



National College for  
Teaching & Leadership

# **National Leaders of Governance Study**

**Research report**

**April 2014**

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# Introduction

## Background and methodology

National Leaders of Governance (NLGs) are experienced chairs of governors (COG) who support chairs of governors in other schools. The initiative began in 2012 and is one element of the government's plan to give schools a central role in developing a self-improving and sustainable school-led system.

The National College for Teaching and Leadership (NCTL) commissioned BMG Research to undertake analysis of two sets of data collected by NCTL on the national leaders of governance initiative. One dataset ('Impact') comprises feedback from NLGs, who undertook online evaluations via an online survey between 16 October 2013 and 24 November 2013. A second dataset ('Deployment') comprises evaluations returned online or on paper by supported schools (headteachers and chairs of governors), primarily between the 11 and 26 November 2013, but also including a small number of later returns (early 2014). The dates deployments were completed are not specified in the data but can be broadly summarised as between June 2012 and February 2014.

The key priorities set by NCTL for the research into the NLG programme are to ascertain:

- What are the benefits of NLGs to chairs and their schools
- What works well about deployments
- What are the barriers/what hasn't worked
- Whether NLG support extends and develops beyond the deployment

A large number of questions contained in the datasets were free text questions, which were coded by BMG's in-house coding team. The code frames developed were signed off by the NCTL client team before being applied to the free text data.

## Understanding the report

NLG respondents were asked to complete multiple evaluations where they completed multiple deployments (one evaluation per deployment) - see appendix 1 for the full questionnaire. For this reason most of the questions in this report are reported at a deployment level rather than a respondent level.

Therefore, if a respondent undertook two deployments they appear twice in the Impact data set, and may answer both 'yes' and 'no' to a particular question, should their response in relation to one deployment be yes, and their response in relation to the other deployment be no.

Where the question was only asked once irrespective of the number of deployments undertaken (e.g. 'What do you consider to be the barriers to securing deployments?') the sample base is respondents rather than deployments and this is made clear in the report.

Figures are rounded up or down to the nearest whole percentage point. It is for this reason that, on occasions, tables or charts may add up to 99% or 101%. Where tables and graphs do not match exactly to the text in the report this occurs due to the way in which figures are rounded up (or down) when responses are combined. Results that differ in this way should not have a variance that is any larger than 1%.

Data are reported on a sample base of 'all' as standard, including 'not provided', since the level of non response can itself provide useful insights in some areas. However, where the proportion of non-response may impact on a key indicator i.e. satisfaction-level, the proportion is also reported on a base of valid respondents (i.e. excluding those who have not provided a response).

The data used in this report are unweighted. Weighting is used, where appropriate, to restore a survey sample to the proportions of a known population e.g. by school phase or other variables important and characteristic of that population. In this case the data collected did not include school phase or other characteristics of a known (NLG/supported school) population and therefore it was not appropriate to apply any weighting factors. Subgroup variations (the sample profile), to the extent that this is known, should be taken account of when interpreting findings.

## **Recommendations for future data collection**

Respondents were not asked to provide their school phase but did provide a school name. BMG's analysis of the school name suggests that at least 46 of the 79 cases were primary and at least 3 were secondary. However, 28 could not be categorised, therefore it has not been possible to compare responses by phase.

It is recommended that future waves of this research ask respondents to provide their job role, the dates of the deployment, school phase and local authority or region as standard, to track the sample profile and enable analysis by these variables.

## Key findings

This report summarises the results from the analysis of NLG deployments, fed back via NLGs and supported chairs and headteachers. 267 deployments were evaluated by NLGs (from 134 individual NLGs) and 79 evaluations were completed by supported chairs and headteachers.

## Supported schools

Feedback suggests that NLGs are usually deployed to provide advice, support or mentoring for a chair, to review or develop governance, and/or to act on a school receiving a low Ofsted grade or entering special measures.

Users of NLG support appear happy with the support they received. A significant majority described their needs as being met, described themselves as satisfied or very satisfied and were willing to recommend the NLG (more than 9 in 10 of valid respondents in each case).

Users value in particular the appropriate experience and knowledge of the NLG, the advice and support the NLG provides and the ability to contact discuss, and talk things through with the NLG.

The most widely quoted impact by some margin was help in understanding roles and requirements and greater confidence, followed by helpful feedback/reviews and the governing body operating better.

Only 1 in 5 supported respondents gave some response on anything further they would have liked included in the support, a group of just 15 respondents, with no discernible themes emerging. In contrast, when asked for further comments, 2 in 3 did so and the majority used this opportunity to express their appreciation for the service, its value and its helpfulness. Only one discernible theme emerged here that was negative (mentioned by 5% of supported respondents as a whole, or 4 respondents) and this was 'would have preferred/needed someone with similar experience'. Given that appropriate experience and knowledge is also the most valued aspect of the NLG service (mentioned by 29% of the sample, or 23 respondents), it suggests that matching the NLG to the school in some way (whether with similar or contrasting experience or knowledge) is seen as a vital component of the service and a component which those supported have generally been satisfied with, in deployments to date.

## NLGs

NLGs who completed evaluations have undertaken a mean of 2 deployments each. At the extremes this includes 16% who have done none and 15% who have done 4 or more. In between, 30% completed one deployment, 22% two and 13% three.

NLGs testify to the impact of their deployments on the leadership and management of the schools that they were deployed in. Many different types of impact were mentioned, the most common being greater confidence, school performance or Ofsted rating, and better challenge to the headteacher/senior leadership team (SLT) (each mentioned by 1 in 10 deployments).

In about 7 in 10 of deployments, NLGs confirm that they have seen improvements in the chair and 6 in 10 confirm that they have seen improvements in the governing body. In about 7 in 10 cases, further improvements are anticipated in the chair and likewise around 7 in 10 anticipate further improvements in the governing body.

Increased confidence is the most mentioned type of improvement in respect of the chair, followed by greater clarity/understanding of role/responsibilities, and improvement in challenging and keeping the school leadership accountable. NLGs anticipate further improvements from chairs in the form of continued development, understanding and knowledge of the role, followed by greater confidence and improving effective challenge.

In respect of the governing body, the most mentioned type of improvement already noted is increased awareness/understanding of roles and responsibilities, followed by clearer/better focus and being better able to challenge/hold to account. NLGs anticipate further improvements from governing bodies in the form of improving challenge to the head/SLT, increased understanding of roles/responsibilities, and better school performance/Ofsted grades going forwards.

In the minority of deployments where improvements have not been noted in the chair, the main reason is that the deployment is at too early a stage, followed by the chair stepping down or being new. However, lack of engagement is also mentioned here.

Nearly 8 in 10 NLGs state that they continue to monitor the progress of the governing body/ies they have or are supporting. This is most usually done through regular review meetings followed by keeping in contact with the chair or headteacher, email support/monitoring and checking on data e.g. Ofsted reports.

Asked about any challenges encountered, 1 in 5 of deployments were considered not to have met with challenge, and more than 1 in 10 provided no response. Others identified one or more challenges including resistance/reluctance to change (6%), differences with the head/SLT (5%) and poor communication (5%).

Considering barriers to securing deployments, NLGs considered the most notable barrier to be lack of awareness or understanding of the NLG role by schools, closely followed by lack of awareness or understanding of the NLG by commissioning bodies, such as the diocese, local authority, or multi-academy trusts. This suggests that awareness-raising should be a key priority in helping to secure deployments going forwards.

While the positive impact of deployments undertaken is anticipated to help promote the NLG programme, NLGs' feedback suggest that some chairs remain reluctant to ask for help, and so further work to remove any potential stigma could be of benefit.

## Deployment survey (completed by supported headteachers and chairs)

The deployment dataset analysed comprises 79 cases (79 returned questionnaires).

The vast majority of respondents completed just one evaluation. In just two cases duplications by respondent were permitted on the basis that responses indicated different deployments or NLGs.

It should be noted that the time between the deployment and undertaking the survey is not known, and may vary between respondents.

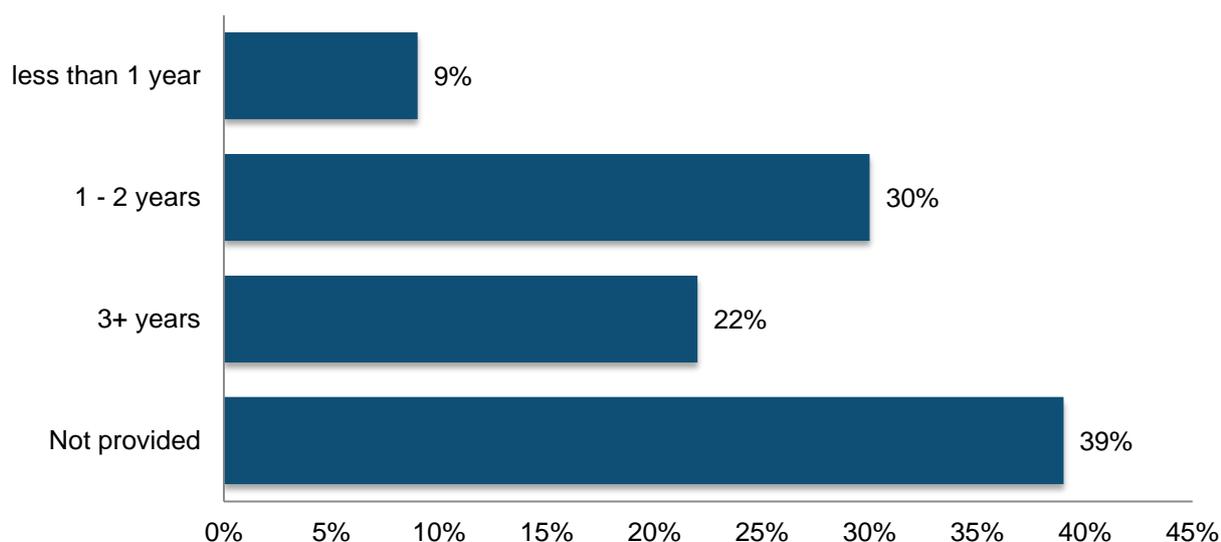
At least 96% were confident in providing the name of the NLG. In two cases the respondent did not provide the name of the NLG, and in one case the respondent gave a name but was unsure whether this was the correct name.

### Tenure as chair

Three-fifths of the sample responded to the question on length of tenure as chair of governors. The remainder of the sample may include headteachers for whom the question was not applicable.

Responses suggest that the supported chairs in our sample are most likely to have been in their role for between 1 and 2 years, followed by 3 or more years. A small proportion was less-experienced, as indicated in Figure 1 below.

**Figure 1: Supported: tenure as chair of governor**



Sample base: All (79)

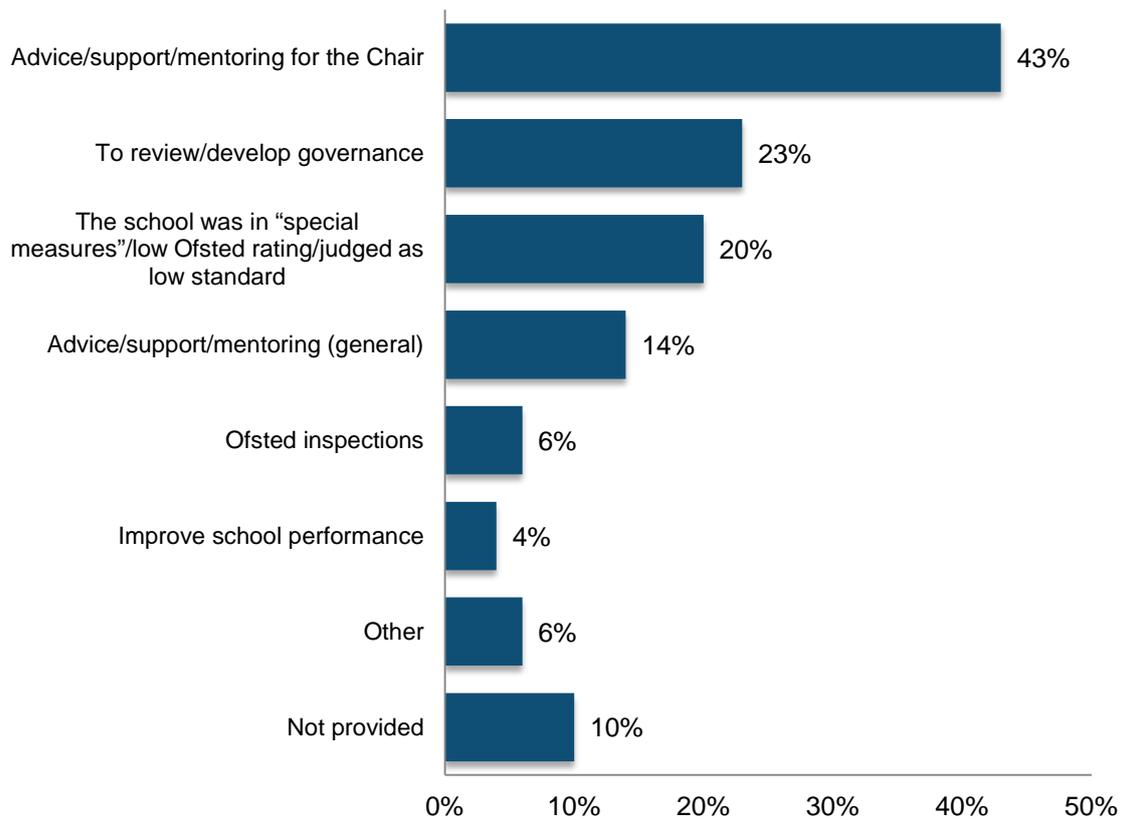
Asked how long they intend to continue serving as chair, the supported chairs sample appear most likely to anticipate a further 1 to 2 years (23%) while 14% stated longer than this and 14% were now no longer serving as chair. Just 5% stated less than a year. 44% did not provide a response here, again noting that some respondents may have been headteachers. Governing body election dates were not collected in the survey, and so the role of these in relation to the responses given cannot be known. In future waves of the research the NCTL may wish to collect both the 'official' length of time that respondents have remaining in office and their aspirations outside of this.

## **Purpose of deployment**

Respondents stated the purpose of the deployment in free text, which was then coded into themes by BMG Research. The most commonly mentioned purpose of the deployment was for advice, support or mentoring for the chair (43%), as shown in Figure 2. The next most mentioned purpose was to review or develop governance (23%) and to act on a school receiving a low Ofsted rating or judgement or going into special measures (20%). A further 14% mentioned general advice, mentoring or support, 6% mentioned Ofsted inspections in general and 4% mentioned improving school performance.

A small proportion gave other responses which were not commonly mentioned and therefore could not be coded thematically, e.g. 'presentation to diocesan governors conference'.

**Figure 2: Supported: purpose of deployment**



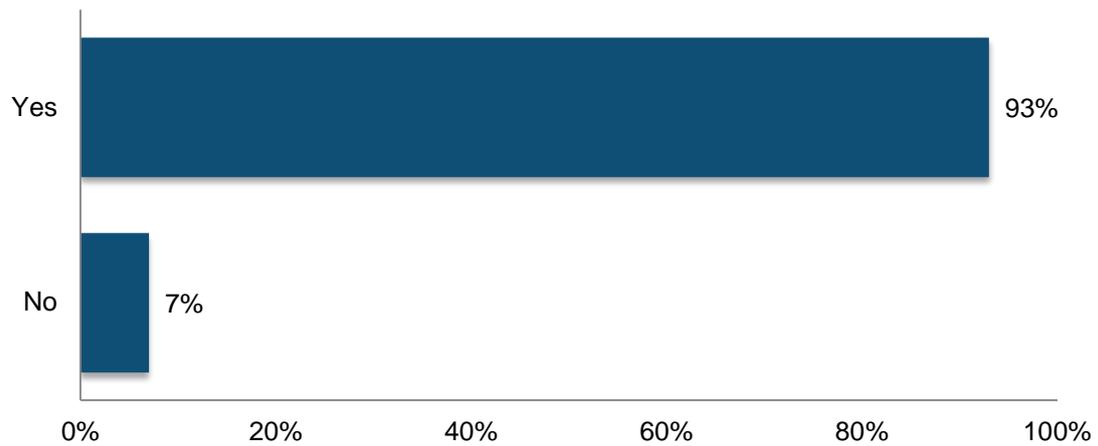
Sample base: All (79)

## Satisfaction and advocacy

In the total sample, 85% said yes when asked if they feel the NLG support met their needs while 6% said no and 9% did not respond here.

When non-responding cases are removed (Figure 3), 93% of the sample said that the NLG support met their needs.

**Figure 3: Supported: Do you feel the NLG support has met your needs?**

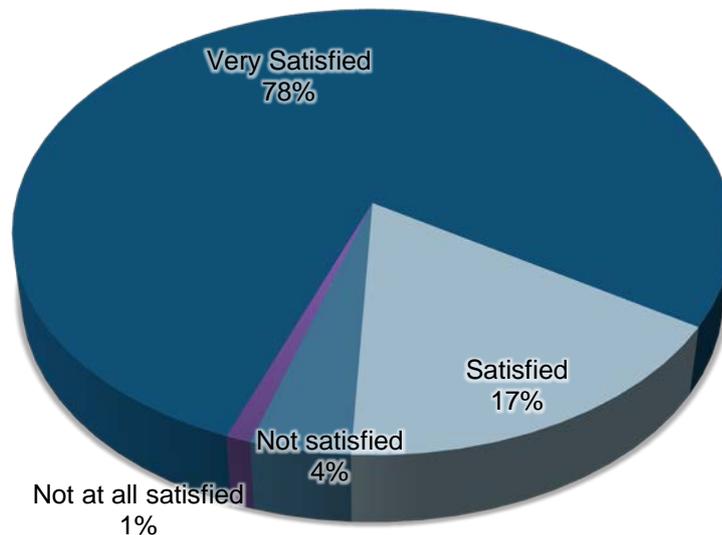


Base sample: All valid responses (72)

In the total sample, 71% said that they are very satisfied with the NLG support, 15% satisfied, 4% not satisfied and 1% not at all satisfied, while 9% did not respond.

When non-responding cases are removed (as in Figure 4), 78% are very satisfied and 17% satisfied. Overall therefore, 94% express satisfaction with NLG support (95% when based on rounded figures).

**Figure 4: Supported: Overall, how satisfied are you with the NLG support?**

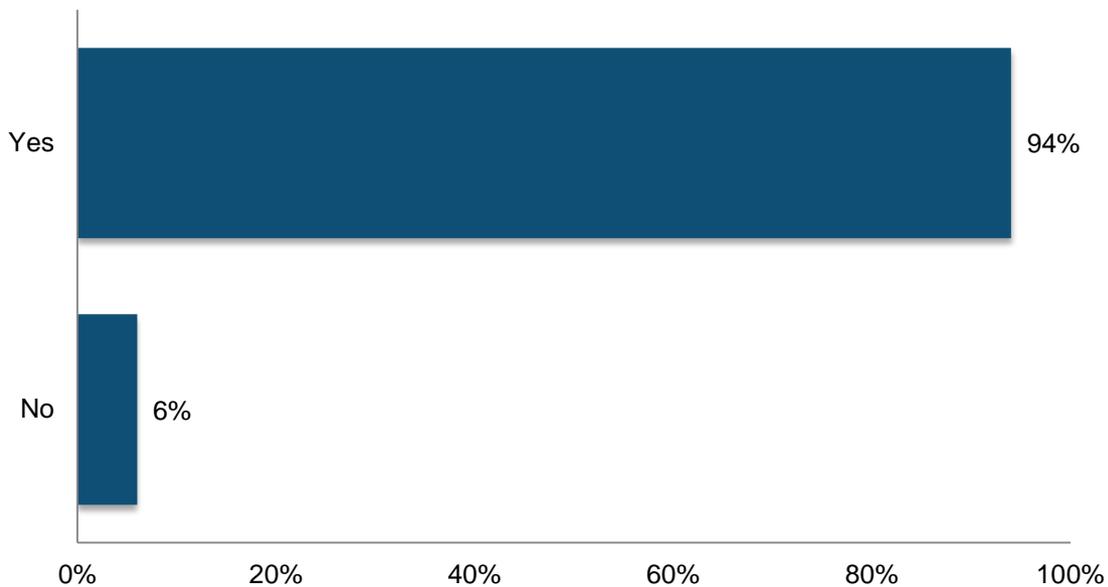


Sample base: All valid responses (72)

In the total sample, 85% stated that they would recommend the NLG and 5% would not. 10% did not include a response here.

When non-responding cases are removed (Figure 5), 94% can be seen to be happy to recommend the NLG.

**Figure 5: Supported: Would you recommend the NLG?**

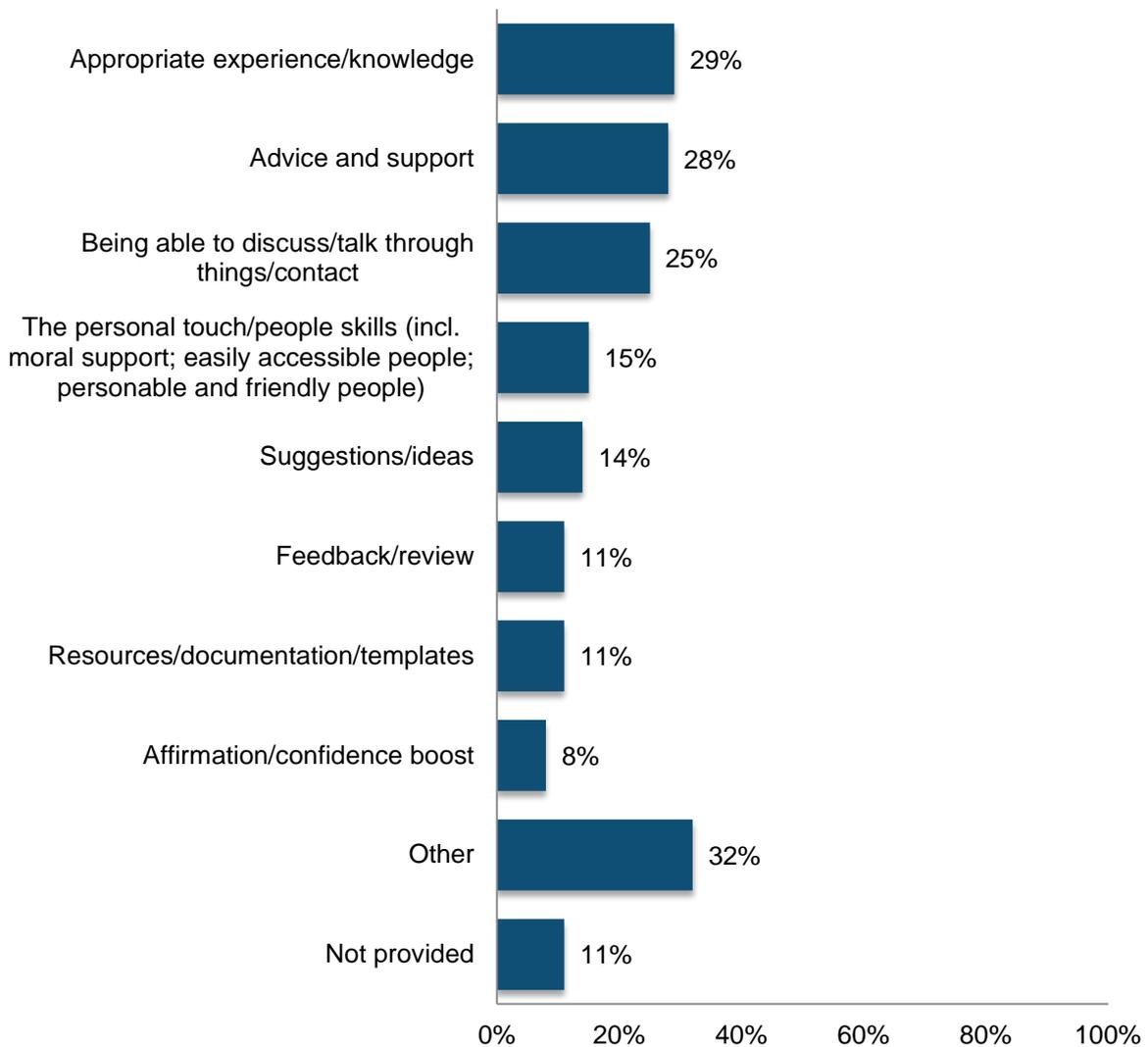


Base sample: All valid responses (71)

Figure 6 shows responses, coded thematically, on aspects of the NLG support that those supported found most useful. As shown in Figure 6, the largest proportion of just under a third gave comments relating to the NLG's appropriate experience or knowledge (29%) the advice and support provided by the NLG (28%). A quarter mentioned the ability to discuss or talk things through, or contact generally (25%).

Next most mentioned were the people skills, moral support or personable/accessible approach of the NLG (15%), and the NLG's suggestions or ideas (14%). A further 11% mentioned the NLG's role in providing feedback/review, and 11% mentioned resources, documents or templates accessed as a result of the NLG support. A slightly lower 8% mentioned that the NLG provided them with some form of affirmation or a boost in confidence. Other comments (not sufficiently significant to develop into a code) were mentioned by just under a third, while 11% did not provide a response here.

**Figure 6: Supported. What particular aspects of the NLG support did you find most useful?**



Sample base: All (79)

Some example verbatim responses to the question on the most useful aspects of the support received are provided below:

‘Wide experience and knowledge of local area schools with a good sense of humour. An excellent coach, good sounding board and she was able to let me know when I was on the right track.’

‘The support was focused and delivered in a manner that supported and challenged the Chair’s thinking. There was a very easy relationship between the NLG and the Chair which enabled fast development from discussion and coaching to actions.’

‘Was good to be able to speak openly with someone not directly involved with the school. Impartial advice.’

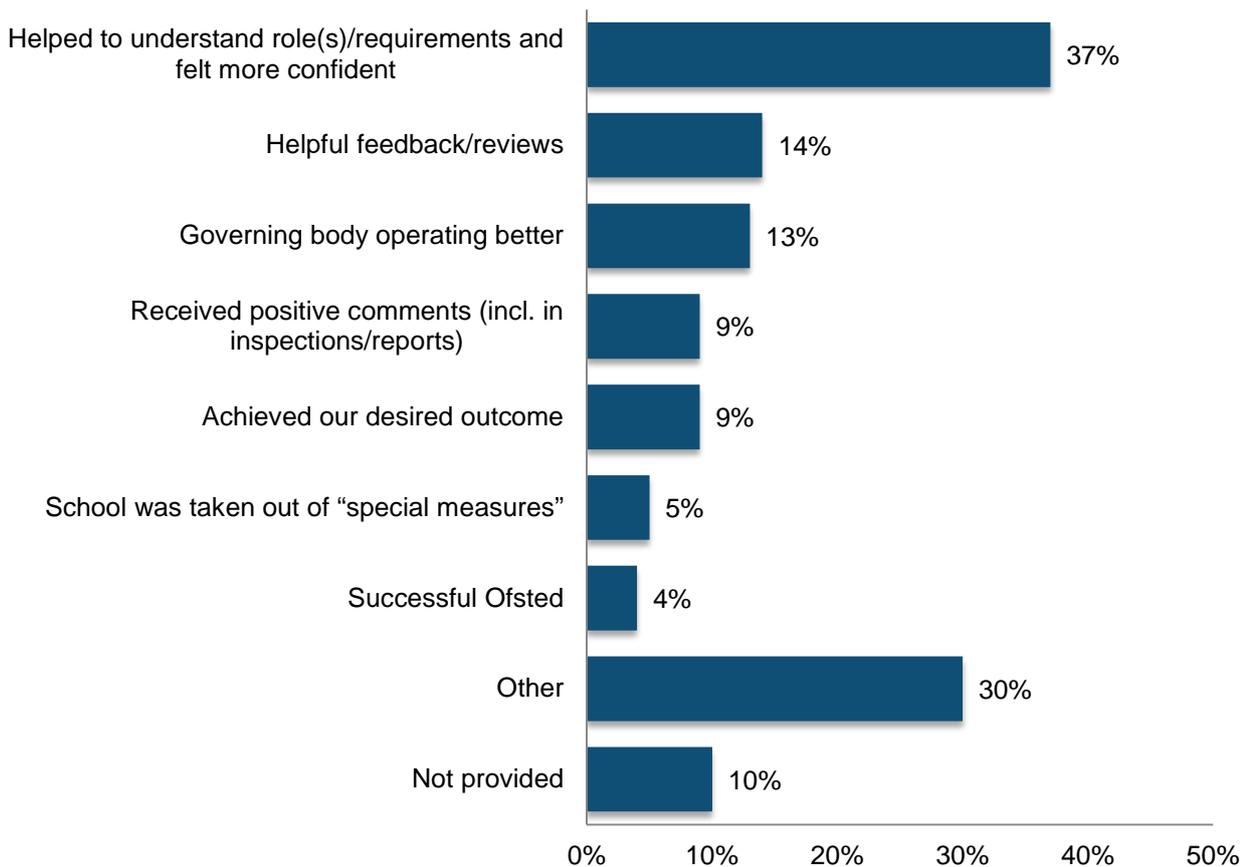
‘Talking over problem and being able to bounce some ideas. Seeing the documentation from another school and being able to discuss how they approach a problem.’

## Outcome/impact

Asked what was the outcome or impact of the support, the most significant proportion by some degree mentioned the help they received in understanding roles and requirements, and greater confidence (37%). See Figure 7.

This was followed by helpful feedback/reviews (14%) and the governing body operating better (13%). Just under one in ten in each case mentioned receiving positive comments e.g. in inspection reports (9%) and achieving the desired outcome generally (9%) while 5% specifically mentioned the school being taken out of special measures, and 4% mentioned a ‘successful Ofsted’.

**Figure 7: Supported: What was the outcome/impact?**



Base sample: All responses (79)

Some example responses to this question are provided below:

‘The Chair now has a really strong understanding of his role, is developing further support and challenge to the school and is developing the strengths of the GB [governing body].’

‘[The NLG] confirmed the actions being taken were appropriate which provide assurance and confidence to the new Chair in their ability and judgement.’

‘A motivated proactive GB who offer both challenge and support to the leadership of the school. Each member is linked to areas for development within the school and they are working closely with appropriate coordinators. All governors feel empowered.’

## Missing support

Asked if there was anything further they would have liked to have seen included in the support from the NLG, 28% of supported schools did not provide a response and 52% confirmed ‘no’ or ‘nothing’. A further 1% said ‘not applicable’.

Therefore, only 19% gave some comment that contained a possible suggestion of something further that they would have liked to have seen included. This is 15 respondents. No significant themes emerged but some example responses are provided below:

‘It would have been helpful to have support at an earlier stage in the process, not necessarily to start the formal review but to consider the issues that needed to be addressed and to prioritise.’

‘A judgment of what level the reviewer thought the governing body was in terms of strong/sound/weak for the various areas of governance.’

‘A structured plan of visits or contacts with the COG /gov[erning] body to enable us to work through any issues and to give us a time line. I feel we have been left floundering.’

‘Greater awareness of primary school governance and local examples of good practice with local links would have been useful.’

‘Sticking to the original goal of being able to observe best practice by attending a Governors meeting held by NLG at her school.’

‘Some documentation not up to date e.g. Ofsted requirements for governors didn't include reference to pupil premium or performance related pay.’

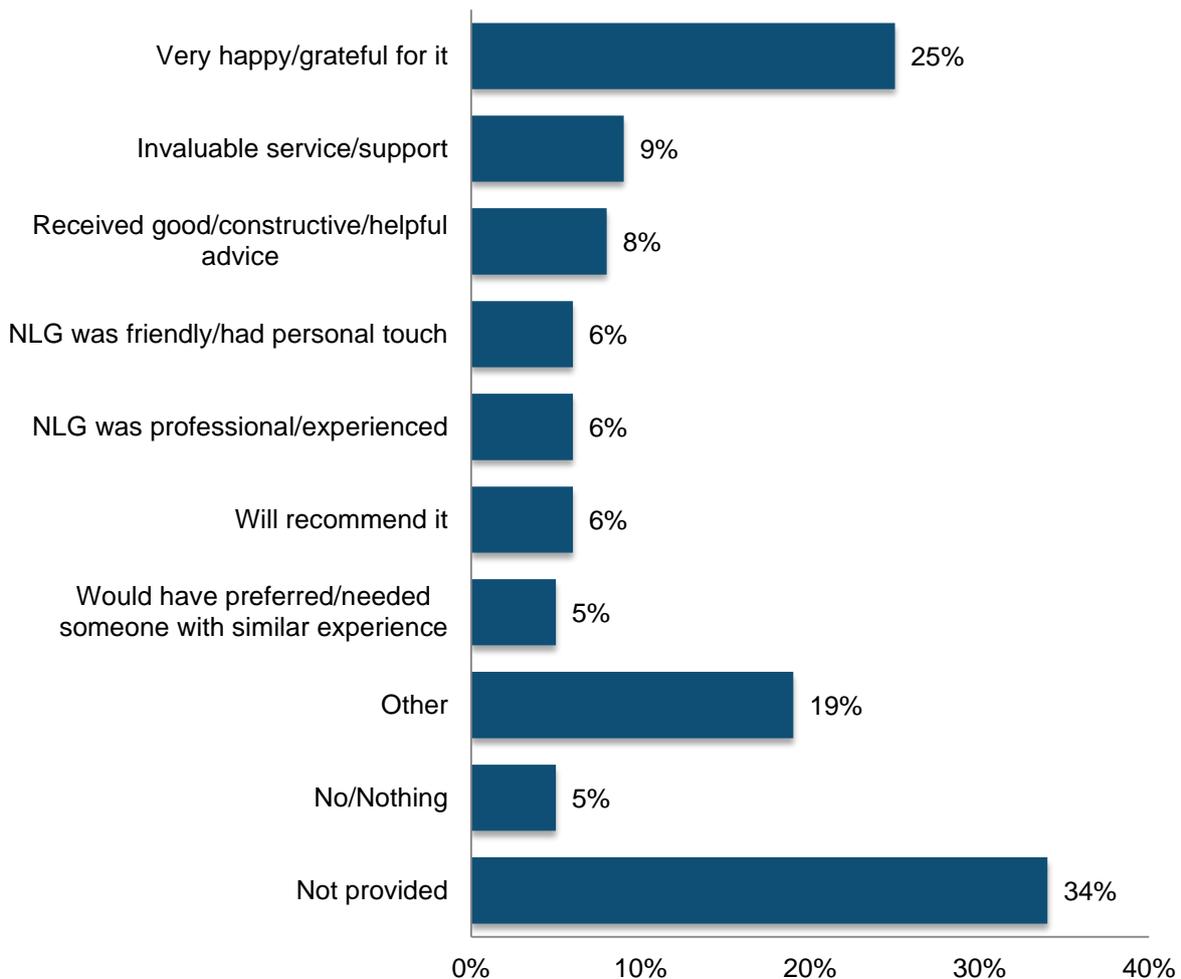
## Further comments

At the end of the survey respondents were asked for any further comments, and 52 of 79 (66%) gave some response, while 33% did not respond here.

As shown in Figure 8, the most common responses were very positive, expressing appreciation of the service (25%) or describing the service as invaluable (9%), or good, constructive or helpful (8%). A further 6% mentioned that they will recommend the service, that the NLG was professional or experienced (6%) or that the NLG was friendly or had a personal touch (6%).

Negative responses were rare, and the only one of significance and therefore coded thematically was that of preferring or needing someone (i.e. an NLG) with similar or more relevant experience (5%).

**Figure 8: Supported: Is there anything further you would like to say about the NLG support?**



Base sample: All (79)

Some examples of positive comments are provided below:

‘Thank you very much - it has certainly made a difference to our effectiveness and supported me when the going was very much tougher than I was willing to bear.’

‘I really do think that the role of an NLG is vitally important particularly to newly elected Chairs or for Chairs whose school performance does need to be improved. Long may [NCTL] continue with this work!!’

‘This is a fantastic opportunity for any Chair who is feeling insecure or uncertain where to turn next. I can’t believe how lucky I was to catch sight of the three lines that mentioned this programme: that moment turned me round.’

‘I would happily recommend the system of supportive governance to any governing body. There is always much to be gained from seeing ourselves as others see us.’

Examples of comments from respondents wanting a chair with more relevant experience are provided below. The first describes a perception that an NLG with experience in a more ‘similar school’ would have been more beneficial, while the second describes a perception that the NLG lacked experience in issues facing a chair in a school requiring improvement:

‘I was disappointed that an NLG from a similar school to mine (multi-cultural, inner city secondary) did not offer their support as it would have been useful to be able to learn from their experiences.’

‘I am still not convinced that some of the NLG have the experience that is required, they have the training to give advice but I have found some lack experience of problems that improving school face. By that I mean, they come from good/outstanding schools where practises are embedded and some don't understand the pressures on a Chair in a difficult situation who is crying out for help.’

## Impact survey (completed by NLGs)

Unless specified as respondents, this dataset is reported at a deployment level. Up to 8 deployments could potentially be evaluated by a single NLG.

The total number of deployments represented in the dataset is 267, and the total number of NLG respondents completing an evaluation is 134. This reflects a mean average of 2 deployments per respondent, as reported on in the section below.

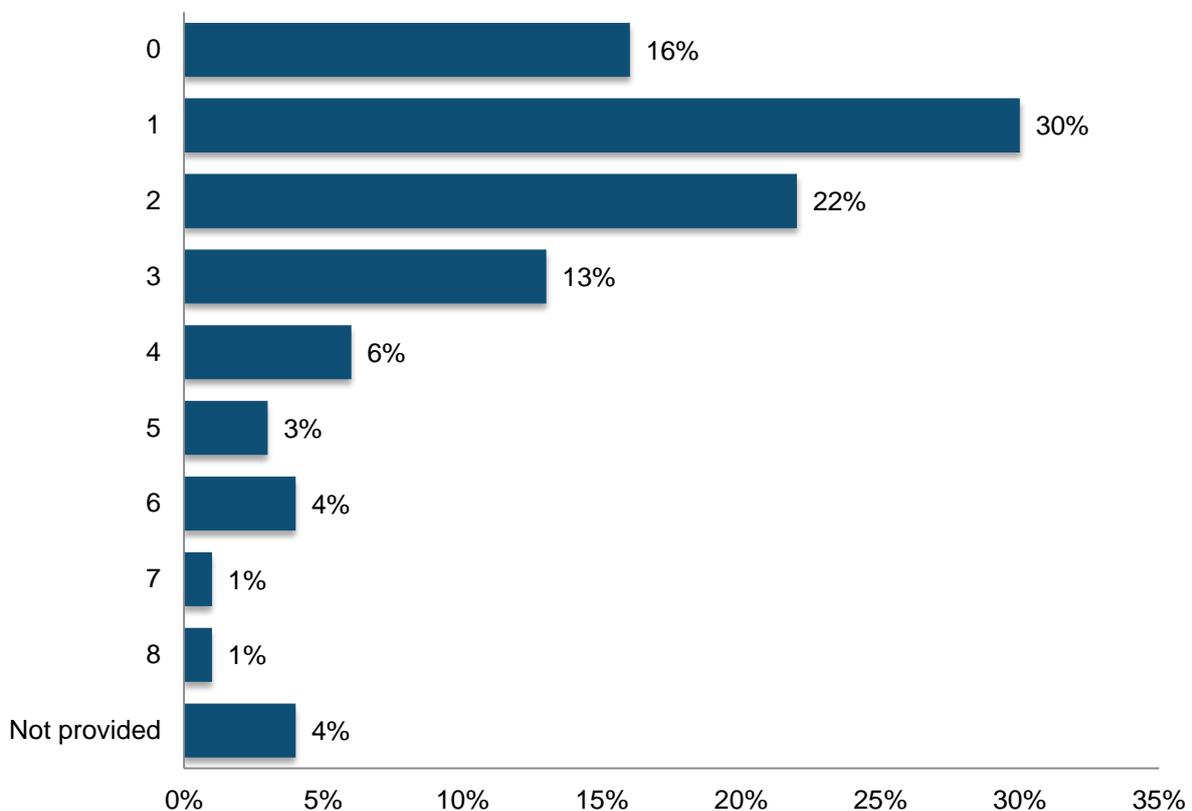
### Deployment

Most respondents had been deployed at least once since being designated as NLG (at least 80% deployed overall, with a further 4% who did not provide a response here).

The largest proportion of NLGs had completed one deployment (30%), followed by two (22%), or three (13%). Smaller proportions had completed four, five, six, seven or eight deployments, combining to 15% who had undertaken four or more.

As a mean (average), the number of deployments completed among those who had undertaken at least one, was 2.5. Across all respondents, the mean was 2.1 deployments.

Figure 9: NLGs: Number of deployments completed



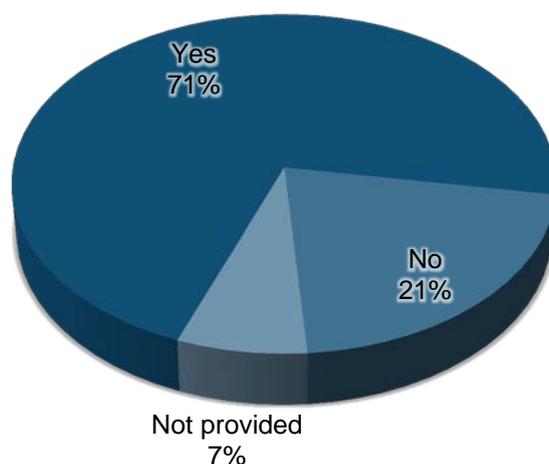
Sample base: All NLGs (134)

## The chair: improvements noted

NLGs were asked whether, since starting to support the chair at this school, they had seen any improvements in the chair's leadership and management of their governing body. Data from 8 questions (covering the maximum of 8 deployments) were merged in the analysis.

As shown in Figure 10, across the total of 267 deployments, 71% of NLGs confirmed that they had seen some improvements to the chair's leadership and management of their governing body, and 21% had not, while 7% did not provide a response.

**Figure 10: NLGs: Since starting to support the chair at this school, have you seen any improvements to the chair's leadership and management of their governing body?**



Sample base: All deployments (267)

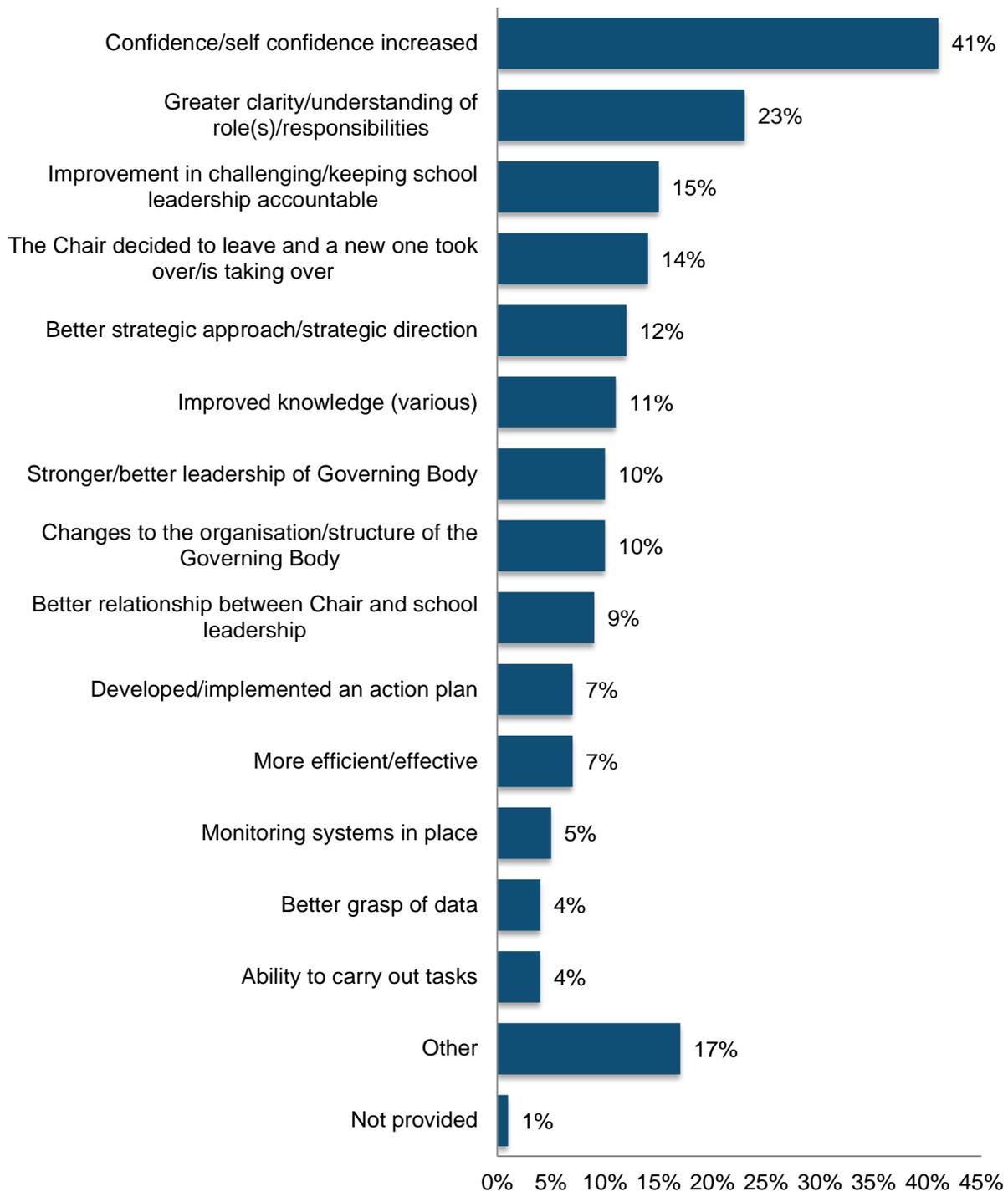
Asked what improvements they have noted in the chairs they support (free-text), the most likely type of improvement mentioned was increased confidence or self-confidence (41%), followed by greater clarity/understanding of role(s)/responsibilities (23%).

At least one in ten mentioned improvement in challenging/keeping school leadership accountable (15%) as well as a better strategic approach/strategic direction (12%), improved knowledge (11%), and stronger/better leadership of governing body (10%).

14% mentioned the chair moving on and being replaced by a new chair and 10% mentioned changes to the organisation/structure of the governing body.

Other themes were mentioned in between 4% and 10% of deployments, as shown in Figure 11 below. (Themes mentioned by less than 4% of deployments are not shown).

**Figure 11: NLGs: What improvements have you seen in the chair you support?**



Sample base: All deployments where an improvement is noted (190)

The following verbatim responses are provided as examples:

‘Was a new Chair and very uncertain of her role. Now very confident and actively manages governing body. Increased confidence and knowledge.’

‘A much greater awareness of the tasks associated with Chairing; an increasing level of confidence; a heightened willingness to challenge the headteacher as appropriate.’

‘A greater understanding of the need to challenge the Head and not to just accept the validity of data which is presented. Also, there has been some movement to change committee structures in order to operate more effectively.’

‘... when I first visited the school, the Chair had been in post for over 25 years, and the Governing body was not challenging the Acting Head, or questioning in the correct manner. Having had several meetings with the Chair, and observed a Full Governing Body meeting, she has subsequently resigned and a new Chair has stepped in, needing my support on an ad hoc basis.’

‘Increasing knowledge of the requirements of the Chair's role. Wider understanding of the programme of activity required during the academic year. Great increase in confidence in tackling the tasks and issues that are faced.’

Where NLGs responded that they had not noted any improvement (a sample of 57 deployments) they were asked why they considered this to have been the case. The most common reason given was that the deployment was in its early stages and that it was too early to say (cited in 26% of cases).

In 19% of cases the explanation given was that the chair stepped down or a new chair took up the role, while in 18% of cases the supported school was considered to have not responded/engaged. In 11% of cases, comments concerned difficulties considered to be caused by the chair, while in less than one in ten cases the reason included third party intervention including setting up an Interim Executive Board (IEB); internal governing body issues or the school entering special measures. See Figure 12.

Examples of reasons given verbatim by NLGs are provided below:

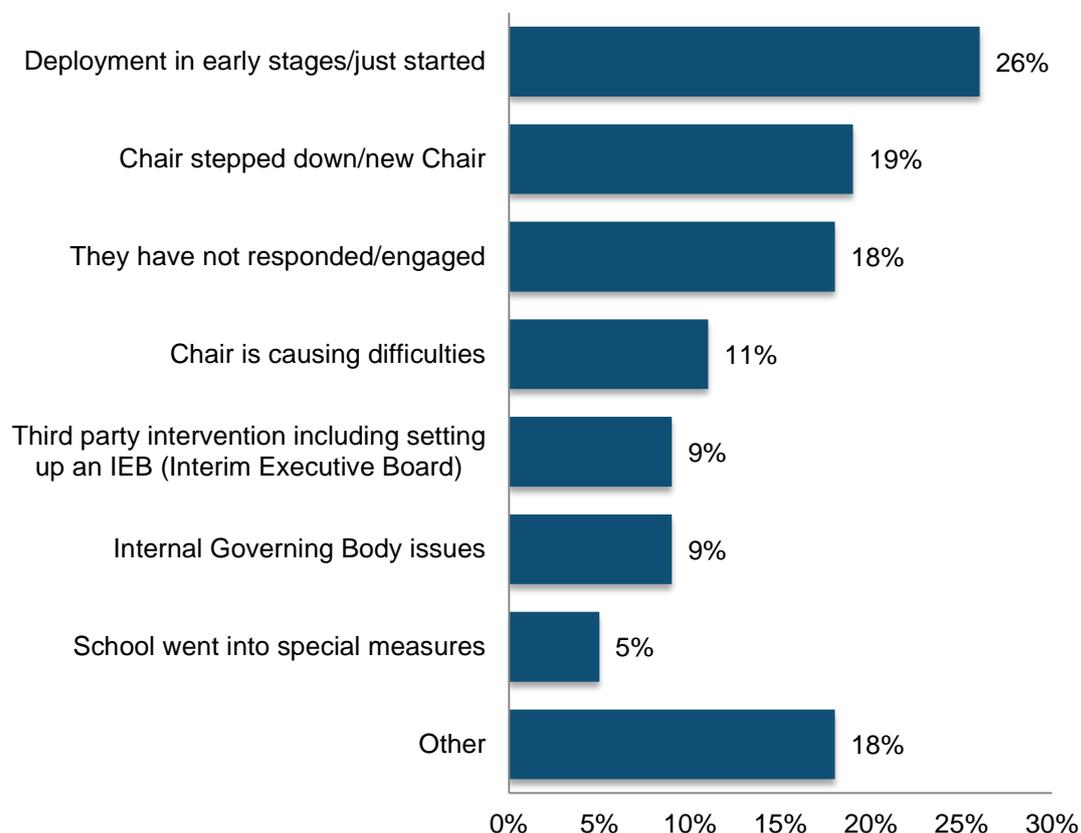
‘Early stages only. Only just identified areas for assistance and input has been delayed due to changes on the GB who have just appointed a new Chair.’

‘The Chair was fundamentally not willing to engage - the deployment was driven by the Head who subsequently retired.’

‘I finished this deployment because the Chair did not want to engage. He appeared to want support but cancelled meetings and did not follow through discussions.’

'The Chair is reluctant to improve. There have been substantial areas of other improvement of the GB.'

**Figure 12: NLGs: Why do you think there has not been any improvement?**



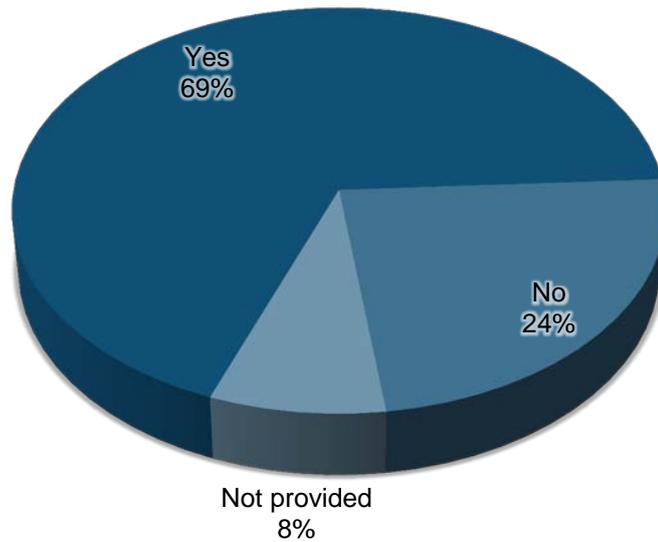
Sample base: All deployments where an improvement is not noted (57)

## The chair: improvements anticipated

NLGs were asked if they anticipate any longer term improvements in the chair. 8% did not provide a response here but the majority did so, with 69% stating yes and 24% no.

Where deployments were undertaken by an NLG who had only completed one deployment, the response was more likely to be yes (83%) than where an NLG had undertaken two or more deployments (66%). This tended to be because more NLGs completing multiple evaluations did not respond to this question, although the proportion stating 'no' was also slightly higher (25% stated no, compared to 18% where the NLG had completed just one deployment).

**Figure 13: NLGs: Do you anticipate any longer term improvements in the chair?**



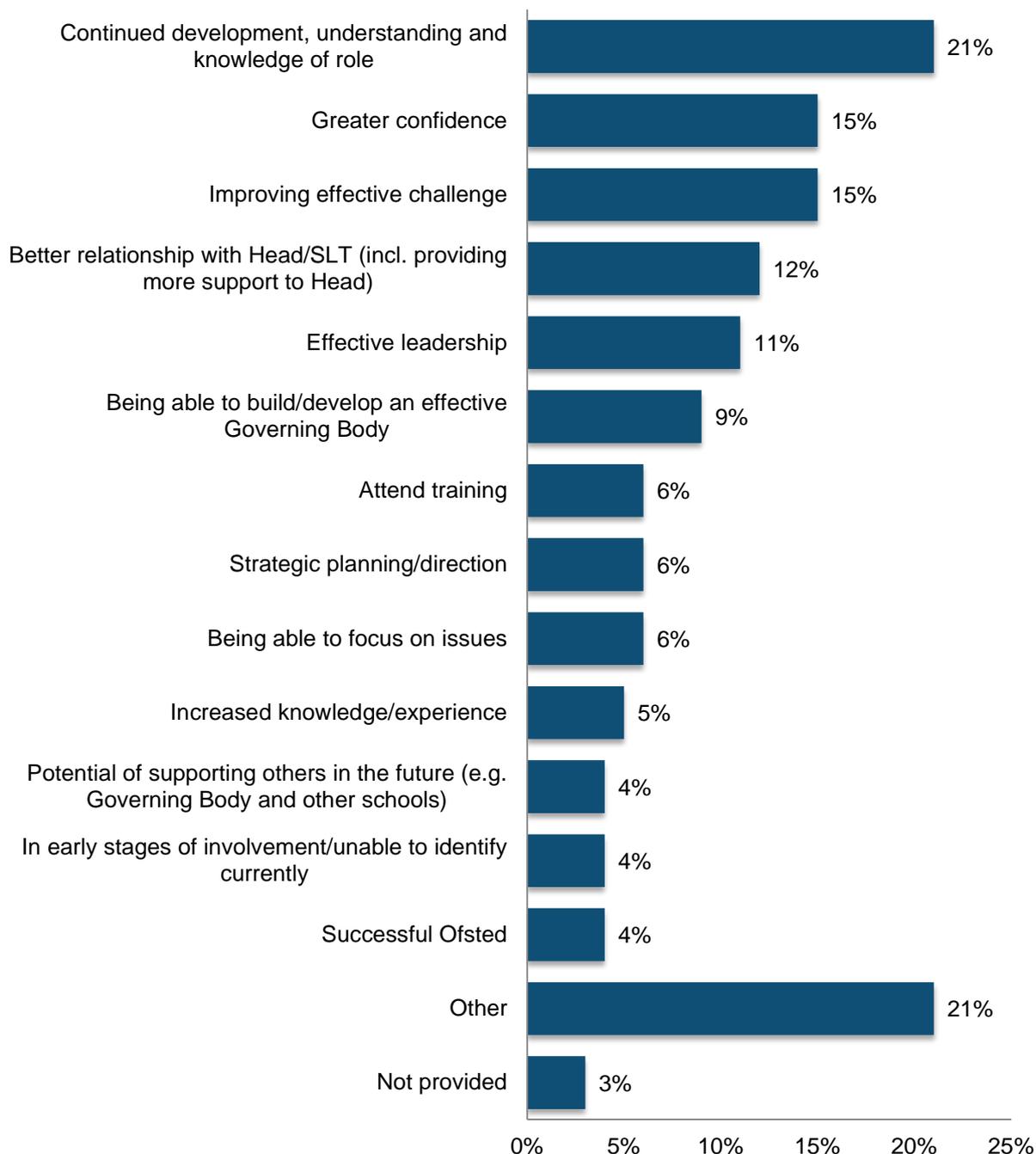
Sample base: All deployments (267)

Asked 'What longer term improvements do you expect to see in the chair you are supporting?' the highest proportion of comments related to continued development, understanding and knowledge of role (21%), as well as greater confidence (15%) and improving effective challenge (15%).

More than one in ten also mentioned a better relationship with the headteacher/SLT, including providing more support to headteacher (12%), and effective leadership in general (11%).

Just under one in ten mentioned anticipating improvement in the ability to build/develop an effective governing body (9%). Other types of improvement were mentioned by smaller proportions, between 4% and 10% of deployments, as shown in Figure 14. (Responses mentioned by less than 4% of deployments are not shown).

**Figure 14: NLGs: What longer term improvements do you expect to see in the chair you are supporting?**



Sample base: All deployments where an improvement is anticipated (183)

Examples of longer-term improvements anticipated in the chair, as input verbatim by NLGs, are provided below:

‘With increased confidence and knowledge the Chair will be able to continue to challenge the school and increase the rigour of those challenges. She will also be better equipped to lead the GB through changes yet to come.’

‘More effective working with the Head and working well with Head to drive school improvement in challenging circumstances.’

‘The Chair has recently completed the [NCTL] Chair's Development Programme and has asked me to be her coach/mentor. She has really taken a firm grip and is exhibiting strong leadership.’

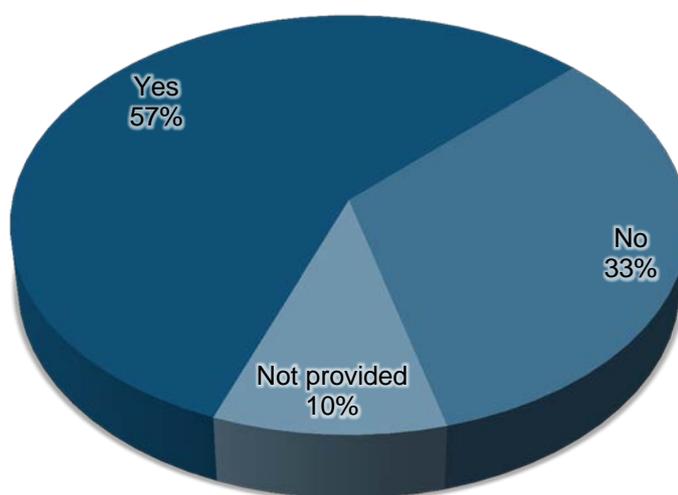
‘The greater strategic approach has already impacted on effective recruitment of new governors and therefore a longer term impact on governing body capacity.’

## The governing body: improvements noted

Asked ‘Have you seen any improvements in the governing body since you started the support?’ a slightly lower proportion of NLGs noted this than noted improvements in the chair (6 in 10 compared with 7 in 10). However, still more than half had noted an improvement (57%) while 33% had not, and 10% did not respond here.

(It should be noted that in some cases, governing body improvements may happen later, following improvements to the chair, and so it is important to refer also to the next section on ‘The governing body: improvements anticipated’.)

**Figure 15: NLGs: Have you seen any improvements in the governing body since you started the support?**



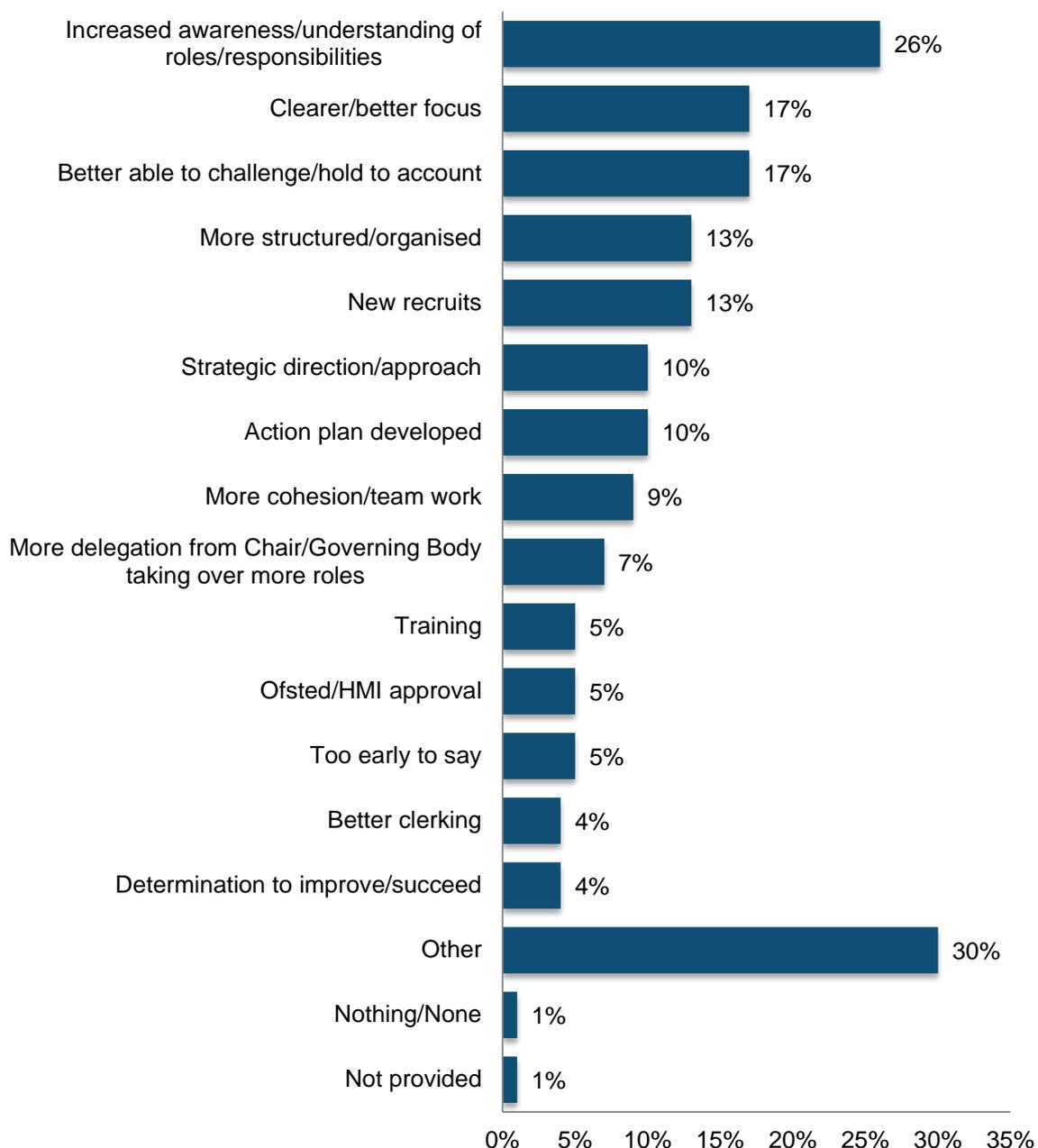
Sample base: All (267)

NLGs who had noted an improvement in the governing body were asked to describe the improvement(s). As shown in Figure 16, the largest proportion of just over a quarter mentioned increased awareness/understanding of roles/responsibilities (26%).

Having a clearer/better focus (17%) and being better able to challenge/hold to account (17%) were also important improvements noted. More than one in ten described the governing body as being more structured/organised (13%) or having new recruits (13%) while one in ten mentioned the governing body having a strategic direction/approach (10%) or an action plan developed (10%).

Just under one in ten mentioned more cohesion/team work (9%) and smaller proportions gave other comments. Figure 16 includes coded responses mentioned in 4% or more of deployments.

**Figure 16: NLGs: What improvements have you seen in how the governing body works since you started the support?**



Sample base: All deployments where an improvement is noted (151)

Examples of responses input verbatim by NLGs about improvements noted in the governing body are provided below:

‘The governing body has recruited new members and moved on members who made little contribution. They have a new structure, a greater understanding of their role, and make a greater contribution.’

‘I believe that the Governing Body is becoming more focussed in its operation.’

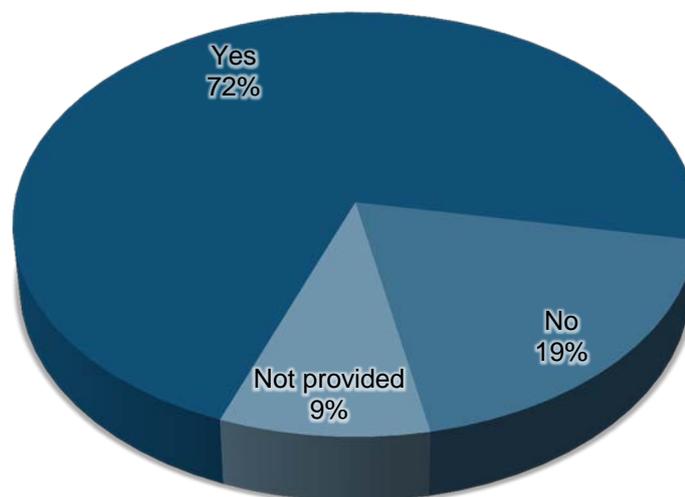
‘Better understanding of school data and how it can be used to drive improvement. School was RI in latest inspection, but now well on the way to good according to HMI monitoring visits.’

‘It is a good governing body with some excellent individual governors. Better organisation is making them more effective.’

## The governing body: improvements anticipated

NLGs were asked if they anticipate any longer term improvements in the governing body. 9% did not provide a response here but the majority did so, 72% stating yes and 19% no.

**Figure 17: NLGs: Do you anticipate any longer term improvements in the governing body you are supporting?**

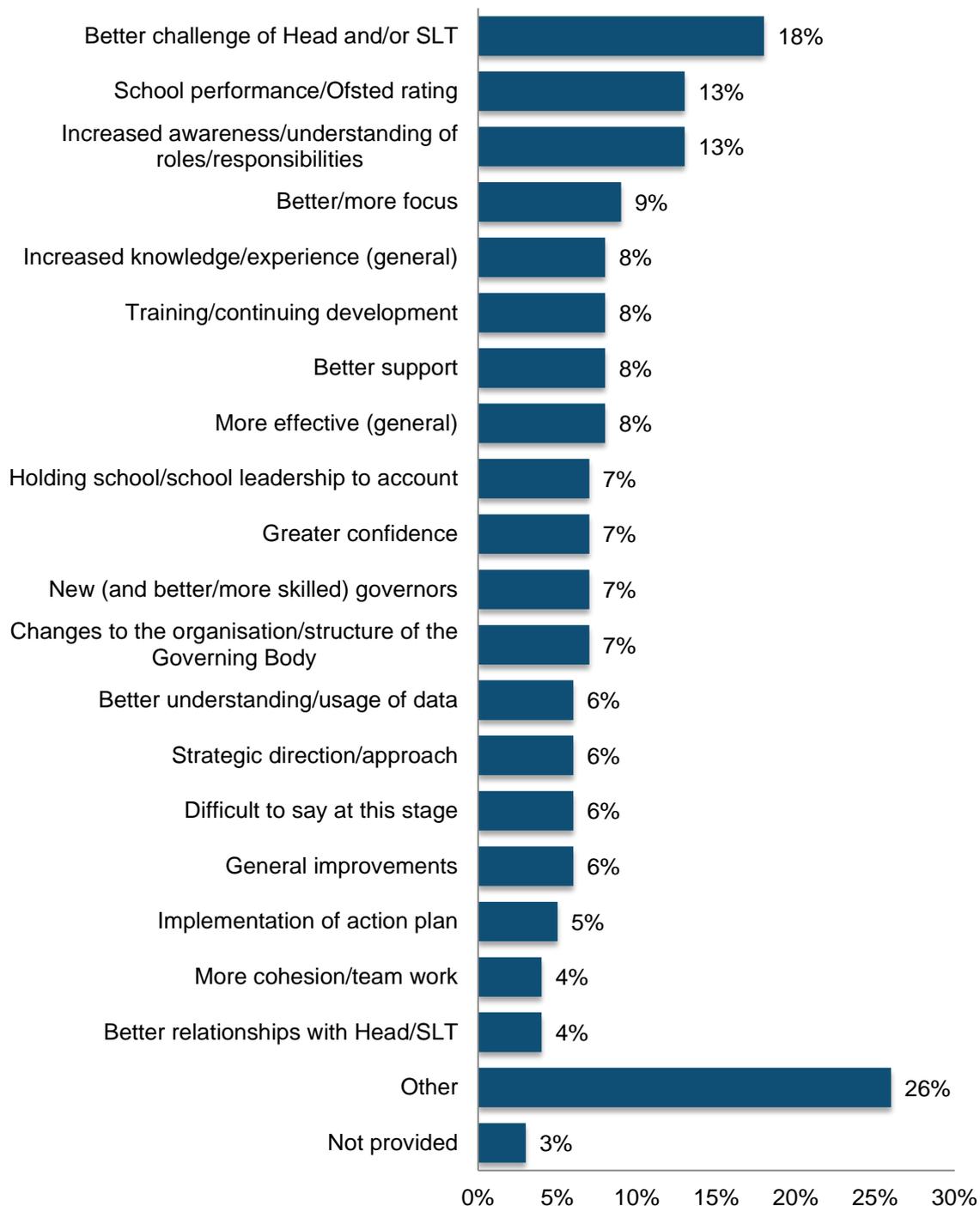


Sample base: All deployments (267)

The types of improvement, where noted, were again described in free text and later coded thematically. Most likely to be mentioned was better challenge of headteacher and/or SLT (18%). This was followed by school performance/Ofsted rating (13%) and

increased awareness/understanding of roles/responsibilities (13%). A wide range of other improvements were anticipated in the governing body, including better/more focus (9%), increased knowledge/experience (8%), training/continuing development (8%), better support (8%) and being more effective in general (8%). Figure 18 shows all responses coded for 4% or more of deployments.

**Figure 18: NLGs: What longer term improvements do you expect to see in the governing body you are supporting?**



Sample base: All deployments where an improvement is anticipated (192)

Examples of verbatim responses are provided below:

‘There were several enthusiastic young professionals who gradually had to get to know their roles. I think they will be continuing to improve in understanding of data and find appropriate ways of questioning what they are told.’

‘It’s too early to see any improvements in the governing body as a whole, although I anticipate that it will become increasingly effective at ‘asking the right questions’ as a consequence of the planned additional training and the NLG coaching.’

‘The Chair has plans to undertake a skills audit and will restructure in order to have appropriately skilled governors who understand their key role.’

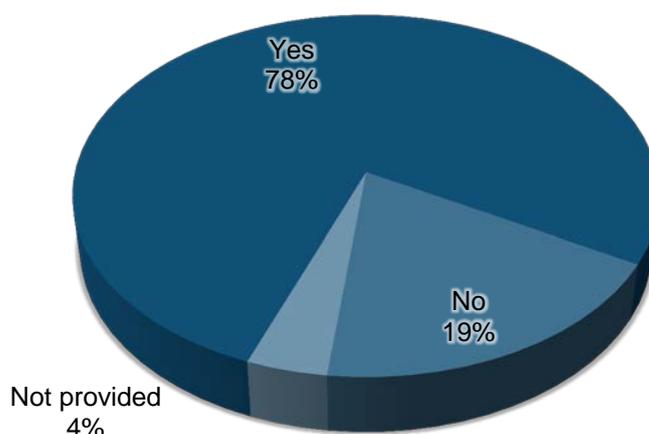
‘Developing from little or no understanding of roles and responsibilities given recruitment of 3 new governors and increased effectiveness of fulfilling remit including holding the headteacher to account for performance and driving school improvement to respond to priorities identified by Ofsted.’

## Monitoring progress

Respondents were asked whether they are monitoring the progress of the governing body/ies that they have or are supporting. This question was asked of NLGs who had undertaken at least one deployment, and was not repeated for each deployment undertaken. Therefore, the data summarises feedback across deployed NLGs rather than across all deployments.

78% of deployed NLGs confirmed that they are monitoring progress of the governing body/ies that they supported, while 19% confirmed they are not and 4% provided no response here.

**Figure 19: NLGs: Are you monitoring the progress of the governing body/ies that you have or are supporting?**

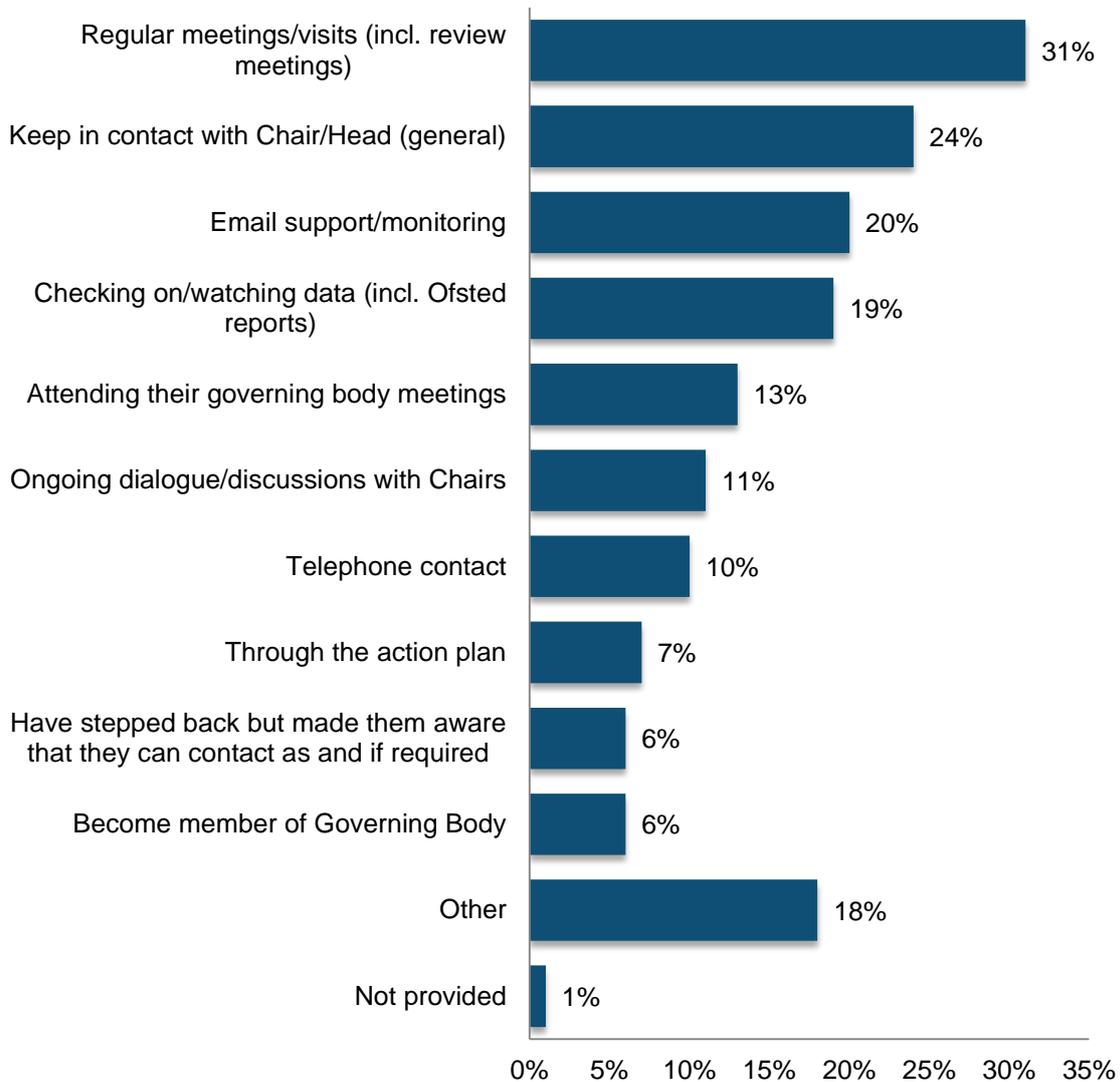


Sample base: All NLGs who have undertaken one or more deployments (113)

Where NLGs are monitoring the progress of the governing body/ies that they have or are supporting, they were asked how. The most common method appears to be through regular meetings/visits (including review meetings) which was mentioned by just under a third of deployed NLGs (31%). Just under a quarter mentioned keeping in contact with the chair/headteacher in general (24%), while a fifth described e-mail support/monitoring (20%) and a similar proportion mentioned checking on or watching data, such as Ofsted reports (19%).

In a little over a tenth of cases where NLGs are monitoring progress, NLGs mentioned specifically attending their governing body meetings (13%) and ongoing dialogue/discussions with chairs (11%) while 10% mentioned telephone contact. See Figure 20.

**Figure 20: NLGs: How are you monitoring the progress of the governing body/ies that you have supported?**



Sample base: All NLGs who are monitoring progress (88)

The following responses are provided as examples:

‘All Chairs are able to contact me informally after the deployment. We ensure catch up sessions at Chairs of Governors meetings. I monitor Ofsted inspections. The LA GDS will inform me of any further concerns that come their way that I can help with.’

‘Through the discussions that I have with the Chairs of Governors and / or Headteachers. I always seek to ensure that they have a clear understanding of what they need to do next and by when, and then I follow up on these issues the next time we are in conversation.’

## **Overall impact of the deployment**

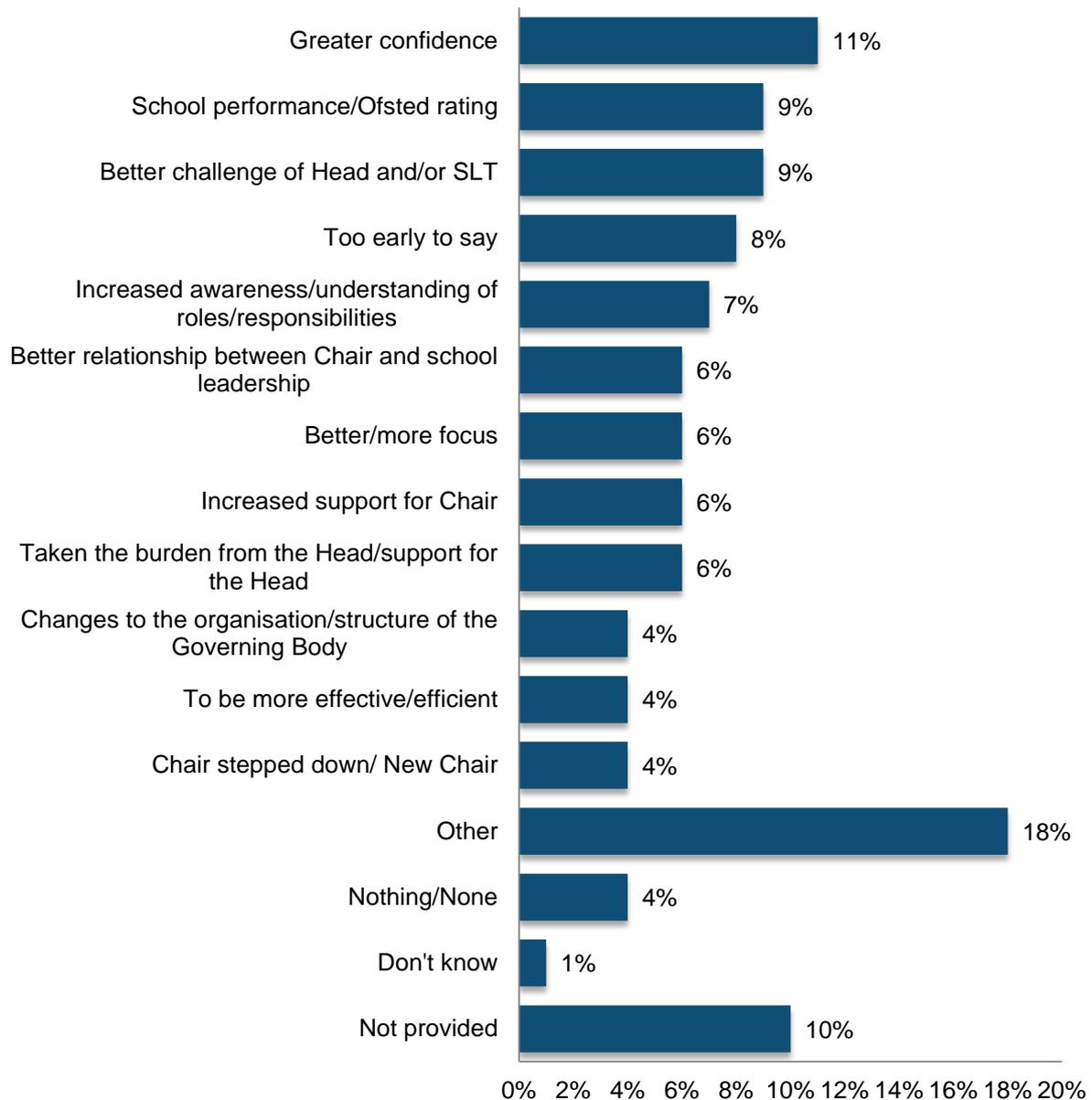
### **Impact on leadership and management of the supported school**

NLGs were asked ‘What, if any, impact do you think your deployment has had on the leadership and management and performance of the school?’

A very wide range of themes were mentioned in NLGs’ responses to this question. The most frequently made comments concerned greater confidence (11%), followed by school performance/ Ofsted rating (9%) and better challenge of the headteacher and/or SLT (9%).

8% considered it too early to say but 7% mentioned increased awareness/understanding of roles/responsibilities and 6% mentioned a better relationship between the chair and school leadership. 6% also mentioned better/more focus, increased support for the chair and removing the burden from the headteacher or providing support for the headteacher (all mentioned by 6%). See Figure 21, which includes mentions by 4% or more.

**Figure 21: NLGs: What, if any, impact do you think your deployment has had on the leadership and management and performance of the school?**



Sample base: All deployments (267)

Some example comments are provided below:

‘The school has reported through the HT and Chair how valuable the support has proved. They felt I played a significant role in achieving a secure 'good' in their recent Ofsted inspection having previously been RI. I feel I helped build a system which enabled better communication between school and governors which has led to greater trust and confidence.’

‘Profound impact, having turned a failing and deteriorating school into one that is improving well.’

‘Greater understanding of the governors’ role and power in regard to accountability and higher expectations. Clear use of performance data now expected and a "hardened up" implementation of protocols regarding capability of current HT.’

‘The Chair has become more confident in challenging the leadership and is adopting a number of different strategies to successfully address leadership issues in the school. She has begun to get the school thinking about longer term strategic goals. She is beginning to change the way head teacher performance is carried out - for the better.’

## Impact on the NLG’s school

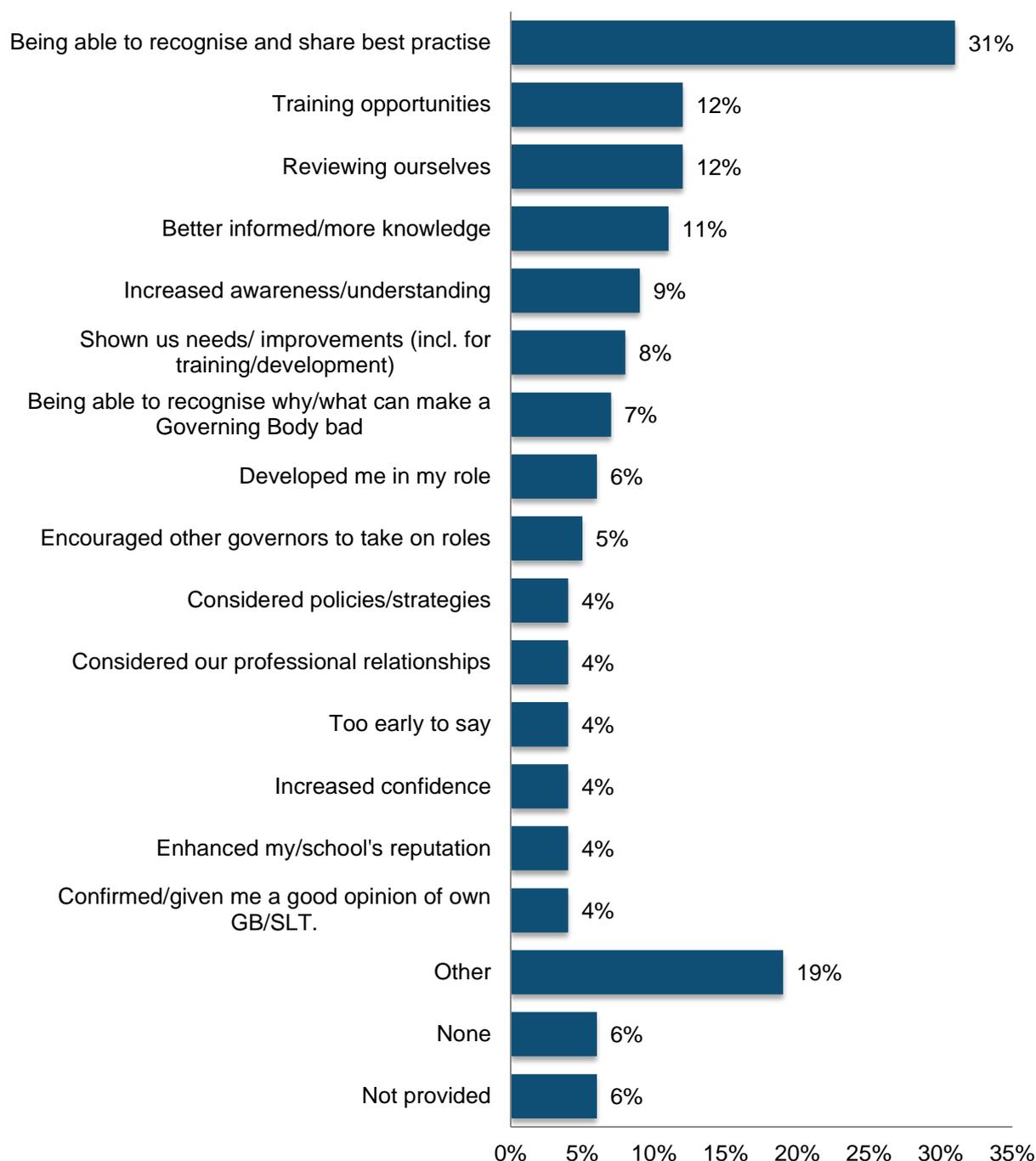
NLGs were asked ‘What, if any, impact do you think your NLG deployment(s) had on your own school?’ This question was asked of NLGs who had undertaken at least one deployment and was only asked once, rather than of each deployment. Therefore, the data represents proportions of NLGs who have undertaken at least one deployment.

The vast majority of impacts mentioned were positive and the most common was being able to recognise and share best practice (31%). This was followed by training opportunities (12%), reviewing ourselves (12%) and being better informed/more knowledge (11%). Just under 10% of deployed NLGs similarly mentioned increased awareness/understanding (9%) and 8% considered that the deployment had ‘shown us needs/ improvements’ including for training/development.

A wide range of other benefits were mentioned and only 6% said none, in addition to 6% who did not provide a response on this question. 4% considered that it was too early to say.

Figure 22 summarises responses mentioned by 4% or more of NLGs who had undertaken a deployment. As such it does not include the one negative theme coded, which is noted here in case useful, and is ‘having less time for one’s own school’ (mentioned by 2% of NLGs who have undertaken a deployment, i.e. just 2 individual respondents). As shown later in this report, while availability is considered a barrier to securing deployments by a minority of NLGs, it is considered a less significant barrier than awareness levels of the NLG programme at this stage.

**Figure 22: NLGs: What, if any, impact has your NLG deployment(s) had on your own school?**



Sample base: All NLGs who have undertaken one or more deployments (113)

Some example responses, as input verbatim by NLGs, are provided below:

‘I very often will pick up ideas from other Chairs and other schools. We have completed our own GB review and have also accessed some specific training.’

‘Having been for a very long time Chair at my school (probably too long), I am seriously working with the governors to review our effectiveness. I feel that I can't be suggesting to others to do this without practising it myself. By the stepping back

a bit I have found others beginning to take on roles, so succession may be easier too.'

'I believe that my skills as a governor have been widened by my contacts with other governing bodies learning both from mistakes made and good practice seen.'

'The knowledge and experience gained from working with schools both as a deployment but also undertaking RofG is invaluable. It can only bring benefit to my school.'

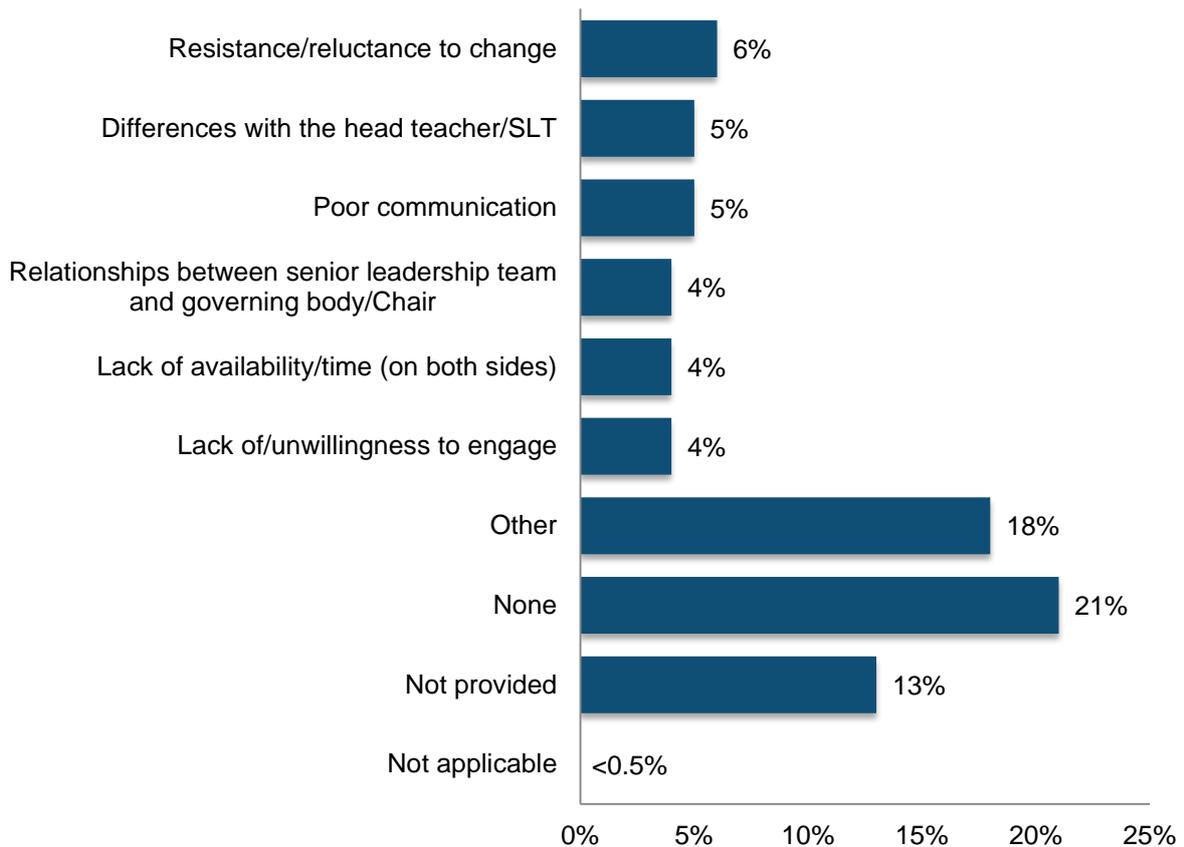
## Challenges encountered in the deployment

NLGs were asked what, if any, challenges they encountered during this deployment. 21% said that no challenges had been met, and 13% did not provide a response here, but a diverse set of other responses were given. No theme was mentioned by more than 6%, but some common threads can be seen.

In 6% of deployments, NLGs mentioned resistance/reluctance to change, while in 5% of cases NLGs mentioned differences with the headteacher/SLT or poor communication. In 4% of deployments NLGs mentioned as a challenge the relationships between the senior leadership team and governing body/chair, lack of availability/time (on both sides) or lack of/unwillingness to engage (all 4%).

Figure 23 summarises all coded responses provided in 4% or more of deployments.

**Figure 23: NLGs: What, if any, challenges did you encounter during this deployment?**



Sample base: All deployments (267)

Some examples of challenges as described by NLGs are provided below:

‘The Chair has welcomed the support he has received, but has been slow to act upon advice. It has taken a good 6 months to build our relationship to a point where he is really responsive to ideas and willing to open up to me about other concerns and problems he faces. The head teacher has been very negative and defensive and this has been the biggest obstacle to progress.’

‘Challenges initially around mindset of governors and acceptance of the need to change, also working with Headteacher to change expectations of governors and focus on strategic activities.’

‘Finding the time to meet was initially hard as Chair and Vice-Chair were very busy - with legal aspects of setting up the school. I met the Headteachers first; they had a very negative view of governors, so we did have to work with governors on developing effective communication.’

## Barriers to securing deployments

NLGs were asked what, if any, are the barriers to securing deployments. The base for this question is all NLGs (134) since this question was only asked once irrespective of the number of deployments undertaken.

Respondents could select any applicable response(s) from six 'prompted' response options, in addition to writing in another comment if applicable. Responses from 'other' are labelled as 'unprompted' in Figure 24. This figure summarises all responses mentioned by 4% or more of respondents.

The most notable barrier identified by NLGs was lack of awareness/ understanding of the NLG role by schools, mentioned by just over three quarters of NLGs (76%). A similar proportion identified lack of awareness/understanding of the NLG by commissioning bodies, such as the diocese, local authority, or multi-academy trusts (73%).

The top-two responses therefore suggest that increased awareness-raising on the NLG initiative would be seen by NLGs as an effective method in helping secure deployments going forwards.

Next most mentioned as a barrier was willingness of other chairs to ask for support from NLGs (60%).

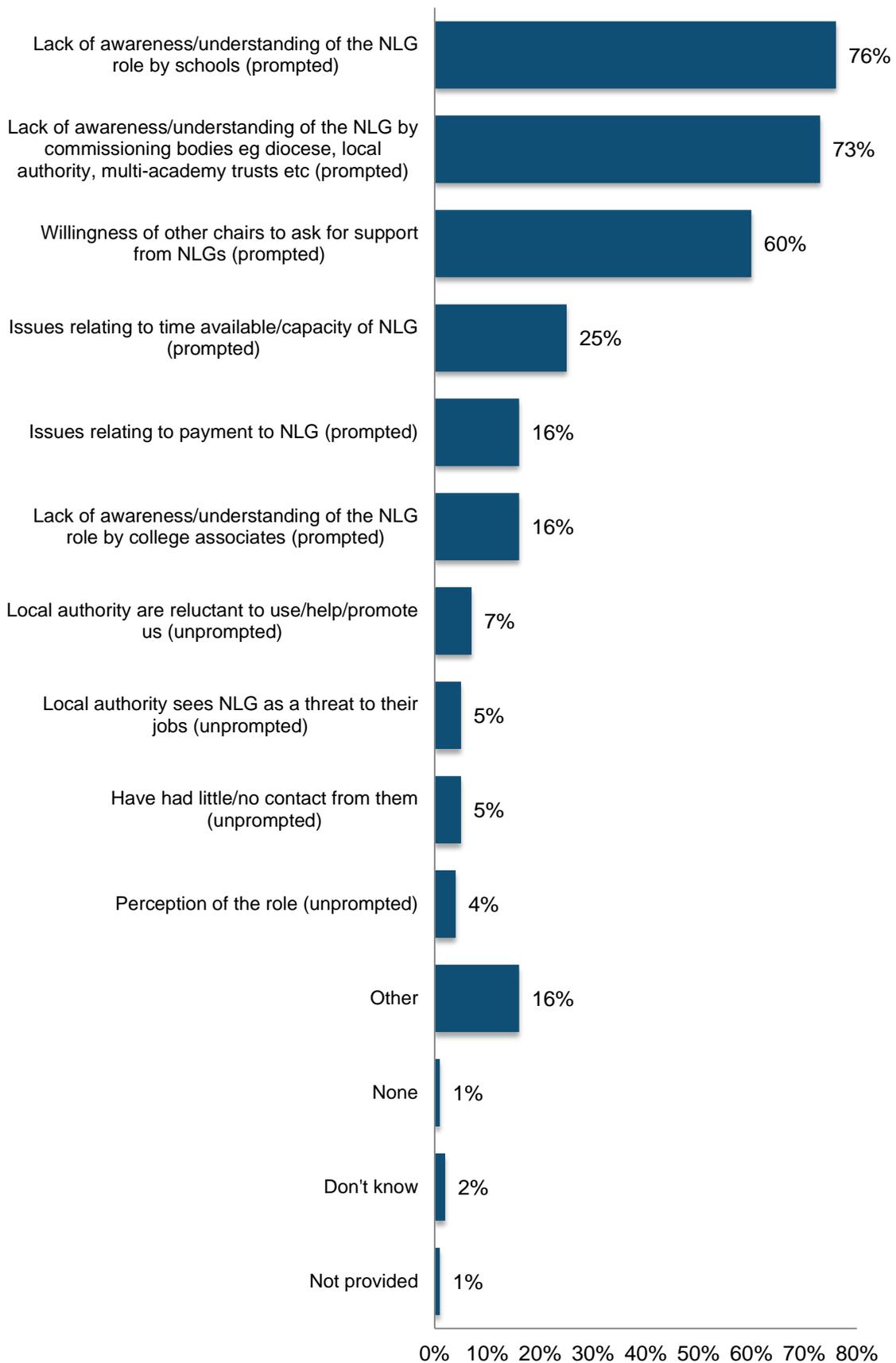
Just a quarter mentioned issues relating to time available or the capacity of the NLG (25%) while 16% mentioned issues relating to payment to NLG or lack of awareness /understanding of the NLG role by college associates.

Just under half of NLGs gave another comment, either elaborating on their responses or mentioning a range of diverse other themes. The most significant of these was a perceived reluctance on the part of the local authority to help or promote NLGs (7%) and similarly a perception of the local authority seeing NLGs as a threat to their jobs (5%). A further 5% mentioned issues with contact e.g. 'Although I was asked once, and filled out a form, unfortunately they have not followed it up, despite gentle reminders. It's very frustrating!'

A further 4% considered people's perceptions of the role to be a barrier. This is a similar theme to that of willingness to ask for help e.g. the perception of deployments being associated with weakness on the part of the chair/school. One respondent commented:

'There is some evidence that any lack of awareness etc by commissioning bodies is going to improve through experiences gained from schools where deployment has been carried out. Other chairs may perceive deployment as evidence of weakness not opportunity to enhance and support what they do.'

**Figure 24: NLGs: What, if any, do you think are the barriers in securing deployments?**



Sample base: All NLGs (134)

## Appendix 1: Questionnaires

### NLG deployment evaluation questionnaire: completed by supported headteachers and chairs of governors

#### Evaluation of National Leader of Governance Deployment

National Leaders of Governance (NLGs) are highly effective Chairs of governors who use their skills and experience to support Chairs in other schools.

Your name has been provided as the key contact for an NLG deployment.

We would be very grateful if you could provide feedback, so that we can use to improve the support NLG can provide to Chairs of governors.

#### Your Details

Your name:

Your school/ organisation:

Your LA:

Your email address:

Your phone number:

#### NLG Support

NLG name:

Please indicate the NLG service received

*A school review of governance/ Deployment (coaching and mentoring support)*

Would you recommend the NLG?

Yes / No

Purpose of deployment:

Do you feel the NLG support has met your needs?

Yes / No

Overall, how satisfied are you with the NLG support?

*Very Satisfied / Satisfied / Not satisfied / Not at all satisfied*

What was the outcome/ impact?

What particular aspects of the NLG support did you find most useful?

Is there anything further you would have liked to have seen included by the NLG?

Is there anything further you would like to say about the NLG support?

Tenure as Chair of Governor:

*less than 1 year / 1 - 2 years / 3+ years*

Finally, how long do you intend to continue serving as a Chair?

*less than 1 year / 1 - 2 years / 3+ years / I am no longer a serving Chair / Other (please comment)*

### **Review of governance**

What aspects of the review did you find most useful?

Is there anything further you would have liked to have seen included in the review?

What difference has the review made to the effectiveness of your governing body?

Overall, how satisfied are you with the review?

*Very Satisfied / Satisfied / Not satisfied / Not at all satisfied*

Any other comments?

# NLG Impact Evaluation Questionnaire: Completed by National Leaders of Governance

## National Leaders of Governance Survey

The importance of good governance in schools is widely recognised, as Lord Nash said in a recent speech, "... we know from Ofsted, that where schools are weak, governance is, often, also often found wanting. The regulator found that, in around 40% of schools, governance is not as strong as it should be...".

The National College for Teaching and Leadership (NCTL) would like to gather evidence from existing National Leaders of Governance (NLGs) on the impact of the work NLGs have undertaken and what additional support NLGs think would support their work in the future.

Thank you for agreeing to complete this survey. The questionnaire should take no more than 15 minutes to complete.

The survey is completely confidential. Names of deployment schools are requested only to allow us to analyse the data and your comments will not be linked to the schools in any way.

If you have any queries regarding this survey or if you experience any issues while completing it, please email [college.consultations@education.gsi.gov.uk](mailto:college.consultations@education.gsi.gov.uk)

To start the questionnaire, please click next below.

[The test survey will remain open until 8am on 11 November 2013.](#)

## Deployment

### 1. Have you been deployed since you were designated as an NLG?

Yes [Go to Q2]

No [Go to Q102]

## Impact of NLG Support

[Ask if Q1=yes]

### 2. How many deployments have you completed?

1

2

3

4

5

6

7

8

We would now like to ask you a series of questions about the impact your

deployment(s) have had on the schools you are currently supporting or have supported. The questions will be repeated for each of your deployment(s).

You do not have to enter the deployment(s) in any particular order but it will help us analyse the data more effectively if you enter the name of the school for each deployment. We recognise that each deployment may have been different with different impacts, so we are asking for feedback about each deployment. The school name will not be used in the final report and any comments you make will not be linked to a particular school.

[Ask if Q1=yes]

## **Impact of NLG support - deployment 1**

3. **Please give the name of the school for our analysis.**
4. **Since starting to support the Chair at this school, have you seen any improvements to the chair's leadership and management of their governing body?**  
Yes [Go to Q5]  
No [Go to Q6]

[Ask if Q4 = yes]

5. **What improvements have you seen in the Chair you support?**

[Ask if Q4 = no]

6. **Why do you think there has not been any improvement?**
7. **Do you anticipate any longer term improvements in the Chair?**  
Yes [Go to Q8]  
No [Go to Q9]

[Ask if Q7 = yes]

8. **What longer term improvements do you expect to see in the chair you are supporting?**

9. **Have you seen any improvements in the governing body since you started the support?**  
Yes [Go to Q10]  
No [Go to Q11]

[Ask if Q9 = yes]

10. **What improvements have you seen in how the governing body works since you started the support?**
11. **Do you anticipate any longer term improvements in the governing body you are supporting?**  
Yes [Go to Q12]  
No [Go to Q13]

[Ask if Q11 = yes]

12. **What longer term improvements do you expect to see in the governing body that you are supporting?**

13. **What, if any, impact do you think your deployment has had on the leadership and management and performance of the school?**

14. **What, if any, challenges did you encounter during this deployment?**

[If Q2 = 2, go to Q15]

[If Q2 = 1, go to Q99]

## **Impact of NLG Support - deployment 2**

15. **Please give the name of the school for our analysis.**

16. **Since starting to support the Chair at this school, have you seen any improvements to the leadership and management of their governing body?**

Yes [Go to Q17]

No [Go to Q18]

[Ask if Q16 = yes]

17. **What improvements have you seen in the Chair you support?**

[Ask if Q16 = no]

18. **Why do you think there has not been any improvement?**

19. **Do you anticipate any longer term improvements in the Chair?**

Yes [Go to Q20]

No [Go to Q21]

[Ask if Q19 = yes]

20. **What longer term improvements do you expect to see in the chair you are supporting?**

21. **Have you seen any improvements in the governing body since you started the support?**

Yes [Go to Q22]

No [Go to Q23]

[Ask if Q21 = yes]

22. **What improvements have you seen in how the governing body works since you started the support?**

23. **Do you anticipate any longer term improvements in the governing body you are supporting?**

Yes [Go to Q24]

No [Go to Q25]

[Ask if Q23 = yes]

24. **What longer term improvements do you expect to see in the governing body that you are supporting?**

25. **What, if any, impact do you think your deployment has had on the leadership and management of the school?**

26. **What, if any, challenges did you encounter during this deployment?**

[If Q2 = 3, go to Q27]

[If Q2 = 2, go to Q99]

### **Impact of NLG Support - deployment 3**

27. **Please give the name of the school for our analysis.**

28. **Since starting to support the Chair at this school, have you seen any improvements to the leadership and management of their governing body?**

Yes [Go to Q29]

No [Go to Q30]

[Ask if Q28 = yes]

29. **What improvements have you seen in the Chair you support?**

[Ask if Q28 = no]

30. **Why do you think there has not been any improvement?**

31. **Do you anticipate any longer term improvements in the Chair?**

Yes [Go to Q32]

No [Go to Q33]

[Ask if Q31 = yes]

32. **What longer term improvements do you expect to see in the chair you are supporting?**

33. **Have you seen any improvements in how the governing body works since you started the support?**

Yes [Go to Q34]

No [Go to Q35]

[Ask if Q33 = yes]

34. **What improvements have you seen in the governing body since you started the support?**

35. **Do you anticipate any longer term improvements in the governing body you are supporting?**

Yes [Go to Q36]

No [Go to Q37]

[Ask if Q35 = yes]

36. **What longer term improvements do you expect to see in the governing body that you are supporting?**

37. **What, if any, impact do you think your deployment has had on the leadership and management of the school?**

38. **What, if any, challenges did you encounter during this deployment?**

[If Q2=4, go to Q39]

[If Q2=3, go to Q99]

## Impact of NLG Support - deployment 4

39. **Please give the name of the school for our analysis.**

40. **Since starting to support the Chair at this school, have you seen any improvements to the leadership and management of their governing body?**

Yes [Go to Q41]

No [Go to Q42]

[Ask if Q40 = yes]

41. **What improvements have you seen in the Chair you support?**

[Ask if Q40 = no]

42. **Why do you think there has not been any improvement?**

43. **Do you anticipate any longer term improvements in the Chair?**

Yes [Go to Q44]

No [Go to Q45]

[Ask if Q43 = yes]

44. **What longer term improvements do you expect to see in the chair you are supporting?**

45. **Have you seen any improvements in how the governing body works since you started the support?**

Yes [Go to Q46]

No [Go to Q47]

[Ask if Q45 = yes]

46. **What improvements have you seen in the governing body since you started the support?**

47. **Do you anticipate any longer term improvements in the governing body you are supporting?**

Yes [Go to Q48]

No [Go to Q49]

[Ask if Q47 = yes]

48. **What longer term improvements do you expect to see in the governing body that you are supporting?**

49. **What, if any, impact do you think your deployment has had on the leadership and management of the school?**

50. **What, if any, challenges did you encounter during this deployment?**

[If Q2=5, go to Q51]

[If Q2=4, go to Q99]

## Impact of NLG Support - deployment 5

51. **Please give the name of the school for our analysis.**
52. **Since starting to support the Chair at this school, have you seen any improvements to the leadership and management of their governing body?**  
Yes [Go to Q53]  
No [Go to Q54]

[Ask if Q52 = yes]

53. **What improvements have you seen in the Chair you support?**

[Ask if Q52 = no]

54. **Why do you think there has not been any improvement?**

55. **Do you anticipate any longer term improvements in the Chair?**  
Yes [Go to Q56]  
No [Go to Q57]

[Ask if Q55 = yes]

56. **What longer term improvements do you expect to see in the chair you are supporting?**

57. **Have you seen any improvements in how the governing body works since you started the support?**  
Yes [Go to Q58]  
No [Go to Q59]

[Ask if Q57= yes]

58. **What improvements have you seen in the governing body since you started the support?**

59. **Do you anticipate any longer term improvements in the governing body you are supporting?**  
Yes [Go to Q60]  
No [Go to Q61]

[Ask if Q59 = yes]

60. **What longer term improvements do you expect to see in the governing body that you are supporting?**

61. **What, if any, impact do you think your deployment has had on the leadership and management of the school?**

62. **What, if any, challenges did you encounter during this deployment?**

[If Q2=6, go to Q63]

[If Q2=5, go to Q99]

## Impact of NLG Support - deployment 6

63. **Please give the name of the school for our analysis.**
64. **Since starting to support the Chair at this school, have you seen any improvements to the leadership and management of their governing body?**  
Yes [Go to Q65]  
No [Go to Q66]

[Ask if Q59 = yes]

65. **What improvements have you seen in the Chair you support?**

[Ask if Q65 = no]

66. **Why do you think there has not been any improvement?**

67. **Do you anticipate any longer term improvements in the Chair?**

Yes [Go to Q68]

No [Go to Q69]

[Ask if Q67 = yes]

68. **What longer term improvements do you expect to see in the chair you are supporting?**

69. **Have you seen any improvements in how the governing body works since you started the support?**

Yes [Go to Q70]

No [Go to Q71]

[Ask if Q69 = yes]

70. **What improvements have you seen in the governing body since you started the support?**

71. **Do you anticipate any longer term improvements in the governing body you are supporting?**

Yes [Go to Q72]

No [Go to Q73]

72. **What longer term improvements do you expect to see in the governing body that you are supporting?**

73. **What, if any, impact do you think your deployment has had on the leadership and management of the school?**

74. **What, if any, challenges did you encounter during this deployment?**

[If Q2=7, got to Q75]

[If Q2=6, got to Q99]

## **Impact of NLG Support - deployment 7**

75. **Please give the name of the school for our analysis.**

76. **Since starting to support the Chair at this school, have you seen any improvements to the leadership and management of their governing body?**

- Yes [Go to Q77]
- No [Go to Q78]

[Ask if Q76 = yes]

77. **What improvements have you seen in the Chair you support?**

[Ask if Q76 = no]

78. **Why do you think there has not been any improvement?**

79. Do you anticipate any longer term improvements in the Chair?

Yes [Go to Q80]

No [Go to Q81]

[Ask if Q79 = yes]

80. **What longer term improvements do you expect to see in the chair you are supporting?**

81. **Have you seen any improvements in how the governing body works since you started the support?**

Yes [Go to Q82]

No [Go to Q83]

[Ask if Q81 = yes]

82. **What improvements have you seen in the governing body since you started the support?**

83. **Do you anticipate any longer term improvements in the governing body you are supporting?**

Yes [Go to Q84]

No [Go to Q85]

[Ask if Q83 = yes]

84. **What longer term improvements do you expect to see in the governing body that you are supporting?**

85. **What, if any, impact do you think your deployment has had on the leadership and management of the school?**

86. **What, if any, challenges did you encounter during this deployment?**

[If Q2=8, go to Q87]

[If Q2=7, go to Q99]

## **Impact of NLG Support - deployment 8**

87. **Please give the name of the school for our analysis.**

88. **Since starting to support the Chair at this school, have you seen any improvements to the leadership and management of their governing body?**

Yes [Go to Q89]

No [Go to Q90]

[Ask if Q88 = yes]

89. **What improvements have you seen in the Chair you support?**

[Ask if Q88 = no]

90. **Why do you think there has not been any improvement?**

91. **Do you anticipate any longer term improvements in the Chair?**

Yes [Go to Q92]

No [Go to Q93]

[Ask if Q92 = yes]

92. **What longer term improvements do you expect to see in the chair you are supporting?**

93. **Have you seen any improvements in how the governing body works since you started the support?**

Yes [Go to Q94]

No [Go to Q95]

[Ask if Q93 = yes]

94. **What improvements have you seen in the governing body since you started the support?**

95. **Do you anticipate any longer term improvements in the governing body you are supporting?**

Yes [Go to Q96]

No [Go to 97]

[Ask if Q95 = yes]

96. **What longer term improvements do you expect to see in the governing body that you are supporting?**

97. **What, if any, impact do you think your deployment has had on the leadership and management of the school?**

98. **What, if any, challenges did you encounter during this deployment?**

## **Impact of NLG Support**

The following questions relate to all of your deployments

99. **Are you monitoring the progress of the governing body/ies that you have or are supporting?**

Yes [Go to Q100]

No [Go to Q101]

[Ask if Q99 = yes]

100. **How are you monitoring the progress of the governing body/ies that you have supported?**

101. **What, if any, impact have your NLG deployment(s) had on your own school?**

## **Deployment**

102. **What, if any, do you think are the barriers in securing deployments? Please tick all that apply**

- *Issues relating to time available/capacity of NLG*
- *Lack of awareness/understanding of the NLG by commissioning bodies (eg diocese, local authority, multi-academy trusts etc)*
- *Issues relating to payment to NLG*
- *Lack of awareness/understanding of the NLG role by schools*
- *Willingness of other chairs to ask for support from NLGs*
- *Lack of awareness/understanding of the NLG role by college associates*

102. **Other barriers or additional comments**

## Review of governance

103. **Please list any reviews of governance you have undertaken, excluding those undertaken in pilot.**

Please include the name of the school and the date you started the review.

## Case studies

104. We are looking to develop some case studies of NLG work as part of this evaluation. To develop the case studies we are looking for NLGs who would be prepared to be interviewed. The interviews will take approximately 30 minutes and are planned to take place during November 2013.

**Would you be willing to take part in this work?**

Yes [Go to Q105]

No [Go to Q108]

[Ask if Q104 = yes]

## Case studies

Thank you for offering to help with the case studies, please leave your contact details below and a member of the research team will be in touch in further details.

105. **Name**

106. **Contact e-mail**

107. **Telephone number**

Thank you

This is the end of the questionnaire.

108. **To help us monitor response rates, please enter your name below. Your**

**name will not be used in any way during the analysis but providing your name will mean that you won't receive reminders about completing survey.**

If you haven't already updated your deployment details with the NLG team, please email [chair.ofgovernors@education.gsi.gov.uk](mailto:chair.ofgovernors@education.gsi.gov.uk).

Please click submit below to send your responses.

Thank you for your time, your feedback is important.

## **Appendix 2: Statement of Compliance**

### **Compliance with International Standards**

BMG complies with the International Standard for Quality Management Systems requirements (ISO 9001:2008) and the International Standard for Market, opinion and social research service requirements (ISO 20252:2012).

### **Interpretation and publication of results**

The interpretation of the results as reported in this document pertain to the research problem and are supported by the empirical findings of this research project and, where applicable, by other data. These interpretations and recommendations are based on empirical findings and are distinguishable from personal views and opinions.

BMG will not be publish any part of these results without the written and informed consent of the client.

### **Ethical practice**

BMG promotes ethical practice in research: We conduct our work responsibly and in light of the legal and moral codes of society.

We have a responsibility to maintain high scientific standards in the methods employed in the collection and dissemination of data, in the impartial assessment and dissemination of findings and in the maintenance of standards commensurate with professional integrity.

We recognise we have a duty of care to all those undertaking and participating in research and strive to protect subjects from undue harm arising as a consequence of their participation in research. This requires that subjects' participation should be as fully informed as possible and no group should be disadvantaged by routinely being excluded from consideration. All adequate steps shall be taken by both agency and client to ensure that the identity of each respondent participating in the research is protected.



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