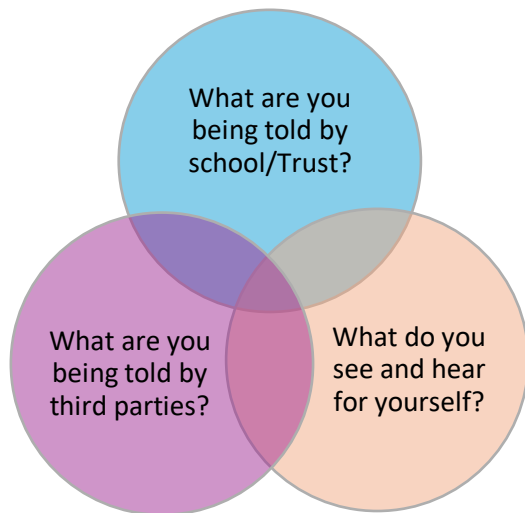


Guide for Parent and Staff Governors for QES Committee Meetings

Overview

Challenge and Support: guidance on finding out how well the school/the Trust is doing: Governors can make an assessment based on the triangulation of information – what they are being told from school and Trust staff, what they are being told by external sources and what they see and hear for themselves.



What are you being told by School/Trust?	What are you being told by third parties?	What do you see and hear for yourself?
Internal data - safeguarding, progress, finance	Survey data – pupils, staff, Parents	Your own experience/ visits to school
Answers to questions at Committee meetings	GLD, Phonics and SATS data	Discussions with Parents and staff
Reports from senior executive leader	Reports from external experts and advisors	Website Social Media

What should Governors do with this information?

Effective Governance comes from high levels of engagement and attendance in meetings and beyond. Governors are expected to pre-read all materials and form questions in advance of meetings. Based on an understanding of the data/information, Governors can better support and challenge their school and the Trust.

Each full term

- Identify area of focus and think about the key questions you need to find out the effectiveness of the area
- Read 'third party' sources of information
- Read the school's QES internally supplied information
- Email the school with questions or to request a meeting with a member of school staff/ visit

Ahead of the QES Committee meeting:

- Collate findings
- Write up what you found out on the proformas – 'I read, I saw, I spoke to, I was told...'

During the QES Committee meeting:

- Feedback - present your information to the rest of the QES Committee.
- Share what you found out and key questions.
- As a Committee, decide next steps

Staff and Parent Governor Roles and Responsibilities

Staff and Parent Governors:

Parent Governors and Staff Governors, like all Governors, make strategic decisions and work together to:

- develop a vision and strategy for the school
- oversee financial performance and make sure money is well spent
- hold the headteacher to account for the educational performance of the school
- engage with pupils, staff, Parents and the wider school community to understand their views
- Keep all matters confidential and should avoid sharing concerns away from meetings.

Staff Governor remit and responsibilities

Staff Governors have first-hand knowledge of the school's day-to-day running and bring valuable professional knowledge to the Trust Board's Quality of Education and Safeguarding (QES) Committee. Being a Governor offers staff members a range of professional development opportunities such as building leadership and evaluation skills and gaining knowledge of governance practice.

- Effective staff Governors help other Governors to understand the working of the school and act impartially, making decisions that are in the best interests of pupils.
- It is not the role of staff Governors to represent staff or act as a spokesperson. They also do not canvas the opinions of staff (they might want to let the QES Committee know the general feelings of staff but must use their own judgement in decision making). It is useful to note that the Trust has systems in place to engage with staff e.g. through staff surveys. In addition, it is not appropriate for staff Governors to be involved in discussions relating to: senior leader appraisal or recruitment, or grievance or capability hearings.

Parent Governor remit and responsibilities

Being a Parent Governor is a rewarding opportunity to give back to your local community and use your skills and experience to ensure that pupils get the best possible education. Parent Governors offer a parental perspective to issues being discussed.

- Effective Parent Governors make strategic decisions that are in the best interests of the whole school community, and remain impartial, especially when posing challenging questions to school leaders.
- Parent Governors are not expected to represent the parent body or act as a spokesperson. They are expected to use the proper communication channels for raising any matter with school staff concerning his or her own child at school (following the Complaints Policy in place if required). They are also expected to direct Parents to the school's policies and procedures if approached about individual issues or complaints, rather than trying to resolve individual cases.

Scenario 1 - example of effective Parent Governor governance

For example, if school uniform is discussed at a QES Committee meeting, Parent Governors may have opinions based on personal experience but should ensure their questions remain objective.

Rather than stating: *"I've spoken to other Parents, and we all agree that the uniform policy shouldn't change."*

A Parent Governor might instead ask: *"How have Parents been consulted on proposed uniform changes?"*

"What opportunities are there to minimise the cost of this change to parents?"

Scenario 2 - example of effective Parent Governor governance

For example, if data indicates that pupil progress is falling behind expectations in a specific year group, it is appropriate to raise this in Committee meetings.

Avoid asking: *"What are you going to do to support my child and my friend's child to catch up? My child says they do not receive help"*

Instead ask: *"What support is in place to ensure all pupils make good progress?"*

Scenario 3 - example of effective Staff Governor governance

For example, if staff survey responses show key trends with regards to workload.

Avoid asking: "What are you doing to help Miss X to have more time to mark her books. She needs 10 extra hours."

Instead do the following: "Having read the Staff Survey response report sent by the Trust, I can see that workload is an area raised by staff. I asked the principal, 'Please could you point me in the direction of support strategies and CPD offered to staff to support their workload.' This was then shared and disseminated."

We will choose 1 key area of focus termly - 1 area per QES meeting for Parent Governors and 1 area per QES meeting for staff Governors. These will run on a cycle of three per academic year:

Areas of focus
Safeguarding
Curriculum and communication
Personal development
Behaviour and attendance
Teaching and learning including pupil groups
CPD and staff development

Area of focus	Suggested questions (this is not an exhaustive list)	Sources of information <i>(and where to find them)</i>
Safeguarding	<ul style="list-style-type: none"> Is there a senior member of the school's leadership team designated to take lead responsibility for dealing with safeguarding issues? How are child protection/safeguarding issues monitored? What systems are in place? Are all staff aware of the procedure that needs to be followed when they have concerns about child protection? Does the school have procedures for dealing with allegations of abuse against members of staff and volunteers? Does the designated person undertake specified safeguarding training? How does the school inform pupils and Parents of safety including e-safety? 	<p>Annual External Safeguarding audit <i>Presented at July's QES meeting and available in the Governor Hub document folder for that meeting</i></p> <p>Safeguarding report dashboard <i>Presented at each QES meeting and available in the Governor Hub document folder for that meeting</i></p> <p>Safeguarding and other relevant policies <i>Available on each school's website</i></p> <p>Newsletters, School website, key dates <i>Available on each school's website</i></p> <p>Training logs and audits <i>Send email and pose questions. Review dashboard</i></p> <p>Meeting with DSL (designated safeguarding lead) <i>Send email and pose questions/ request meeting either in person or via Teams</i></p>

Feedback from Parent or staff Governor – report to QES Committee on Safeguarding

COMPLETED EXAMPLE TO SUPPORT GOVERNORS

My name:	XXX	My role:	Parent Governor	School and term:	XPA Autumn term
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Area of focus	My findings
	I reviewed several documents including the Safeguarding policy, KCSIE, the school's safeguarding dashboard and audit. I also looked back at September's newsletters which

Safeguarding	<p>included information on the school's safeguarding responsibilities and procedures and information on NSPCC safety week.</p> <p>I met with the DDSL and DSL and asked what systems are in place to support pupils? How do staff and volunteers are inducted. I also asked about key parts within the policy such as contextual safeguarding.</p> <p>I found out that the Safeguarding policy meets all areas of KCSIE 2024. Having met with the DSL, it was clear the policy is embedded in the school. The school's newsletters are highly informative and part of the children's vernacular. Signing in procedures are also robust and DSL information is available in key areas.</p> <p>Therefore, I have concluded, in my opinion, the school is highly effective in the area of safeguarding.</p> <p>Any emerging questions?: Have all the recommendations in the report been actioned?.</p>
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<u>Area of focus</u>	<u>Suggested questions (this is not an exhaustive list)</u>	<u>Sources of information (and where to find them)</u>
Curriculum and communication	<ul style="list-style-type: none"> Have we developed a broad and balanced offer? Do subjects provide a rich and rounded education which is well-sequenced? What are our curriculum strengths and areas for development? How do we ensure the curriculum meets the needs of all pupils? Does content and learning materials that reflect different cultures, their heritage and history and promote positive role models? How do we support and enable curriculum development? e.g. Subject leadership, the CPD and support provided to non-specialists to ensure consistent delivery? How does the school communicate with Parents? Are there clear procedures? How useful is the school communication e.g. newsletter, website, emails as a source of information for Parents – how do we know and how could it be improved? 	<p>Curriculum documents including progressions <i>Available on each school's website with further information available upon request – contact school office</i></p> <p>Dashboard - Curriculum page <i>Presented at each QES meeting and available in the Governor Hub document folder for that meeting</i></p> <p>Curriculum updates, curriculum information evening and workshops, Open mornings, Parent reports, School Website, Newsletters, Parent handbooks <i>Available on each school's website with further information available upon request – contact office</i></p> <p>Learning information sheets <i>Parent information pages sent out each term to share and outline learning. Further on Google Classroom</i></p> <p>Meetings with curriculum or subject leads (especially those under development/ change) <i>Send email and pose questions/ request meeting either in person or via Teams</i></p> <p>Ofsted reports https://reports.ofsted.gov.uk</p>

Feedback from Parent or Staff Governor – report to QES Committee on Curriculum & Communication

<u>My name:</u>		<u>My role:</u>		<u>School and term:</u>	
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<u>Area of focus</u>	<u>My findings</u>
Curriculum and communication	<p>I reviewed _____</p> <p>I met with _____ and asked/ reviewed _____.</p>

	I found out _____ Therefore, I have concluded, _____ Any emerging questions? _____
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<u>Area of focus</u>	<u>Suggested questions (this is not an exhaustive list)</u>	<u>Sources of information (and where to find them)</u>
Personal development (enrichment, opportunities, pupil wellbeing and experiences)	<ul style="list-style-type: none"> • How do schools plan for pupils' personal development? How do schools develop the wider curriculum and cultural enrichment opportunities for pupils? • What kinds of school trips take place throughout the year? Is there a range throughout the year? Do they link to learning? • Are culturally enriching experiences such as school trips affordable and accessible for all students? • What extra-curricular activities does the school offer? Do they complement the school's vision and values? Are they accessible for all year groups? • How is the impact of extra-curricular activities and wider curriculum opportunities monitored? • Are particular extra-curricular activities offered to close the attainment gap between different groups of pupils? How do you know if this is successful? • How do we engage with our local community? Could this be improved? 	Personal development overview <i>School website curriculum and PD pages</i> Newsletters <i>Sent out by each school and available on school websites</i> Overview of enrichment in Dashboard <i>Presented at each QES meeting and available in the Governor Hub document folder for that meeting</i> Key diary dates, school tours and open days, coffee mornings, school trips calendar <i>Sent out by each school and available on school websites</i> Meetings with leaders <i>Send email and pose questions/ request meeting either in person or via Teams</i> Ofsted reports https://reports.ofsted.gov.uk Pupil Premium Strategy <i>Presented at each QES meeting (and available on Governor Hub) and available on website</i>

Feedback from Parent or staff Governor – report to QES Committee on Personal Development

<u>My name:</u>		<u>My role:</u>		<u>School and term:</u>	
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<u>Area of focus</u>	<u>My findings</u>
Personal Development	I reviewed _____ I met with _____ and asked/ reviewed _____. I found out _____ Therefore, I have concluded, _____. Any emerging questions? _____

<u>Area of focus</u>	<u>Suggested questions (this is not an exhaustive list)</u>	<u>Sources of information (and where to find them)</u>
Behaviour and attendance	<ul style="list-style-type: none"> • Is there a clear behaviour policy, consistently followed? How is this reviewed and shared? What measures are in place to monitor that the behaviour policy is applied consistently across the school? • How well do pupils behave around the school? • Do pupils have a positive attitude towards school and learning? How is this promoted? • How good are attendance and punctuality? Are there any trends and how are they addressed? • Is bullying a cause for concern and how are incidents of bullying addressed? • How does the school promote pupils' spiritual, moral, social and cultural (SMSC)? • To what extent is this a happy school with a positive learning culture? How does the school develop and promote this/ development? • How does our absence data compare to local and national averages (including for PP and SEND pupils)? Which groups of pupils should we be particularly concerned about and what can we do to improve their attendance? 	<p>Ofsted reports, judgements on the quality of teaching and behaviour https://reports.ofsted.gov.uk</p> <p>Parent and pupil surveys <i>Shared annually at QES and available in the Governor Hub document folder for that meeting</i></p> <p>CPD training, Records of racist/bullying incidents, Attendance and exclusion data on dashboard <i>Presented at each QES meeting on dashboard and available in the Governor Hub document folder for that meeting</i></p> <p>SMSC development information <i>School website curriculum and PD pages</i></p> <p>Newsletters <i>Sent out by each school and available on school websites</i></p>

Feedback from Parent or staff Governor – report to QES Committee on Behaviour and Attendance

<u>My name:</u>		<u>My role:</u>		<u>School and term:</u>	
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<u>Area of focus</u>	<u>My findings</u>
Behaviour and attendance	<p>I reviewed _____</p> <p>I met with _____ and asked/ reviewed _____.</p> <p>I found out _____</p> <p>Therefore, I have concluded, _____.</p> <p>Any emerging questions? _____.</p>

<u>Area of focus</u>	<u>Suggested questions (this is not an exhaustive list)</u>	<u>Sources of information (and where to find them)</u>
<p>Teaching and learning including pupil groups</p> <p>Inclusion (SEND, PP etc)</p>	<ul style="list-style-type: none"> • What action is being taken to develop/improve the quality and consistency of teaching and learning? How are we supporting our teachers, including ECTs? • Have decisions been made with reference to external evidence, for example, has the Education Endowment Foundation (EEF) Toolkit been used to determine spending decisions? • How effective is the school's pupil premium policy in supporting the target groups? How confident is the governing body that the pupil premium grant is spent appropriately on the intended target groups? • How is the progress of different groups of pupils monitored so that the school can identify any under-performing groups? Are there groups of pupils whose attainment falls behind others? How does the attainment of pupil premium pupils as a group compare with others? • What are the SEND needs within the school/ Trust and how are pupils supported? • What benefits can you see from the support for SEND e.g. interventions? • How are Parents kept informed and engaged with throughout their child's education? 	<p>Pupil Premium review and strategy action plan <i>Presented at each QES meeting and available on website</i></p> <p>SEND report, Principal dashboards <i>Presented at each QES meeting (available on Governor Hub) and available on website</i></p> <p>Coffee mornings, Parents' evenings, Open mornings, School website, Homework, Pupil profile meetings <i>Key dates section, in newsletters and available on website. Questions sent to SENCO</i></p> <p>Internal data and assessments <i>Scrutiny of internal data and progress presented at each QES. Previous meeting data available on Governor Hub.</i></p> <p>Examination/assessment results https://www.gov.uk/school-performance-tables</p> <p>Teaching and learning handbook and development <i>Send email and pose questions/ request meeting either in person or via Teams</i></p>

Feedback from Parent or staff Governor – report to QES Committee on Teaching and Learning

<u>My name:</u>		<u>My role:</u>		<u>School and term:</u>	
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<u>Area of focus</u>	<u>My findings</u>
<p>Teaching and learning including pupil groups</p>	<p>I reviewed _____</p> <p>I met with _____ and asked/ reviewed _____.</p> <p>I found out _____</p> <p>Therefore, I have concluded, _____.</p> <p>Any emerging questions? _____.</p>

<u>Area of focus</u>	<u>Suggested questions (this is not an exhaustive list)</u>	<u>Sources of information (and where to find them)</u>
CPD and staff development	<ul style="list-style-type: none"> • How are we developing all staff, particularly our new teachers, Early Career Teachers (ECTs) and our teaching assistants (TAs)? • What action is being taken to develop and improve the quality of teaching and learning? • How are we supporting our less effective staff? How is the best practice in our school shared to the benefit of all? • How are we developing teaching through the professional development programme? • Are all staff able to access appropriate CPD? How is this allocated? 	<p>Information on ECTs <i>ECT policy, Send email and pose questions/ request meeting either in person or via Teams to ECT mentor or ECT induction tutor.</i></p> <p>CPD training records and impact <i>Presented at each QES meeting on dashboard and available in the Governor Hub document folder for that meeting</i></p> <p>Teaching and learning handbook and development <i>Send email and pose questions/ request meeting either in person or via Teams</i></p> <p>Annual staff surveys <i>Shared annually at QES and available in the Governor Hub document folder for that meeting</i></p>

Feedback from Parent or staff Governor – report to QES Committee on CPD and Staff Development

<u>My name:</u>		<u>My role:</u>		<u>School and term:</u>	
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<u>Area of focus</u>	<u>My findings</u>
CPD and staff development	<p>I reviewed _____</p> <p>I met with _____ and asked/ reviewed _____.</p> <p>I found out _____</p> <p>Therefore, I have concluded, _____.</p> <p>Any emerging questions? _____.</p>