

School Governors and Race Equality in 21st Century Schools

Inside this Report

School Governors, Race Equality and
Community Cohesion

Recommendations for Improvement:

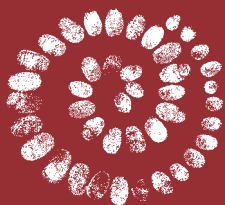
- Support for governors with list of questions they can use to examine the internal practices of schools
- Local authorities should monitor attendance at training events by ethnic group, gender and age to address low take-up by specific groups and report back trends to schools
- Local authorities should publish school response rates to ethnic monitoring requests to improve the rate of returns
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- A survey, similar to the TDA NQT survey, should be carried out of all new governors following their first year in office to assess their experience of governing.

A Runnymede Trust Briefing Paper

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by Nicola Rollock

RUNNYMEDE





Contents

Foreword	1
Introduction	2
Changing school infrastructure	2
Governance review	2
Why school governance is important	3
The effectiveness of school governors	3
Types of school governor	3
Recruitment, representation and retention	4
Race equality and community cohesion	6
Engagement with race in school governance	6
Discussion	8
Notes	9
References	10
Appendix I: Every Child Matters: Outcomes and aims	11
Appendix II: Members of Ministerial Working Group on School Governance	12
Appendix III: Proportion of governor places by governor type and category of school	13



Foreword

Effective school governance is vital to the smooth running of a successful school. 'Success' in this respect can relate to the ability of schools to produce children and young people who have achieved well academically in accordance with national standards – the dominance of the GCSE A*–C economy and subsequent anxiety surrounding performance table position clearly attest to this. Against this backdrop it is indeed primarily the responsibility of staff employed to teach pupils to ensure achievement is maintained, but the existence of a set of mostly independent individuals who can ensure those staff remain accountable is both of great importance and entirely necessary. Yet 'success' viewed solely in these terms is restrictive – the school as a site within which equalities and cohesion can be learnt and promoted is now legally recognized within various legislation by which schools, and importantly, governing bodies are required to abide.

What is particularly important about this briefing paper is the emphasis given not only to the role of the school governor but also the relationship between governance and equality, and race equality specifically. The debate about ensuring adequate representation of all social groups within the teaching profession is now well known – recent government drives to improve the numbers of male teachers within the primary sector for example, together with attention paid to the recruitment and retention of Black and minority ethnic staff, have drawn on this debate. As this briefing paper so importantly highlights, the recruitment and retention of BME governors remains an issue, not least because it continues to be unclear nationally as to how many school governors come from BME backgrounds. This remains remarkable given that since September 2007 governing bodies have been specifically tasked with the promotion of community cohesion within all maintained schools, yet how cohesive are they themselves?

The publishing of this report is particularly timely, as the Government has been conducting a review of governance amidst the variety of structural and policy related changes that have taken place regarding the now wide range of types of school and the way these schools are run. This review was launched in May 2008 and as we go to print we are still unsure as to its findings. As the briefing paper notes, the remit of the Government's review is to explore the changing role of governance in view of the way schools are now run – however, surely it is also necessary to examine how the changing structure of schools and the resulting demands on school governance will impact on the promotion of race equality within those institutions? Nicola Rollock's own past research on Black school governors has demonstrated the isolating and contradictory experiences that they can have on governing bodies, and this report includes a raft of suggestions that could go some way towards improving the problematic relationship between race and school governance that currently exists. We remain hopeful that the Government's governance review once public will take heed of these recommendations.

Dr Debbie Weekes-Bernard

Senior Research and Policy Analyst

Runnymede Trust

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Introduction

Revisions to the organization, role and responsibilities of school governing bodies are expected to be announced following the publication, later this year, of the Government's much-delayed Governance Review. This Runnymede Briefing Paper, written to coincide with the publication of the Review, examines the evidence on school governors, race equality and community cohesion and considers what needs to be done to ensure that race equality remains central to school governance in the 21st century and beyond.

Changing school infrastructure

The education system has witnessed, under New Labour,¹ a number of significant changes to the way in which schools and local services are organized and managed. For example, the Every Child Matters agenda (DCSF, 2008a), many of the aims of which pertain directly to equality and community cohesion, has encouraged amongst local authorities and services a greater focus on the improved economic well-being and health of children and young people (see Appendix I). The last 10 years have also witnessed changes to the organization of schools with the introduction of the independently managed academies,² an increase in the number of specialist³ and Trust⁴ schools alongside changes to the ways in which schools work together to support and provide advice to one other. In addition, under the extended schools programme, schools increasingly offer additional provision, such as recreational activities, language and computer support classes for children, young people and their families beyond the end of the conventional school day. Further, the Government has continued to give prominence to the role of families in nurturing and supporting the educational achievement of their children; a move that is highlighted in the 2007 Children's Plan which sets out the Government's vision for a 'new way of working' over the next 10 years to 'make England the best place in the world for children and young people to grow up':

The [Children's] Plan and the new Department⁵ mean that more than ever before families will be at the centre of excellent, integrated services that put their needs first, regardless of traditional institutional and professional structures. This means a new leadership role for Children's Trusts in every area, a new role for schools as the centre of their communities, and more effective links between schools, the NHS and other children's services so that together they can engage parents and tackle all the barriers to the learning, health and happiness of every child. (Secretary of State for Education, Ed Balls, DCSF, 2007)

It is in the context of these changes to the school infrastructure that the Government has proposed, within the Children's Plan, a series of reforms. These include strengthening the school workforce and the ways in which schools are led and to the ways in which they are governed.

Governance review

In May 2008, the Government launched a review to examine the ways in which school governance might be made more effective and support the aims of the Children's Plan. A Ministerial Working Group on School Governance has been set up to consider the existing evidence on school governors and deliver the review. Representatives of key organizations such as the Local Government Association, Ofsted and the National Governors' Association are members of the Working Group (see Appendix II for full list). Publicly available information about the Review is sparse. It is, however, understood to operate under the following terms of reference:

- To consider the effectiveness of the current governance arrangements in relation to the Children's Plan objectives and consider the future role and purpose of school governors;
- To establish principles for a streamlined stakeholder model of governance that can deliver public accountability through good and robust governance in the diverse range of schools in the maintained school system;
- In a world where schools are merging and federating, to examine how to develop the stakeholder governance model to act as a help to delivering better outcomes for children;
- To ensure school governance arrangements complement the development of stronger pupil voice, parents' councils and new engagement of other stakeholders.

It is expected that recommendations arising from the Working Group will include a commitment to smaller, better trained governing bodies with a particular emphasis on their supporting underperforming schools and on encouraging greater pupil and parent engagement (DCSF, 2008b). However, educational specialists have expressed concerns that such reform may result in the narrowing of expertise and local involvement. If governing bodies are to be made smaller, consideration will clearly need to be given to the distribution of the various categories of governors. Governing bodies predominantly made up of non-local business governors will lack understanding of the localized context and community in which the school is based central to notions of community cohesion.

The Governance Review Working Group was originally due to report at the end of 2008 but has now been postponed to late Spring 2009.

Why school governance is important

School governors comprise the largest group of volunteers in the country. They play a central role in the management of schools, working with staff and headteachers to ensure the best possible education for pupils. Their range of responsibilities is vast and includes: setting out the strategic aims and vision of the school; acting as a critical friend to the headteacher; ensuring continued accountability to both pupils and parents by, for example, holding annual parents' evenings and producing a governors' report; being involved in the recruitment and appointment of staff; managing the school budget and ensuring value for money in terms of the school's finances; and working with the school to discuss how pupil performance can be improved. In summary, governing bodies can be regarded as a form of 'local democratic participation [where] local issues and concerns can feed into the process of educational decision-making' (Gittem, 2000; Brehony, 1995).

Pay: The governor role is currently unpaid although it is thought that this will be one of the points for consideration by the members of the Governance Review Working Group. A survey by the National Governors' Association found that almost 60% of 1407 governors did not feel that governors should be paid for their work. These findings may well reflect concerns that paying governors might undermine the many reasons that many chose to become volunteers in the first place and, similarly, that paying only some (e.g. the Chair of the governing body) may well create a financial chasm amongst an otherwise equal team (Owen, 2009). Owen also maintains that the introduction of a payment would necessitate a stringent assessment of the performance and accountability of the paid individuals, further posing questions about who would be charged with making these judgements and how such conclusions would be made. However, the profile of the school governing population should not be overlooked when discussing such issues; it may be that the offer of a financial contribution may be viewed very differently by those groups who are currently under-represented on governing bodies and go towards, for example, the payment of child care fees (see section on Types of school governor).

Training: Each authority provides a training programme for school governors which includes coverage of their statutory duties and specific training aimed at those governors with special responsibilities (e.g. the Chair, finance governor, training link governor). While training for governors is not currently mandatory, the NGA/TES 2009 survey found that almost 90% of respondents were in support of it being so (NGA, 2009). New members are strongly encouraged to participate in induction training sessions once they become governors. Further research is recommended to better understand governor engagement with training and how participation rates might be improved.

The effectiveness of school governors

The Government views effective governing bodies as pivotal to helping poorly performing schools to improve (DCSF, 2008b). Effective governing bodies tend to be those that communicate well, are supportive of the headteacher and demonstrate overall pragmatism and commitment to their role (PwC, 2007) and constantly challenge the need for further improvement. In 2008, Ofsted reported that of 45,000 inspections and regulatory visits carried out during 2007/08, governing bodies were found to be good or outstanding⁶ in 67% of schools (Ofsted, 2008a). A 2002 internal Ofsted report concerning the work of governors found that where governance was good, standards of attainment were likely to be higher than in other schools. Grammar schools⁷ were found to have the highest level of effective governors. Generally, the effectiveness and quality of school governance has been found to be poorer in areas of disadvantage (i.e. higher percentage of free school meal uptake); another area addressed by the Governance Review Working Group. However, the Ofsted report does note that a number of factors contribute to effective schools besides from the governance *per se*. For example, they are cognisant of the fact that schools in more advantaged areas teach to have fewer difficulties recruiting teachers and that pupils may have better access to educational resources both in and outside the school (Ofsted, 2002).

Types of school governor

There are four main categories of school governor: parent; staff; local authority and community; with the latter representing volunteers from the wider community (see Figure 1).



Governing bodies vary in size from a minimum of 9 to a maximum of 20 people, according to the type of schools for which they are responsible. In voluntary aided (VA) and foundation schools the minimum size of the governing body is 10 and 11 respectively. According to the Guide to the Law for School Governors (DCSF, 2009a), there are guiding principles which inform the distribution of the different categories of governing depending on the school's individual circumstances⁸ (see Appendix III for details). The only exception to this relates to the appointment of sponsor governors. In primary schools, where the governing body can appoint a maximum of two sponsor governors, and in secondary schools, where the body can appoint up to four, these type of governors do not count towards the maximum size of the governing body. In voluntary aided or foundation schools, the same number of foundation governors can be appointed in order to maintain their majority on the board.

Recruitment, representation and retention

The main responsibility for recruitment lies with schools and governing bodies themselves. However, local authorities and the School Governors' One Stop Shop (SGOSS)⁹ with their wider knowledge of the local and national picture are also able to support volunteers in becoming governors, often being able to match volunteer background, experience and particular interests with type of governor vacancy and school.

Information on the number of school governors and their characteristics (e.g. age, ethnicity, gender) is not collated centrally and due to the rolling recruitment and retirement of individuals from governing boards¹⁰ it can be difficult for local authorities to obtain an accurate picture of vacancies at any given point. However, a 2006 survey

Figure 1. Description of different categories of school governor

Parent governors (all state schools). Parents, including carers, of registered pupils at the school and parents of children for whom provision (educational or other) is made on the premises of the school, are eligible to stand for election for parent governorship at the school. Parent governors are elected by other parents at the school (or appointed by the governing body if insufficient people stand for election).

Staff governors (all state schools). Both teaching and support staff paid to work at the school are eligible for staff governorship. Staff governors are elected by teaching and support staff paid to work at the school. The headteacher is a staff governor by virtue of his or her office (unless he or she chooses to resign as a governor).

Community governors (community, foundation and voluntary-controlled schools). Appointed by the governing body to represent community interests. Community governors can be persons who live or work in the community served by the school, or persons who do not work or live close to the school but are committed to good governance and the success of the school.

LEA governors (all state schools). Appointed by the local authority (LAs). LAs can appoint any eligible person as a LEA governor.

Foundation governors (foundation and voluntary schools). Appointed by the school's founding body, church or other organization named in the school's instrument of government or may hold the governorship *ex officio*, as the holder of a specified office.

Partnership governors (foundation schools without a foundation only). Partnership governors replace foundation governors if the school does not have a foundation.

Sponsor governors (all state schools). Discretionary category; individuals who give substantial assistance to the school, financially or in kind, can be appointed by the governing body as sponsor governors. If the governing body wants to appoint one or two sponsor governors it must seek nominations from the sponsor(s).

Associate members (all state schools). Discretionary category; can be appointed by the governing body to attend committee meetings and are entitled to attend full governing body meetings. The definition of associate member is wide and pupils and persons representing providers of other services can be appointed as associate members.

Source: DfES (2004)

carried out by the Teachers' Education Network (TEN) found that there were an estimated 350,000 governor places in England approximately, 38,500-42,000 of which (11-12%) remain unfilled (DfES, 2004). Bird (2003) reports the vacancies to be greatest for co-opted governors whereas Scanlon, Earley and Evans (1999) found that the largest number of vacancies were for LA, followed by co-opted governors. There is consensus, however, that recruitment and retention remain a particular challenge in poorer, inner-city areas (Bird, 2003; Scanlon et al., 1999) and in special schools. While there are common recruitment methods employed by local authorities, such as utilizing word of mouth, advertising through existing governors and the placement of advertisements in local press, there is little evidence to suggest that any single method is most effective. Furthermore, certain groups, such as those from Black and minority ethnic backgrounds, young people and lone parents remain under-represented on governing bodies (Hatcher, 1994; Landman, 1999; Ellis, 2003). Approximately 7% of governors are thought to come from a Black or minority ethnic background. This compares with just over 22% of the pupil population (DCSF, 2009b) and approximately 11% of teachers¹¹ (DCSF, 2008c). Effective recruitment strategies for this group are shown in Figure 2 and include targeting particular community organizations and places of worship as well as key media sources that tend to attract a particular demographic (Chynoweth, 2008a, 2008b; Rollock, 2006).

Research examining the barriers deterring under-represented groups from becoming governors found that commonly cited factors included a lack of time or competing time commitments and the perceived amount

Figure 2. Examples of strategies to support the recruitment of Black and minority ethnic governors

- Target specific media sources that have a largely Black and minority ethnic audience or readership (e.g. radio stations, newspapers and magazines, professional networking groups);
- Target community groups, places of worship and trade unions;
- Employ localized recruitment campaigns, targeting specific under-represented groups;
- Set up governor roadshows in ethnically diverse areas.

Adapted from Rollock (2006)

of commitment that governing might require; lack of knowledge about school governance overall and what it would entail; and a lack of confidence and alienation from the education system. The fact that governors usually tend to be white and middle class, has also been cited as a hindrance to a more diverse governing body (Rollock, 2006; Ellis, 2003). Research exploring the experiences of Black governors about issues of recruitment and retention found that they felt that challenging this prevailing (white, middle class) image was important to encouraging those from Black and minority ethnic groups to become governors. They also suggested that existing governors should write to parents, emphasizing the importance of the contribution of a range of ethnic groups to the school's development and

Figure 3. Examples of strategies to support the retention of under-represented groups

- Local authority should offer exit interviews or anonymized questionnaires that ask about individuals' experiences of governing and why they are leaving. This information should be monitored by age, disability, ethnicity, gender, sexual orientation, religion/belief and social class;
- Governing bodies should adopt the use of mentoring or buddy schemes to support new governors during their first year;
- Networking and support groups should be encouraged to reduce feelings of isolation among under-represented groups; feedback from these groups should form part of the agenda at main governing body meetings;
- Ensure that all governing bodies have received training on race equality and community cohesion and understand the key debates surrounding education and ethnicity;
- Keep to a time limit for meetings;
- Acknowledge and publicize the achievements of governors;
- Offer provision for childcare or childcare expenses.

Adapted from Rollock (2006)



decision-making process; that Black governors should be encouraged to attend school events as a way of highlighting the ethnic diversity of their governing body and, finally, they argued for better monitoring by ethnicity of existing governors in order to better identify where to target recruitment drives and additional support (Rollock, 2006).

As mentioned earlier, the lack of rigorous statistics on school governors make it difficult to establish exactly who is leaving the governing body and when. However, small scale studies indicate that those who leave in the first year of their term tend to do so largely because they had not anticipated the amount of work involved; because they were not made to feel welcome by the governing body and because of being overwhelmed by unfamiliar education terminology and acronyms that characterized governors' meetings. Some Black governors have also reported feeling alienated due to the lack of knowledge and sensitivity of others about issues of race and race equality. Strategies to support the better retention of all governors are listed in Figure 3 on the previous page.

Race equality and community cohesion

Governing bodies are responsible for ensuring that their school complies with various statutory equalities duties including the Disability Discrimination (Amendment) Act 2005; the Sex Discrimination Act 1975 (as amended by the Equality Act 2006); the Race Relations (Amendment) Act 2000 (RR(A)A 2000) (DCSF, 2008a) and the more recent duty to promote community cohesion.

Race equality: The RR(A)A 2000 places a statutory duty on schools to eliminate unlawful racial discrimination, and to promote equality of opportunity and good relations between people of different ethnic groups. It places specific duties on the governing bodies of schools to have in place a written race equality policy (REP) that sets out how they intend to assess and monitor the impact of their policies, including the REP on pupils, staff and parents of 'different racial groups' and in particular how they would assess and monitor differences in attainment by ethnic group (CRE 2002). As part of their specific duties, schools are required to collect information about racist incidents including the names of the perpetrators and victims and the action taken to deal with the incident. This information should, in turn, be reported to parents and school governors. Governors are expected to report this information to their local authority on an annual basis. In turn, authorities have an obligation to collate and monitor the pattern and frequency of this information and offer guidance and support to schools where necessary (Home Office, 1999).

While governors can only report incidents that they have been made aware of by the school, it remains impossible to determine whether there are any national trends or fluctuations in the occurrence of racist incidents since the data is not collated centrally. Further research might examine the extent to which schools and governors understand the definition of 'racist incident' (see Macpherson of Cluny, 1999); how decisions about categorization are reached and how local authorities are making use of this data.

Community cohesion: Governors have a responsibility for ensuring that schools promote community cohesion – this became statutory for schools in 2007. Community cohesion is defined by the Department for Children, Schools and Families and the Department for Communities and Local Government as:

...working towards a society in which there is a *common vision* and *sense of belonging* by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar *life opportunities* are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community. (DCSF and DCLG, 2007:3; emphasis in original)

The aim for schools is to help children and young people to understand others; to value diversity while also promoting the concept of shared values; and to develop skills of participation and responsible action (Knight, 2007). Ofsted has been inspecting schools for community cohesion since September 2008.

The school evaluation framework (SEF) which schools complete to help them with their own evaluations and to inform forthcoming Ofsted inspections includes reference to the management by the school of racism and racist incidents as well as an explicit question on community cohesion. A further set of statements pertain specifically to governors and their compliance with the various equality duties (see Figure 4 on page 7 for example). It is expected that the new inspection framework, effective from September 2009, will make a more stringent examination of both of these areas (Ofsted, 2008b).

Engagement with race in school governance

While governors have a statutory duty to ensure that schools promote community cohesion and race equality, official guidance says nothing of how they should operate internally, that is within their governing bodies, in relation to these duties (DCSF, 2009a). Findings from small scale studies have found that some Black and Asian school governors experienced resistance from their white colleagues when they raise matters relating to race, for

Figure 4. Extract showing questions from the Primary School Evaluation Framework relating to governors and issues of equality and diversity

	Fully in place	Partly in place	Not in place
7. The governing body does not discriminate unlawfully against learners, job applicants or staff on the grounds of sexual orientation, race, disability, gender [4], religion and belief [5] or age.			
8. The governing body has agreed a written policy on race, disability and gender equality, arrangements to monitor its implementation and assess its impact on staff, learners and parents/carers and communicates the results of monitoring and assessments of impact to parents/carers and the governing body.			
9. The governing body complies with its general duties under the Sex Discrimination Act 1975 (as amended), Race Relations Act 1976 (as amended) and Disability Discrimination Act 1995 (as amended) and specific duties in subordinate legislation made under those Acts and the requirements of the statutory codes of practise made under those Acts.			

Source: Ofsted www.ofsted.gov.uk (accessed 22 April 2009)

example, regarding the exclusion of particular groups of pupils, while others have found that they have been positioned by white governors as experts on race simply because of their ethnicity (Rollock, 2006; Gittem, 2000). This is a label which Black and minority ethnic governors vehemently reject insisting, correctly, that such matters should be the responsibility of the entire governing body.

In addition, while much has been made of the notion of Black teachers and leaders as role models to pupils from similar backgrounds (e.g. DCLG, 2007), Black governors - as do Black teachers (GLA, 2006) - report a range of perspectives on this issue. For example, when asked about the extent to which they felt their ethnicity contributed to their role, some Black school governors quite precisely defined themselves in terms of their Black African or Caribbean heritage but the extent to which they considered these as the most salient feature of their identify varied. Some saw their ethnicity as incidental to their governing role, prioritizing instead their social class, where they lived, their age or the wide range of skills and experiences that they had to contribute:

...I'm a governor first and then I'm Black afterwards. I know that's not how some people think of it but for me, that's how I think of it. I'm a governor first and then 'oh, she's Black'. So I want people to know me for my governance and my fairness and my input and then say, 'oh by the way she's Black' rather than 'Oh, she's Black'. It won't

be '[says own name] our Black governor'. It will be '[says own name] the governor and by the way, she's a Black ethnic minority'. You know, so it shouldn't matter. What should matter is the contribution you make as a governor. (Governor K cited in Rollock, 2006)

While acknowledging the complexity and fluidity of identity, some Black governors nonetheless regard their presence on governing bodies as instrumental to ensuring that otherwise neglected frank discussions about race and racism took place:

I mean yes me being Black and powerful I see that as a very positive thing and I think just my presence alone may make some of the governors think 'yes we must make sure we do certain things'. If you are not in the room, if you don't have that presence in the room when they are making all these decisions it can easily get missed because that might not be part of their value system, you know. I might not be on their agenda because on the agenda should be things that they checklist, they should make sure but if the issue around Black and ethnic minority are [sic] not on their agenda then they won't discuss it and they won't see a way to incorporate [it] into the school. (Governor B cited in Rollock, 2006)

Gittem (2000) makes a similar argument to Governor B, arguing that having an ethnically representative governing body not only encourages the discussion of issues that may be regarded as pertinent to Black and minority ethnic groups (e.g. differential attainment of particular pupils, exclusion rate of Black boys) but it also sends an important message to those outside the governing body that the school is taking measures to address the interests of all



stakeholders in the community and such governors may also provide useful contacts to a wider range of networks.

Discussion

Changes to the infrastructure and organization of schools will see an increase in responsibilities of school governors. There is therefore a need to understand how they can be supported to be more effective in their roles. Currently, there is little formal regulation of their attendance on training programmes or of their internal relationships and practice; this includes their commitment to issues of equality and community cohesion which must now extend beyond simply ensuring that the school has relevant policies in place. Governors need to understand the types of questions they can ask to ensure that race equality and community cohesion are being met both by the school and as part of the governing body's internal practice. Such questions could reasonably form part of an annual internal governor audit where the number, skills and vacancies of the body are reviewed and they could also usefully contribute to information provided to Ofsted as part of the school evaluation framework (Rollock, 2009). Importantly, engagement and understanding of these issues should be the domain of all governors and not just those with a specific interest or from Black and minority ethnic backgrounds. (See Figure 5.)

The issue of under-represented groups remains pertinent for school governing bodies as it does across a number of sectors in society. One of the key challenges for school governance is the lack of national statistics in this area. Since many schools already collect background information on governors (e.g. contact details, name),

they could also collate information pertaining to their ethnicity, age group and gender when they are collecting statistics for Pupil Level Annual School Census (PLASC).¹² Representation should mirror the profile of the school's pupil population, data that is readily available through PLASC.

Figure 5. Recommendations for improving governor engagement with race equality and community cohesion

- Governors should be supported in their duties to promote race equality and community cohesion with a list of example questions they can ask the school and use for examining their internal practices;
- Local authorities should monitor attendance at training events by ethnic group, gender and age and use this information to address low take-up by specific groups and report any trends back to individual schools;
- Local authorities should publish individual school response rates to ethnic monitoring requests to improve the rate of returns;
- The Government should collate and publish information about the number and characteristics of school governors nationally, by region and by local authority;
- A survey, similar to the TDA NQT survey, should be carried out of all new governors following their first year in office to assess their experiences of governing.

Notes

1 Many of these policies were introduced under Tony Blair who was Prime Minister from 1997 to Spring 2007, when he was replaced by the current Prime Minister, Gordon Brown.

2 Academies are independently managed, all-ability schools set up by sponsors from business, faith or voluntary groups in partnership with the Department for Children, Schools and Families and the local authority. Together they fund the land and buildings, with the government covering the running costs.

3 Although they follow the National Curriculum, specialist schools focus on a specific subject area, for example sports, technology or visual arts.

4 Introduced in 2007, Trust schools are a type of foundation school which forms a charitable trust with an external body such as a business or educational charity with the aim of raising standards and exploring new ways of working. The decision to become a Trust school is taken by the governing body in consultation with pupils' parents. Foundation schools are run by their own governing body, which employs the staff and sets the admissions criteria. Land and buildings are usually owned by the governing body or a charitable foundation. For further information see: www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/ChoosingASchool/DG_4016312 (last accessed 23 April 2009)

5 In 2007, shortly after Gordon Brown took office, the name of the Department for Education and Skills was changed to the Department for Children, Schools and Families, not only reflecting a move to involve families more in their children's learning but also, by implication, shifting responsibility away from schools and children's services and foregrounding families as directly responsible for every aspect of their children's behaviour, education and life outcomes.

6 Schools can be rated on four categories: outstanding, good, satisfactory and inadequate.

7 State-funded schools which select their pupils.

8 For example, the maximum size of a governing body at a voluntary aided and foundation primary school is 24; comprising 20 governors, 2 sponsor governors and a further 2 foundation governors in order to maintain their majority. At an equivalent secondary school the maximum is 28; comprising 20 governors and up to four sponsors plus up to four foundation governors to retain their majority of two (DCSF, 2009a).

9 The School Governors' One Stop Shop was set up as part of the school leadership strand of Excellence in Cities (EiC) initiative in 1999. It seeks to increase the number of governors with transferable management skills and improve the recruitment of governors in areas where they are most lacking. (see www.sgoss.org.uk accessed 20th April 2009)

10 Governors are usually required to be in post for a minimum of one to a maximum of four years (DCSF, 2009a).

11 Of those providing information about their ethnic group status.

12 Pupil Level Annual School Census – data about the number and characteristics of pupils collected by schools and published annually by the DCSF.



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Appendices

Appendix I

Every Child Matters: Outcomes and aims

OUTCOMES	AIMS
Be Healthy	Physically healthy
	Mentally and emotionally healthy
	Sexually healthy
	Healthy lifestyles
	Choose not to take illegal drugs
Stay Safe	Safe from maltreatment, neglect, violence and sexual exploitation
	Safe from accidental injury and death
	Safe from bullying and discrimination
	Safe from crime and anti-social behaviour in and out of school
	Have security, stability and are cared for
Enjoy and Achieve	Ready for school
	Attend and enjoy school
	Achieve stretching national educational standards at primary school
	Achieve personal and social development and enjoy recreation
	Achieve stretching national educational standards at secondary school
Make a Positive Contribution	Engage in decision making and support the community and environment
	Engage in law-abiding and positive behaviour in and out of school
	Develop positive relationships and choose not to bully and discriminate
	Develop self-confidence and successfully deal with significant life changes and challenges
	Develop enterprising behaviour
Achieve Economic Well-being	Engage in further education, employment or training on leaving school
	Ready for employment
	Live in decent homes and sustainable communities
	Access to transport and material goods
	Live in households free from low income

Source: DCSF (2008a)



Appendix II

Members of Ministerial Working Group on School Governance

Jim Knight MP	Minister of State for Schools and Learners (Chair)
Caroline Abrahams	Local Government Association
Judith Bennett	National Governors Association
Mike Billington	Trust School Governor
Joan Binder	Foundation and Aided Schools National Association
David Butler	National Confederation of Parent Teacher Associations
Gill Edelman	National Council of Voluntary Organisations Governance Hub
Christine Fischer	Catholic Education Service
Alex Goldberg	Board of Deputies of British Jews
Adrian Gray	Ofsted
Chris Keates	National Association of Schoolmasters and Union of Women Teachers
Patrick Leeson	Association of Directors of Children's Services
Brian Lightman	Association of School and College Leaders
Ros McMullen	Academies and Colleges Association
Dr Mohamed Mukadam	Association of Muslim Schools
Helen Richardson	National Co-ordinators of Governor Services
Kate Scrase	Parent Promoters Foundation
Canon David Whittington	Church of England
Bob Wigley	Business in the Community

Appendix III

Proportion of governor places by governor type and category of school

Type of school	Category of governor				
	Parent	Staff	LEA	Community	Foundation/ Partnership
Community, community special, maintained nursery school	At least one-third	At least two, but no more than one-third, including the headteacher	One-fifth	At least one-fifth	
Foundation, foundation special (without a foundation)	At least one-third	At least two, but no more than one-third, including the headteacher	At least one, but no more than one-fifth	At least one-tenth	At least two, but no more than one-quarter
Foundation, foundation special (with a foundation) but not qualifying foundation schools	At least one-third	At least two, but no more than one-third, including the headteacher	At least one, but no more than one-fifth	At least one-tenth	At least two, but no more than 45%
Qualifying foundation schools	At least one, but enough to total at least one-third when counted with foundation governors who are eligible to be parent governors	At least two, but no more than one-third, including the headteacher	At least one, but no more than one-fifth	At least one-tenth	They must outnumber the other governors by up to two
Voluntary aided	At least one, but enough to total at least one-third when counted with foundation governors who are eligible to be parent governors	At least two, but no more than one-third, including the headteacher	At least one, but no more than one-tenth		They must outnumber the other governors by two
Voluntary controlled	At least one-third	At least two, but no more than one-third, including the headteacher	At least one, but no more than one-fifth	At least one-tenth	At least two, but no more than one-quarter

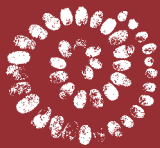
Source: DCSF, 2009a: 6

About Runnymede

The Runnymede Trust is an independent policy research organization focusing on equality and justice through the promotion of a successful multi-ethnic society. Founded as a Charitable Educational Trust, Runnymede has a long track record in policy research, working in close collaboration with eminent thinkers and policymakers in the public, private and voluntary sectors. We believe that the way ahead lies in building effective partnerships, and we are continually developing these with the voluntary sector, the government, local authorities and companies in the UK and Europe. We stimulate debate and suggest forward-looking strategies in areas of public policy such as education, the criminal justice system, employment and citizenship.

Since 1968, the date of Runnymede's foundation, we have worked to establish and maintain a positive image of what it means to live affirmatively within a society that is both multi-ethnic and culturally diverse. Runnymede continues to speak with a thoughtful and independent public voice on these issues today.

Dr Nicola Rollock was a Research Associate for the Runnymede Trust until the end of May 2009. She is now a Researcher at the Institute of Education, University of London



RUNNYMEDE

The Runnymede Trust
7 Plough Yard
London EC2A 3LP
T: 020 7377 9222
F: 020 7377 6622
E: info@runnymedetrust.org

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