

#### 4. Teaching and the Curriculum

Aspect	Example of Activity
We ensure the breadth and balance of our school's curriculum.	<b>4a</b> We check that the school teaches a broad and balanced curriculum, including provision of extra-curricular activities and visits. <b>Relates to core tasks: 1.2, 2.1, 3.7</b>
We ensure that staffing is adequate and qualified to teach the National Curriculum and RE.	<b>4b</b> We monitor the quality of teaching through professional reports and advice and seek to improve practice. <b>Relates to core tasks: 1.5, 2.6, 3.6</b>
We ensure the school meets all its statutory duties with regard to sex and relationships education, and the provision of a daily act of collective worship.	<b>4c</b> We scrutinise reports from OFSTED, the Local Authority and the School Improvement Partner about teaching, learning and the curriculum, and we act upon advice given. <b>Relates to core tasks: 1.3, 2.6, 3.3</b>

#### 5. Staffing

Aspect	Example of Activity
We know and value our teachers and support staff.	<b>5a</b> We help recruit staff at all levels using safer recruitment procedures and we promote and monitor their Continuing Professional Development opportunities. <b>Relates to core tasks: 1.2, 2.1, 2.6</b>
We are involved in the performance management of staff.	<b>5b</b> We monitor implementation of the performance management policy, including implications for professional development. <b>Relates to core tasks: 1.5, 2.6, 3.7</b>
We are involved in the management of staff sickness.	<b>5c</b> We use workforce reform and staffing structure plans to raise standards and promote good working practices in order to ensure all staff work in an amenable environment. <b>Relates to core tasks: 1.5, 2.1, 3.7</b>

#### 6. Financial Management

Aspect	Example of Activity
We set the school budget so that it enables the delivery of the school's changing priorities specified in the School Development/Improvement Plan (SDP).	<b>6a</b> We have a Finance Committee which monitors the deployment of resources, ensures best value and provides informed advice for the Governing Body in drawing up and monitoring the SDP. <b>Relates to core tasks: 1.1, 2.3, 3.2</b>
We ensure that all finances available to the school are managed efficiently.	<b>6b</b> We evaluate the effectiveness of the school's financial management using the Financial Management Standards in Schools procedures. <b>Relates to core tasks: 1.1, 2.3, 3.6</b>

#### 7. School Facilities

Aspect	Example of Activity
We ensure that the school and the learning environment is safe, clean and fit for purpose.	<b>7a</b> We ensure that the school has appropriate and well managed facilities, including disabled access for all <b>Relates to core tasks: 1.3, 2.1, 3.5</b>

#### 8. Family and Community

Aspect	Example of Activity
We actively promote partnership with parents.	<b>8a</b> We regularly survey parent opinion and take account of their views. <b>Relates to core tasks: 2.5, 3.4</b>
We act as ambassadors for the school in the community.	<b>8b</b> We publish a prospectus and school profile to keep parents and the community informed. <b>Relates to core tasks: 1.1, 2.1, 2.5</b>
We promote the extended schools agenda.	<b>8c</b> We seek to extend provision and activities beyond the core day for the benefit of pupils, families and the wider community. <b>Relates to core tasks: 1.2, 2.2, 3.7</b>

References and further reading:

DfEE (2000) Roles of Governing Bodies and Headteachers  
GLM (2007) Governor Mark; Quality Mark for Governance  
OFSTED (2005) Every Child Matters; A framework for the inspection of schools in England  
National Audit Office (2006) Improving School Performance; A guide for governors



East Riding Association  
of Governing Bodies



## ARE WE DOING WHAT WE ARE SUPPOSED TO BE DOING? A BRIEF GUIDE FOR GOVERNORS

### Introduction

This ERAGB guide has been produced in response to a question from one of our members who recently asked "What I really want to know is 'Are we doing what we are supposed to be doing?'" The answer to that simple question is at the heart of this guide. We aim to show how you can analyse your many governor tasks to provide evidence of how well you are doing in fulfilling your statutory roles and meeting your collective responsibilities. We suggest that each governor completes an individual guide over a period of time. You will find that each of you make different contributions but ultimately you will be able to show that, as a body, you are doing what you are supposed to be doing.

Before using the guide, there are two basic questions to be answered: -

**Do we have sufficient numbers of governors playing an active role in the life of the school?**

**Do the Chair and other key members of the Governing Body meet regularly with the Headteacher in addition to the termly full Governing Body meetings?**

It is important that the answer to both of these questions is an honest 'yes' because if everything is left to a few governors, it is unlikely that the Governing Body as a whole will be 'doing what they're supposed to be doing'.

### The Guide

The guide is not intended to be an exhaustive document. Rather it is deliberately kept short. It does, however, provide a simple checklist, which will enable governors to make an informed judgement, based on evidence, about how far you are fulfilling your collective roles and responsibilities. The three key roles and core tasks are identified in Part 1. Part 2 lists the key responsibilities and provides some examples of what you might be doing when you carry out these responsibilities. For further and more complex analysis, governors should refer to the (2007) Governor Mark; Quality Mark for Governance.

### Using the Guide

**Part 1** is 'what we are supposed to be doing' - the 3 key roles and core tasks (1.1, 2.2, 3.7 etc). The blank boxes on the right of page 2 should be completed by your governing body over an agreed period of time. Any gaps subsequently identified should then indicate areas for discussion and collective action.

**Part 2** looks at the responsibilities and examples of some of the activities (1a, 2a etc) which might be undertaken by governors. These provide the evidence to support your judgements on the extent to which your governing body fulfills the 3 key roles. The activities listed are examples only and you will of course be able to provide other evidence (see example below\*) from the many and various activities you engage in as a governor. Many of the activities can quite easily contribute evidence to more than one statutory role and core task; you will need to use your judgement about 'best fit'.

### Example

Core Tasks	Evidence of activities
1.1 We set an overall direction and vision for the school	Involved in Mission Statement training day* 1c 6a 8b

Equipped with the understanding provided with completing this exercise, you will know how well you are doing and what you need to do to improve. You will also be in a much stronger position to face any inspector or other person who challenges you to demonstrate that yours is an effective Governing Body.

## WHAT WE ARE SUPPOSED TO BE DOING

### PART 1 THE THREE KEY ROLES OF THE GOVERNING BODY

1. **To provide a strategic view:** *To what extent does the governing body help shape the vision and direction of the school?*

Core tasks	Evidence of activities
1.1 We set an overall direction and vision for the school	
1.2 We formulate, review and promote policies and practices which enable the school to achieve its vision	
1.3 We keep the achievement and personal well-being of all pupils central to policy, planning and recruitment	
1.4 We ensure that all pupils are included in the school's vision for success	
1.5 We set high expectations for all staff in our school in their work for and with pupils	

2. **To act as critical friend:** *To what extent does the governing body challenge and support the school?*

Core tasks	Evidence of activities
2.1 We visit the school regularly to learn about its work, celebrate its successes and get to know the staff and pupils	
2.2 We actively promote the whole school and its work at all times	
2.3 We challenge and question actions, proposals and policies in the interests of raising achievement for all pupils and promoting their well-being	
2.4 We focus consistently on raising achievement and ensuring the well-being and safety of all pupils	
2.5 We listen to the views of parents, pupils and other stakeholders and interested parties and address concerns in the interests of the pupils	
2.6 We support and promote the continuing professional development of all staff	

3. **To ensure accountability:** *To what extent does the governing body understand the school's strengths and weaknesses and ensure that statutory duties are met?*

Core tasks	Evidence of activities
3.1 We engage in systematic school self-evaluation so that strengths are built on and weaknesses are addressed in planning, policies and resource provision	
3.2 We contribute actively to the school's development plan (SDP) to improve areas of weaknesses and build on its strengths	
3.3 We take account of and respond to the outcomes of OFSTED inspections	
3.4 We monitor, analyse and ensure that the school acts on the evidence provided by performance data and other key indicators from a wide range of sources	
3.5 We take particular account of the needs of vulnerable pupils and their outcomes	
3.6 We monitor the effectiveness of the deployment of resources to achieve best value	
3.7 We understand and monitor the implementation of the school's statutory duties and ensure compliance	

### PART 2 THE RESPONSIBILITIES OF THE GOVERNING BODY

Use the checklist below to identify the major aspects of responsibility and examples of the sort of activities which demonstrate that you are meeting those responsibilities and in turn, fulfilling your three key roles. The examples provided show how responsibilities might relate to the core tasks and roles (numbers in bold) identified in Part 1.

#### 1. School Leadership

Aspect	Example of Activity
We decide, with the headteacher and staff, the aims and goals of the school and how standards of education can be continually improved for all pupils.	<b>1a</b> We manage the headteacher's performance throughout the year with reference to the school's performance management policy and the school's progress towards its aims and goals. <b>Relates to core tasks: 1.4, 2.4, 3.4, 3.7</b>
We take an active role in policy-making, review and revision, keeping up-to-date with new legislation and local authority requirements.	<b>1b</b> We question and challenge the leadership team because we know the school and what it seeks to achieve and we keep abreast of new developments. <b>Relates to core tasks: 1.1, 1.3, 2.3, 3.1</b>
We make key decisions about the recruitment and appointment of the headteacher and other senior staff.	<b>1c</b> We are involved in recruiting the headteacher and senior staff, ensuring equality of opportunity throughout. <b>Relates to core tasks: 1.1, 1.5</b>

#### 2. Standards

Aspect	Example of Activity
We promote the concept that standards can always be improved for all children.	<b>2a</b> We use OFSTED reports and criteria, DfES and Local Authority guidance to contribute to and monitor school improvement planning. <b>Relates to core tasks: 1.3, 2.3, 2.4, 3.3</b>
We use self-evaluation to improve our school and know what still needs to be done to raise standards.	<b>2a</b> We access RAISEonline, and other sources of evidence so that we can effectively judge our school's strengths and weaknesses. <b>Relates to core tasks: 1.1, 2.3, 3.1, 3.4</b>
We are involved in our school's self-evaluation procedures, with particular reference to the Self Evaluation Form (SEF) and the School Development Plan (SDP).	<b>2c</b> We contribute to the SDP, the SEF and the School Profile through our knowledge and understanding of the school's strengths and weaknesses. <b>Relates to core tasks: 1.2, 3.1, 3.2, 3.4</b>

#### 3. Pupils

Aspect	Example of Activity
We understand the Every Child Matters agenda and monitor the well-being of all pupils based on the five outcomes; (enjoy and achieve, be healthy, stay safe, make a positive contribution and develop capacity to achieve economic well-being).	<b>3a</b> We monitor the five outcomes from different sources including reports, observations, questioning and discussions with pupils, parents/carers and key staff. <b>Relates to core tasks: 1.4, 2.3, 2.4, 3.1</b>
We know about pupil progress and expectations of achievement and we ensure parents and carers are similarly well informed about their children.	<b>3b</b> We are involved in setting targets for end of key stage tests and ensure that we receive reports about overall progress and that parents/carers receive regular individual reports. <b>Relates to core tasks: 1.3, 2.4, 3.7</b>
We are vigilant in the pursuit of inclusion of all learners and we seek to remove barriers to learning and engagement.	<b>3c</b> We monitor incidents of racism, discrimination, bullying and poor behaviour in order to eliminate such barriers to learning. <b>Relates to core tasks: 1.3, 2.5, 3.7</b>
We are aware of the special educational needs of our pupils and provision and progress for this group of pupils.	<b>3d</b> We check that the school complies with the statutory requirements for pupils with Special Educational Needs and with procedures for child protection. <b>Relates to core tasks: 1.3, 2.4, 3.5, 3.7</b>
We are aware of our school's policies regarding attendance, behaviour and exclusions.	<b>3e</b> We monitor data relating to attendance, behaviour and exclusions and act on evidence provided. <b>Relates to core tasks: 1.3, 2.4, 3.5, 3.7</b>
We celebrate the achievements of pupils and the school.	<b>3f</b> We attend school events and performances and help to make public the many achievements of pupils and our school. <b>Relates to core tasks: 2.1, 2.2, 2.4</b>