This report presents Members with a draft work plan for the Committee and a response from the Director of Learning, Culture & Children's Services in regard to possible future scrutiny topics.

Background

2. At their meeting on 3 April 2008, Members discussed the introduction of a work plan to support and inform the work of this Committee. The Chair and Vice-Chair agreed to meet in advance of this meeting to produce a draft work plan for Members consideration – see Annex A (to follow).
3. The Committee had also previously agreed to hold a formal discussion on possible future topics for review. This was scheduled to take place at meeting in March 2008 and the Director of Learning Culture & Children's Services was invited to attend.
4. Due to ongoing work at that time, the discussion on future topics was re-scheduled for this meeting, which unfortunately the Director of Learning Culture & Children's Services is unable to attend. He has therefore provided written information on two areas that may benefit from a scrutiny review:
5. Facilities for Young People
Members will be familiar with the national evidence that suggests that the general public believes that there are not enough places for young people to go, nor things for them to do, outside of school hours - and that this in turn contributes to anti-social behaviour. Local surveys such as ResOp paint a similar picture, and the consultation recently conducted for the new Sustainable Community Strategy found young people themselves expressing similar views.
6. There is less of a consensus, however, on the best model for youth facilities. In fact the trend in recent years (both nationally and locally) has been to pull back from the old-fashioned model of a pool table in a church hall, and to target resources on more intensive activities with the most vulnerable young people. Recently, though, there has been a resurgence of interest in providing more universal facilities, especially those that have been driven by a deep understanding of what young people themselves really want.
7. There will be a number of opportunities in coming years to consider the provision of new young people's facilities in York. There is also a specific, short-term opportunity to bid into a new national pot, branded 'myplace', which will be investing capital via

the Big Lottery Fund over the next three years, into "world class youth facilities driven by the active participation of young people and their views and needs". The expectation is that capital sums will be invested in iconic new or refurbished facilities, particularly close to city centres.

8. The key Issues are:
 - In order to respond to opportunities such as that afforded by the "myplace" initiative, we need to be clear about our priorities in York.
 - What is the reality of current provision for our young people and how is it distributed across the city?
 - Is it what young people themselves are looking for?
 - What is the right strategic balance between universal facilities and targeted youth work?
 - If we are contemplating new facilities, should they be building-based or on an outreach basis - should it be a discrete facility, or integrated with other community provision?
 - What are the best governance arrangements - should it be community controlled, professionally supported, or some other model?
 - How can we secure additional revenue to support the running costs of new facilities?

9. Such a topic could be supported by evidence from both national and local research, and examples of best practice. The new, integrated Young People's Services (YPS) will have their own ideas to contribute. However, timing would be tight if we are to influence bids into the 'myplace' pot, as the closing date for these is September 2008.

10. The Use of New Technologies
This would create a currently hardly touched opportunity for assessing the risks and shaping policy development in this important area. New technology brings great opportunities but also opportunities for misuse; parents are concerned about who their children may be communicating with on-line (is sufficient guidance and advice provided); nationally examples of misuse of new technology - cyber bullying/happy slapping (is this a problem in York); but also technology being used to aid communication e.g. texting parents on school attendance; questions have also been asked as to whether we should ban mobile phones in schools (some attempt to) on grounds that they are distracting from learning.

11. The key issues are:
 - What technologies?
 - What evidence of use and abuse?
 - What risks - how minimised?
 - What opportunities - how are they maximised?

Consultation

12. Both the suggested topics, are a result of discussions with key managers within the Learning, Culture & Children's Services Directorate, and have been provided in the context of awareness of key issues/challenges and existing planning activity. They

are not in priority and indeed each one has sub-elements that alone may justify scrutiny consideration. It should be noted that the information provided is merely to provoke an early debate around these themes and it is not intend to take the place of a full feasibility study.

Analysis

13. If members are interested in pursuing either of these topics, a full feasibility report will need to be produced which suggests a brief clear remit for the review, and a start date and timeframe for the review's completion. Members will also need to refer to the work plan, which is being considered and agreed at this meeting.

Options

14. Having regard to the information provided within this report, Members may decide to:
 - i. Request the attendance of the Director of Learning, Culture & Children's Services and/or other key officers at the next meeting of the Committee to discuss the suggested topics in more detail.
 - ii. Agree that sufficient information has been provided in order to move forward and request a feasibility report on either/both the topics suggested
 - iii. Agree to retain either/both topics for progression at a later date.
 - iv. Amend and/or approve the draft work plan presented at this meeting

Corporate Strategy

15. In regard to the topic on 'Facilities for Young People', Members might consider that a review would contribute to the following corporate Direction Statements:

'Our ambition is to be clear about what we will do to meet the needs of our communities and then deliver the best quality services that we can afford'

'We will listen to communities and ensure that people have a greater say in deciding local priorities'

Implications

16. There are no known Financial, HR, Equalities, Legal, Crime and Disorder, IT or other implications associated with this report. Should Members decide to proceed with review of these topics, there will be associated resourcing costs dependant on the agreed remits.

Risk Management

17. In compliance with the Councils risk management strategy, there are no known risks associated with the recommendations of this report.

Recommendations

18. Members are asked to:

- Agree any changes to and/or approve the draft work plan presented at this meeting
- Agree how they wish to proceed in regard to both of the suggested topics for future scrutiny review

Reason: To ensure work can proceed in line with scrutiny procedures and protocols.

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Feasibility Study Approved Date 15 May 2008

Wards Affected:

All

For further information please contact the author of the report

Background Papers: None

Annex A - Draft Work Plan