Notice of meeting of

Education Scrutiny Committee

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

Co-opted Statutory Members:

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

Date: Tuesday, 17 June 2008

Time: 5.00 pm

Venue: The Guildhall, York

A G E N D A

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 - 10)

To approve and sign the minutes of the last meeting of the Committee held on 27 May 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. Anyone who wishes to register or requires further information is requested to contact the Democracy Officer on the contact details listed at the foot of this agenda. The deadline for registering is **Monday 16 June 2008** at 5.00pm.

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4. School Governors Review (Part A) (Pages 11 - 42)

This report asks Members to consider the draft final report for the review of School Governors (Part A) *[Report to follow]*

5. Update on recommendations rising from a previous scrutiny review of the Extended Schools Service

To receive an update from the Head of Early Years and Extended Schools on work undertaken on the recommendations from a previous scrutiny review of the Extended Schools Service.

6. Possible Topics for Scrutiny Review

To consider a list of possible scrutiny topics for future review, some of which will be proposed by Members at the meeting.

7. Education Scrutiny Committee Work Plan 2008-09 (Pages 43 - 44)

To consider and agree a plan of future work for the Committee.

8. Urgent Business

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 Aspden , Governor of the Danesgate Centre
Member of the National Union of Teachers
Employee of North Yorkshire County Council

Councillor Brooks Member of the Association of Teachers and Lecturers
Employee of City College, Manchester

Councillor Merrett Governor at St Paul's Primary School
Committee member and 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
Governor of Huntington Secondary School

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City of York Council   Committee Minutes

MEETING	EDUCATION SCRUTINY COMMITTEE
DATE	27 MAY 2008
PRESENT	COUNCILLORS ASPDEN (CHAIR), BROOKS (VICE-CHAIR), HYMAN, MERRETT, MORLEY, DR D SELLICK AND COUNCILLOR LOOKER (SUBSTITUTE)
APOLOGIES	COUNCILLORS BLANCHARD, FUNNELL AND MR J BAILEY

1.   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.

Cllr Looker declared a personal interest in the business generally, as a governor of Park Grove Primary School and of Canon Lee School.

Cllr Aspden declared a personal interest in the business generally, as a governor of the Danesgate Centre, a member of the National Union of Teachers and an employee of North Yorkshire County Council, and asked that this be added to the list.

Cllr Brooks declared a personal interest in the business generally, as a member of the Association of Teachers and Lecturers and an employee of City College, Manchester, and asked that this be added to the list.

Cllr Hyman asked that his name be removed from the list, as he was no longer a governor of Huntington Primary School.

Cllr Merrett asked that the list be amended to record that he was now a governor of St Paul's Primary School and Treasurer (rather than Acting Treasurer) of the York Chinese Cultural Association.

2.   MINUTES

RESOLVED: That the minutes of the meeting held on 3 April 2008 be approved and signed by the Chair as a correct record.

3.   PUBLIC PARTICIPATION

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

4.   **INTERIM REPORT FOR SCHOOL GOVERNORS REVIEW (PART A)**

Members considered the fifth interim report on Part A of their review of school governors.   The report summarised information gathered and issues arising to date and asked Members to decide whether any further consultation with Governing Bodies was required in order to progress the review.

Responses and comments from the School Governor Exit Questionnaire were attached at Annex A to the report. A summary of the findings from the full Governing Body Questionnaire was circulated at the meeting as Annex B.

The Scrutiny Officer reported that the Governing Body Questionnaire, incorporating amendments made by Members at the last meeting, had been sent out to 70 schools. 11 completed questionnaires had been returned and these responses were detailed in Annex B. It was noted that all the schools that had responded were primary schools.   No further responses were expected at this stage.   Members' attention was drawn to paragraph 17 of the report (Issues Arising) which set out how improvements to the quality of information held on the Governor Support and Development Service Database as a result of this review would allow them, amongst other things, to Identify gaps in skills and identify future training needs of members of governing bodies.

Members made the following comments and suggestions regarding the responses to the questionnaire:

- One approach could be to target those parents who were already involved in other groups within the community
- Existing links such as residents' associations could also be used.
- Hard to reach groups could be targeted via those places they used – eg leaflets in Polish shops.
- People without children may still be interested in becoming a governor and could be approached
- One school (Woodthorpe Primary) did not feel they had a community, raising the question of what was meant by "community".

RESOLVED: (i)   That the report, and Members' comments, be noted.

(ii)   That the responses from the Governing Body Questionnaire be noted and it be agreed that some groups in the community are under-represented as school governors.

(iii)   That it be agreed that no further information is required from the Governing Bodies.

(iv)   That examples of best practice from responses to the Governing Body questionnaire be

collated and disseminated amongst schools to assist them in improving their methods of advertising governing body vacancies, in order to attract community governors to the role and attract interest from hard to reach groups.

(v) That the draft final report from this scrutiny review be brought to the next meeting of the Committee, on 17 June 2008.

(vi) That the draft final report be circulated to Members in advance of the meeting in order that final comments/amendments can be fed back at the meeting.

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

5. SCOPING REPORT FOR SCHOOL GOVERNORS REVIEW (PART B)

Members received a report which asked them to re-consider the scoping information on Part B of the review of school governors, originally presented to the meeting on 26 February 2008, and to agree a way forward for this part of the review. Minutes of the meeting held on 26 February 2008 were attached as Annex A to the report.

The Scrutiny Officer reiterated that this report had originally been presented at the February Meeting of the Committee at which the Head of Early Years and Extended Schools Advisor had been present and provided feedback. Members' views on how to proceed with Part B of the review were requested.

Members raised the question as to whether Extended Schools had effective governance arrangements in place. The Assistant Director of Partnerships and Early Intervention advised that some governing bodies had set up sub-committees to look after extended services but this issue was one that was being debated nationally. He stated that guidance on this would be refined in the course of the forthcoming year but admitted that there were concerns that at present there may be some schools where accountability and responsibilities are not clear.

There was agreement not to proceed with Part B but to put forward "the role of governance in Extended Services" as future topic for review. The Assistant Director of Partnerships and Early Intervention suggested including Children's Centres in this proposal as there was confusion because Children's Centres covered different geographic areas to school catchment areas. Members were in agreement to put the topic forward as "The role of Governance in Extended Services and Children's Centres"

RESOLVED: (I) That it be agreed not to proceed with Part B of the School Governors Review as outlined in the report.

(II)   That the Extended Services Team be requested to attend the meeting on 16 July to give a presentation including an update on previous scrutiny recommendations relating to Extended Schools.

(III)   That "The role of Governance in Extended Services and Children's Centres" be put forward as a potential topic for future review.

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

6.   **POTENTIAL FUTURE SCRUTINY TOPICS**

Members considered a report which presented a draft work plan for the Committee and a response from the Director of Learning, Culture and Children's Services regarding possible future scrutiny topics.

The Assistant Director of Partnerships and Early Intervention introduced the first possible topic "Facilities for Young People". He reported that national evidence suggested that there were not enough places for young people to go or things to do outside school hours which in turn contributes to anti social behaviour. He advised that there was less of a consensus on the best model for youth facilities; however the opinion now was to provide more universal facilities for young people rather than targeting resources on more intense activities for the most vulnerable young people. He indicated that there would be a short term opportunity to bid for funding from a new national pot from the National Lottery branded "myplace" but stressed that timing was important as the closing date for bids is September 2008.

Members raised their concerns over timescales for this proposed review. The Chairman reminded Members that the Committee had conducted a review into "Facilities for Teenagers" in 2003-2004 and suggested it would be worthwhile to look back at this and in particular the recommendations. He stated that in four years, the Youth Service had been reorganised and that it would be beneficial to have a presentation and report presented on the implementation of these recommendations.

With regard to the second proposed topic, "The Use of New Technologies" the Assistant Director reported that this would provide an opportunity to assess the risks and shape policy development in this area. New technology brought great opportunities (such as an aid to communication (such as texting parents on school attendance) but also problems (such as concerns for children communicating online, cyberbullying and happy slapping). It was unclear to what extent the Committee could assist with this topic at this stage as further guidance from Central Government was due to be published on this topic in the next 12-18 months.

RESOLVED: (i)   That the following possible topics for review be put forward for discussion at the next meeting of the Committee:
- "Facilities for Young People"

- "The Use of New Technologies"
- "The role of Governance in Extended Services and Children's Centres"

(ii) That a presentation, including an update on the implementation of recommendations from the review on Facilities for Teenagers, be given at the meeting of the Committee on 16 July 2008.

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

7. **CHAIR'S REMARKS - BRIEFING SESSIONS AND WORK PLAN**

The Chair announced that:

1. A schedule of pre-meeting briefing sessions had been arranged for the Chair and the Vice Chair. The sessions would take place two weeks before each formal meeting. A representative from the Labour Group members would be welcome to attend in addition to the Chair and Vice Chair. The Scrutiny Officer would circulate the schedule to all Committee Members.

2. In future, an item on the Committee's work plan would appear on the agenda for each meeting.

17 June 2008	16 July 2008
Future Scrutiny Topics - Discussion	Final Report on Part A of the School Governors' Review (sign off)
Draft final report on Part A of the School Governors' Review	Update from the Extended Schools Service
Update from the Governance Service	Update on implementation of recommendations from previous scrutiny reviews in relation to Extended Schools and Facilities for Teenagers
	Future Scrutiny Topics – Selection

Councillor Aspden, Chair
[The meeting started at 5.00 pm and finished at 6.15 pm].

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CITY OF YORK COUNCIL

Education Scrutiny Committee   **17 June 2008**

Draft Final Report For School Governors Review

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 over-arching 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%)

5. At a meeting in May 2008, the Committee considered a scoping report for Part B of this review and having received an update from the Head of Early Years & Extended Schools Advisor. Members acknowledged that that was no issue around the role of Governors and current clerking arrangements in extended schools and therefore agreed not to proceed with part B of the review. Instead they agreed that the broader issue of governance of extended school provision should be considered as a possible separate topic in the future. Members agreed to consider this along with other topic suggestions at their next meeting in June 2008.

Consultation

6. As part of this review the Committee carried out a number of consultation exercises:

- The Committee issued an individual survey to all 1090 governors at the beginning of January 2008, to 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. 354 responses were received and fed into the Governor Support & Development Service database to generate a number of reports for the Committee's consideration.

- Members created an exit questionnaire for use by the Governor Support & Development Service, in order to identify the reasons why governors stood down and why some schools have a bigger turnover than others. This was issued to all governors who had resigned since the start of the academic year 2006-07, to information on any unresolved issues within their governing bodies, or with the training / level of support they had received.

- In February 2008, an informal consultation session was held for all Governors. Attendance was good and the Committee explained the reasons for carrying out this review and gathered insight into some of the different methods used for recruiting new members and how governing bodies were coping with their ever increasing workloads.

- In April 2008, the Committee sent a copy of their latest interim report together with a questionnaire to each school's governing body 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.

Information Gathered

7. In cases where individuals had been governors for many years, the information originally gathered when they first became a governor had never been recorded electronically.   For more recently appointed governors, only some of the personal information they originally provided had been entered into the Governor Support & Development Service database, due to the restrictions of the electronic system.   At the beginning of this review, 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 and therefore agreed to finance a number of additional improvements to the database.

8. Throughout the review the Committee gave much consideration to how the information gathered would be presented to them, as any personal information provided by individual governors was covered by the Data Protection Act. The Committee was careful not to receive information in such a way that it would identify individuals.   Instead, the Committee sought information on a ward by ward basis and by school type i.e. primary or secondary.

Objective (i) - 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

9. A recent report from the ODPM identified York as having one of the fastest growing Black, Minority & Ethnic communities in the country. All York schools have minority ethnic pupils, and although it was thought that the Governing Bodies of York schools reflected their local community, there was no evidence to support this. Historically in York, the role of governor has attracted white middle class, middle aged applicants. To encourage a more diverse mix that better represented the school's local community, the Committee wanted to identify the barriers e.g. language, work commitments, childcare issues and look at ways of addressing those issues.

10. 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 and therefore a number of questions were included in both the survey and the Governing Body questionnaire.

11. The ethnicity information provided by governors was grouped on a ward basis and by school type, and then compared to the ethnic balance of school pupils within each ward – see Annex A.

Analysis

12. As a high number of governors did not identify their ethnicity in their completed surveys etc, it was not clear from results whether the ethnic diversity within the schools in each ward was equally reflected in their governing bodies. The committee concluded that irrespective of the completeness of information provided by governors, if governing bodies were truly to reflect their 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 everyone within the local community particularly hard to reach groups.

Objective (ii) - To identify ways of increasing the number of Community Governors

13. Through the various consultation exercises it became clear that some governing bodies were more successful than others at finding community (and parent) governors and providing support to new governing body members, and that this was directly affecting whether individuals were attracted to the role and retained in post.

14. The Committee were informed that at any given time there would generally be a higher percentage of vacancies within the community governor category than any other category. The responses to the exit questionnaire showed that governors left their post for a number of reasons and that the number of community governors leaving their post was no higher than the number from other categories of governor. In fact a high number of governors took up the role of Community governor having previously been a governor from a different category - see Annex B.

Analysis

15. The information gathered suggested therefore that there was not a problem with retaining community governors but that the difficulty lay initially in recruiting into the post. The Committee therefore recognised the need to identify the most effective methods for finding and recruiting potential community governors and a number of questions were included in the governing body questionnaire to identify the methods currently in use – see Annex C.

16. The information provided showed that the method yielding the most results was through existing governing body members approaching their personal contacts. The committee recognised that this approach was not ideal as it relied heavily on the good will of existing members and their knowledge of the skills of the individual's they approached.

Objective (iii) - To identify ways of increasing community involvement with Governing Bodies

17. In order to identify ways of increasing community involvement with Governing Bodies, Members agreed it would be necessary to understand the methods used and the level of involvement attained currently. Questions were therefore

included in the Governing Body questionnaire to gather the relevant information. The responses are shown at Annex D.

Analysis

18. Many schools take advantage of their local parish council's newsletters and ward committee meetings to circulate information about what is happening in their school. Others are more adventurous, using local press and radio to advertise events etc. The Committee recognised that other schools could benefit from trying alternative methods and that sharing information and raising awareness, could be facilitated by the Governor Support and Development Service. Information on best practice could then be shared with all York schools.

Objective (iv) - Investigate ways of maximizing the skills that individual members of governing bodies bring to their role

19. In order to identify each governor's current skills and highlight any additional training they might require to support them in their role, a number of questions were included in the individual school governor survey. The findings are shown at Annex E. The information gathered was then used to populate the upgraded Governor Support and Development Service database.

Analysis

20. The committee recognised that a fully populated database would be a really useful tool for identifying training needs. The Governor Support & Development Service Manager subsequently provided an update on the training requirements identified as a result of the improvements to the database – see Annex F.

21. The Committee recognised that in order for the database to continue to be a useful tool, the information contained therein would need to be regularly revised to include up-to-date information. This could then be used to:

- look specifically at individual governors to identify gaps in their skills and identify any future training requirements.

- highlight the skills that were available within each governing body that were not currently being utilised and those that they were collectively lacking

22. It is recognised that the improvements made to the Governor Support & Development Service database and the information gathered as a result of this review will also allow 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 to ensure the new appointee brings the relevant skills required to the governing body .

- Identify all of the relevant training required for new governors to enable them to fulfil their role.

Options

23. Having considered the information contained within this report and associated annexes, Members may decide to amend and/or agree the recommendations within the report

Implications

24. Legal –

25. There are no known Financial, Equalities, HR, or other 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 note the contents of the draft final report, agree any amendments and recommend to the Executive that they:

i) Advise the Executive to acknowledge the significant voluntary contribution of school governors to the successful running of York schools

ii) Note the work of the Governor Support & Development Service Team, in particular in supporting this scrutiny review and the resulting benefits gained to their service area as referenced in Annex F.

iii) Instruct the Governor Support & Development Service Team to:
   a) Continue to develop improved methods for advertising governor vacancies i.e. by targeting specific organisations, in order to attract a more diverse mix of individuals to the role of governor
   b) Create an information guide which identifies the most effective methods for finding and recruiting potential community governors and distribute it to all York schools
   c) Continue use of the 'Exit Questionnaire' in order to investigate governors motivation for leaving their post
   d) regularly maintain, update and develop their database to ensure it remains an effective tool

Reason: To ensure this review complies with scrutiny procedures, protocols and workplans.

Contact Details

Author:	**Chief Officer Responsible for the report:**
Melanie Carr	Dawn Steel
Scrutiny Officer	Democratic Services & Scrutiny Manager
Scrutiny Services	
Tel No.01904 552063	**Interim Report Approved** ✓ **Date** 6 June 2008

Wards Affected: **All** ✓

For further information please contact the author of the report

Background Papers: Interim Reports dated 26 February 2008, 3 April 2008 & 27 May 2008

Annex A – Ethnicity Information
Annex B – Information From Completed Exit Questionnaires
Annex C – Information Relating To Community Governors
Annex D – Information On Community Involvement With Governing Bodies
Annex E – Information On Training Requirements
Annex F – Update From governor Support & Development Service

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Ethnicity Information Provided by Governors Via the Individual Governors Survey & The Governing Body Questionnaire

Do you feel the economic balance on your governing body reflects the economic balance within the community local to your school?

YES	NO
213	106

Do you feel the ethnic balance on your governing body reflects the ethnic balance…

	YES	NO
a) amongst pupils at your school	275	64
b) within the community local to your school	264	66

Ethnic Group	Ethnicity	Ethnicity Notes	No.Of Governors
White	British	My children are	1
White	Irish		2
White	Other Please Specify		1
White	Other Please Specify	American	2
White	Other Please Specify	Anglo-American	1
White	Other Please Specify	English	2
White	Other Please Specify	Finnish	1
White	Other Please Specify	German	1
White	Other Please Specify	Scottish	1
NO DATA	Other Please Specify		1
NO DATA	NO DATA		711
Total Number of Responses Received			724

School Type	Ethnic Group	Ethnicity	Ethnicity Notes	No. of Governors
Primary	Asian or Asian British	Indian		1
	NO DATA	Other		1
	NO DATA	NO DATA		565
	White	British		247
	White	British	My children	1
	White	Other	No Data	1
	White	Other	American	1
	White	Other	English	1
	White	Other	Finnish	1
	White	Other	Scottish	1
Secondary	Asian or Asian British	Bangladeshi		1
	NO DATA	NO DATA		146
	White	British		77
	White	Irish		2
	White	Other	American	1
	White	Other	Anglo-	1
	White	Other	English	1
	White	Other	German	1

For the purposes of this exercise Applefields School is classed as secondary and Hob Moor Oaks as primary.

Ethnicity By Ward

Ward/Parish	Ethnic Group	Ethnicity	Ethnicity Notes	No.of Governors
Acomb	NO DATA	NO DATA		29
	White	British		19
	Asian or Asian British	Bangladeshi		1
Bishopthorpe	NO DATA	NO DATA		19
	White	British		9
	Asian or Asian British	Indian		1
Clifton	NO DATA	NO DATA		32
	White	British		15
Derwent	NO DATA	NO DATA		9
	White	British		7
Dringhouses & Woodthorpe	NO DATA	NO DATA		21
	White	British		12
Fishergate	NO DATA	NO DATA		31
	White	British		17
	White	British	Chinese adopted.	1
Fulford	NO DATA	NO DATA		20
	White	British		15
	White	Other	German	1
Guildhall	NO DATA	NO DATA		19
	White	British		8
Haxby & Wigginton	NO DATA	NO DATA		31
	White	British		15
Heslington	NO DATA	NO DATA		13
	White	British		4
Heworth	NO DATA	NO DATA		53
	White	British		23
Heworth Without	NO DATA	NO DATA		14
	White	British		4
Holgate	NO DATA	NO DATA		63
	White	British		30
	White	Other	Finnish	1
Hull Road	NO DATA	NO DATA		38
	White	British		12
	White	Other	American	1
	White	Other	Anglo-American	1
	White	Other	Scottish	1
Huntington and New Earswick	NO DATA	NO DATA		63
	White	British		25
	White	Other	Irish	1
Micklegate	NO DATA	No DATA		59
	White	British		25
	White	Other	American	1
	White	Other	English	1
	White	Other	Irish	1
Osbaldwick	NO DATA	NO DATA		11
	White	British		3

Ward/Parish	Ethnic Group	Ethnicity	Ethnicity	No. of
Rural West	NO DATA	NO DATA		1
	White	British		32
	White	Other		1
	White	Other	Scottish	1
Skelton, Rawcliffe & Clifton Without	NO DATA	NO DATA		44
	White	British		19
Strensall	NO DATA	NO DATA		24
	White	British		9
Westfield	NO DATA	NO DATA		60
	White	British		33
	White	Other	Finnish	1
Wheldrake	NO DATA	NO DATA		31
	White	British		8

Ethnicity Figures For York's School Population By Ward (5-16 year olds)

Ward	Any other ethnic background	Asian / Asian British	Black / Black British	Chinese	Information Not Obtained	Mixed	Refused	White - British	White - Other
Acomb	0.09%	-	-	-	1.03%	1.03%	1.03%	95.99%	0.84%
Bishopthorpe	-	-	-	-	-	1.93%	0.39%	94.98%	2.70%
Clifton	0.25%	3.30%	0.68%	0.25%	0.17%	1.44%	0.76%	90.01%	3.13%
Derwent	-	0.50%	-	-	-	0.25%	1.50%	93.50%	4.25%
Dringhouses & Woodthorpe	0.16%	0.90%	0.41%	0.33%	1.31%	1.06%	2.45%	87.75%	5.64%
Fishergate	0.77%	6.91%	0.77%	0.92%	0.15%	5.07%	0.77%	78.34%	6.30%
Fulford	0.40%	2.02%	-	-	-	2.02%	-	93.95%	1.61%
Guildhall	0.32%	2.92%	0.32%	0.65%	0.32%	4.22%	0.97%	80.52%	9.74%
Haxby & Wigginton	0.32%	0.57%	0.32%	0.49%	-	0.49%	0.16%	96.51%	1.14%
Heslington	5.98%	9.40%	5.13%	1.71%	-	2.56%	0.85%	62.39%	11.97%
Heworth	0.20%	1.56%	0.34%	0.07%	0.14%	1.22%	0.61%	92.80%	3.05%
Heworth Without	0.55%	0.82%	-	0.55%	0.27%	-	0.27%	94.51%	3.02%
Holgate	0.09%	0.78%	0.52%	0.17%	0.52%	1.57%	1.13%	92.77%	2.44%
Hull Road	0.94%	1.88%	0.31%	0.10%	0.42%	1.36%	0.73%	91.62%	2.62%
Huntington & New Earswick	0.07%	0.94%	0.07%	0.07%	0.61%	0.67%	0.34%	96.23%	1.01%
Micklegate	0.13%	0.90%	-	0.51%	0.26%	3.60%	0.90%	85.59%	8.11%
Osbaldwick	0.29%	1.16%	0.29%	0.87%	-	1.16%	2.02%	90.17%	4.05%
Rural West	-	0.42%	-	0.63%	0.10%	0.52%	0.31%	95.92%	2.09%
Skelton, Rawcliffe & Clifton Without	0.18%	0.49%	0.18%	0.31%	-	1.60%	1.05%	94.58%	1.60%
Strensall	-	0.89%	0.09%	0.18%	0.27%	1.25%	0.18%	96.17%	0.98%
Westfield	0.05%	0.60%	0.55%	0.16%	2.13%	0.98%	0.71%	93.44%	1.37%
Wheldrake	0.19%	0.19%	-	-	-	1.51%	-	96.79%	1.32%

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Responses From School Governor Exit Questionnaire

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

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 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

Number of Leavers per Governor Category

Community = 7
Co-opted = 3
Foundation = 7
LA = 7
Parent = 7
Support Staff = 1
Teacher = 1

No. of Governors who became a 'Community' Governor having previously been a governor within a different category = 7

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 teacher
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
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 <u>very</u> 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;
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. We had great help from LA 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.

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

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 establichment of York High School was very good - professional and helpful

Very Reqarding! 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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Responses From the Governing Body Questionnaire Relating to Community Governors

Responses to Qu.6 - Difficulties recruiting and/or retaining Community Governors - give details……	
School	**Response**
Archbishop of York's Junior	No
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
Lord Deramore's?	No
Poppleton Ousebank Primary	No
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 this

	Responses to Qu.7 - From what sources to you seek Community Governors?	Responses to Qu.8 - Which sources have been most successful?
School	**Response**	**Response**
Archbishop of York's Junior	Governing Body member's contacts on needs/skills anlysis	Personal Contacts
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 surrounds.	No one source better than another
Clifton Green Primary	Personal contacts with York St John, Local Business and community groups e.g. churches	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 newsletter and wider community newsletters	word of mouth
Huntington Primary	Various	
Poppleton Ousebank Primary	Parish Councils, people known to the school/governors	Parish Councils

Cont/d….	**Responses to Qu.7 - From what sources to you seek Community Governors?**	**Responses to Qu.8 - Which sources have been most successful?**
School	**Response**	**Response**
Rufforth Primary	People in the community either express an interest in being a governor or welcome an approach to be one	looking for people with the appropriate skills and the time
Scarcroft Primary	Recommendations from existing governors	
Skelton Primary	Personal approaches / contacts, advert in parish magazine,	All
Westfield Primary Comm	Business contacts, associates of other governors, former parent governors, bank manager, local medical services	Local business, personal/governor contacts and former parents
Woodthorpe Primary	Headteacher / Chair - but real sources to tap into	None

Responses to Qu.9 - What reasons do people give for not taking on the role of community governors?	
School	**Response**
Archbishop of York's Junior	Time Commitments
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
Poppleton Ousebank Primary	Luckily no one has refused yet
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 requited, 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)

Responses From the Governing Body Questionnaire Relating to Ways of Increasing Community Involvement with Governing Bodies

School	Response
Responses to Qu.11 - What involvement does the local community have in the life of your school and vice versa?	
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 a site for community liaison - CYC Neighbour fairs/events
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 local community.
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
Lord Deramore's	Local Secondary Schools, Community Police, Universite, Church and Science Park Companies
Poppleton Ousebank Primary	A number of local people and groups come into school to take specialist clubs/groups
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 wevening 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. Carol 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

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?
	Response	
Burton Green Primary	Regular letteers to parents, articles in the local press	Yes - we get excellent attendance at events - parents, grandparents, former pupils etc
Carr Junior	Friends of Carr (a wider ? PTA organisation) via Children's Centre	No - the social economic make-up of the community includes a significant lack of interest
Clifton Green Primary	Through local church magazine (delivered to 2000 homes), Press coverage, inviting local residents to school events, advertised school fund raising activities, working with the Children's Centre	No - some of local community has little interest in Primary School activities
Copmanthorpe Primary	Newsletter, Info on village newsletter, invites to special events	No - people to busy to read info
Dringhouses Primary	Some Govs 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 ward committee	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
Huntington Primary	Fairs, PTAs	Yes - Parish Council, Parent Body, Law Enforcement, Community
Poppleton Ousebank Primary	Through a 'School Brochure' which is delivered to every house in the village and through links with the Parish Council	No - We are currently looking for community sponsorship and recognise that we could do more
Rufforth Primary	Parents Newsletters, parish magazine, Yes Street Press every term, school profile on line / school website	Yes
Scarcroft 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
Skelton 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
Westfield Primary Community	School newsletter, Governors newsletter, School Home Support, Family Learning Outreach, leaflet drops, the Press, Local Radio, Information letters, Doctors Surgeries, Libraries	Yes
Woodthorpe Primary	Governors newsletter to parents but there is no community as such in Woodthorpe/Acomb Park	No

Responses to Qu.14 - How do you consult the school local community?

School	Response
Archbishop of York Junior	Stakeholder questionnaire
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
Lord Deramore's	We consult paretnts/ carers regularly by questionnaire, meetings, working groups and open events in school
Poppleton Ousebank Primary	Not sure what we need to consult on ? We are having an open evening this term which all member of the community will be invited to but more for information than consultation
Rufforth Primary	Consultation, questionnaires, public meetings
Scarcroft Primary	Through ward committee where relevant, parents regularly consulted on relevant issues obtaining views and
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
Woodthorpe Primary	We Don't

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

School	Response
Archbishop of York Junior	Recently sent out Extended School questionnaire but results not available yet - not expecting any major gaps
Burton Green Primary	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	Nove that we are aware of
Dringhouses Primary	No
Huntington Primary	Childcare
Lord Deramore's	No
Poppleton Ousebank Primary	We are starting Parents Forums which may raise some needs
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,
Woodthorpe Primary	We are the only available resource for the community to meet in, but there is no sense of 'Community' - perhaps our

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Responses From the Governor Survey Relating to Training Requirements

Qu6. **Does Core Training Provide all of your Training Needs?**

YES	NO
161	62

Qu7. **What form of training do you prefer?**

	Number
Whole Governor Body Training	231
Distance Learning	39
On-line Training	96

Other - please specify…

Individual as required	3
Focus groups	7
courses run by LA	5
conferences	3
paper based	2
college based	2
workshop/practical	1
content is important	1
be specific per Gov Body	1
Web based	1
courses as currently	3
core training package for all govs	1
selecting relevant courses at convenient times	1

Qu 6a. **If Core Training does not provide all your needs what improvements could we make?**

Training to understand forms and legal responsibilities
Talk to the governors of the school to see what they need
Be updated at same time as Headteacher with new developments
Increase daytime opportunities
More central location
Training needs to have a more practical application
Difficulties for 1 person to attend the training and then feedback to rest of the governing body
Further development courses needed
Good to learn from experience eg governing body
Training cancelled due to low numbers, more info needed on interviewing prospective staff
Access to courses due to full time working, therefore on line courses with tutor would be

Make all training available online and improve the website
Current health issues make it difficult to attend training courses
Clearer understanding of role of governor needed
Last course was cancelled which was frustrating
Training sessions need to be more forward and discussion led rather than powerpoint presentations
More convenient times needed
More in depth training needed for continuing governors
More local in house training would be beneficial
More courses focused on secondary education
More appropriate training to knowledge level of governors
Training courses cancelled to frequently
Understanding of key deliveries eg what key actions and levels of input for a Gov.
How to make better use of financial reporting systems
More in depth training needed on a range of issues
More choice of venue, more in depth training on specific issues
Less cancellations and ensure all trainers are fully qualified
More courses aimed at secondary school
More finance training needed as this is vital to understand school budget
More in depth training needed
More sessions for secondary schools
meetings of governing bodies from similar schools to share ideas
Daytime courses preferred
More capsular evening courses in accessible venues
Provision for subject updates and legislation changes before they happen
Less cancellations of training sessions
Hold GB training together
More use of online references
Opportunities for governing bodies to work together
More sessions on secondary schools
Training sessions at the weekend if possible
More notice regarding training sessions
catch up' groups for people who have missed training sessions
More courses during the day
Formatting of some courses are not appropriate
More secondary school courses
More daytime and evening courses
More daytime and evening courses
Video downloads/CD's maybe more helpful as when you miss a course it is hard to catch up
More training aimed at secondary schools
Specific primary school courses not mixed with secondary so can be more focused
More central locations for non-drivers and daytime courses
Sending out leaflets for training sessions on time and less cancellations
more daytime training
Training on School Development Plan

Qu 8. **What additional training do you need to support you in your role as a Governor?**

General
Heads & Chairs working together / Work life balance
Understanding and overview of what is appropriate at the time you become a governor
Experience and knowledge of other parent governors would help
Better access to LA officers and their work
better links with the community
curriculum issues
Awareness bulletins
Marketing in how to increase school volunteers
Developing the role of a new governor and integration into the GB
dealing with practical issues and developing problem solving skills
practical skills in how to monitor school effectively
help in integrating old and new governors
Procedures and who to contact with regard to issues with Headteacher and staff
Time management training
Regular e-mail updates about new responsibilities of governing bodies
Opportunities to observe teaching sessions, eg videos at home
Refresher courses to keep informed of updates
To be kept up to date with educational developments
Availability of training is more important than the content at present
refresher courses to keep up to date
Question and answer sessions prove very useful
Short policy updates or key briefings
More computer based courses because of time constraints
ongoing refresher training
Further guidance on monitoring and evaluation role
training specific to ones own school would be beneficial
Governor body training to understand the role of the governor
Clear indications of how to run a years work and info on new responsibilities, eg examples of good practice

Government/Law
Help understanding jargon / and constantly changing political requirements / & changing means of assessment
To be kept up to date with new requirements / Law etc.
Timely updates on key government initiatives required
Ongoing changes to legislation
Continual updating on curriculum and legislation developments
new initiatives/change to law
Updates on government legislation as and when required

Finance
More insight into budget flow charts
Financial/budget training needed
Further training eg education budget, law relating to governors
more support with financial requirements
More financial training
understanding of the school budget
understanding financial spreadsheets

Health & Safety
health and safety training
Health and safety updates

Specific Roles
Help in understanding the role of governors in church schools
link governor - lesson observation technique and do's and don'ts
Roles and responsibilities of personnel chair
Role as curriculum committee chair
To fully understand my role as a parent governor, chair of finance
committee & link governor for numeracy.

Specialist Training
Specialised training event courses and new curriculum issues
Child protection training courses to get more involved and qualified
Special needs and disability equality
Training on bullying, as this has been cancelled
Training on special needs if possible
Working with children course

Benefits to the Governor Support & Development Service As A Result of the School Governor Scrutiny Review

Training Provision

The responses to the questionnaire sent to individual governors have underpinned the and added weight to the case for extended training provision for governors.   This extended provision will now provide access to three types of training:

Generic Core Training
The core training programme will continue to be offered.

Online Training
This is currently being piloted in all schools and governors are coming back with helpful and positive feedback. It is envisaged that online training will be offered to all schools from September 2008.

Whole Governing Body Training
A list of titles suitable for whole governing body training will be offered from September 2008.   Where this training is taken up, and where it is appropriate to do so, the opportunity to participate will be opened up to other schools in the vicinity of the hosting school - this will ensure that the very best use of Officer time and value for money can be achieved.

These are all opportunities identified through the individual school governor survey and selected by governors as helpful methods of training.

In addition, as a result of the responses to the governing body questionnaire, it is planned to reinstate the annual governors' conference, although the responses showed a reluctance by governing bodies to contribute to the actual cost of such a conference, which is disappointing.

The take-up of governing body self-review continues and this also provides an opportunity to identify individual training needs.

Other Benefits

The governance service database has been updated with the equalities information gathered via the individual governor survey. This information has already been used to complete the National Benchmarking exercise, which asks for details of the ethnic representation amongst governors, the gender balance and other details collected by the survey.

The exit questionnaire is now part of the process undertaken when a governor resigns or ends his or her term of office and the information contained in that may provide invaluable information to support retention strategies.

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Education Scrutiny Committee Work Plan 2008-09

Meeting Date	Work Programme	Responsible Officer

17 June 2008	1. School Governors Review (Part A):
	  • Consideration of draft final report
	  • Receive information on:
	    i) the training requirements identified as a result of the review
	    ii) the proposed programme of training events arranged to provide the training identified
		Scrutiny Officer (SO) Sue Pagliaro (Governor Support & Development Service Manager)

	2. Consider a list of topics for possible scrutiny review, as proposed by Members and chief officers and agree which one to request a feasibility report for.	SO
	3. Receive an update on the recommendations arising from the previously completed scrutiny review of the Extended School Service	Heather Marsland (Head of Early Years & Extended Schools)
16 July 2008	1. Receive update on implementation of recommendations arising from the scrutiny review previously carried out by the 'Young People in York' Scrutiny Panel	Paul Murphy (Asst Director of Partnerships & Early Intervention)

	2. School Governors Review (Part B):
	  • Receive information on the role of Governors and the level of support they receive in relation to the Extended Schools Service
	  • Decide whether there is a need to go ahead with Part B of the review
		Heather Marsland

	3. Consider a feasibility report for the scrutiny topic proposed and agreed at the last meeting. Agree whether to proceed to review and request a scoping report.	SO
9 September 2008	Consider a scoping report for the new review as agreed at the last meeting and agree a timeframe for its completion	SO

28 October 2008	Receive interim report for new scrutiny review	SO
3 December 2008		
7 January 2009		
24 February 2008		