
On the British Education System

and

The State Schools in Cambridge (Vol. XXXII)

—Governors and Parents Meeting of Impington Village College—

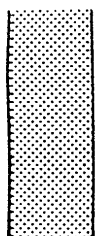
Minoru SHIGETA*

In the preceding essays (Vol. XXIX-XXXI), I have told you about the access to the Sixth Form in Impington Village College, hardships and difficulties of my daughter studying 'A' level subjects, and have considered GCE (General Certificate of Education and CSE (Certificate of Secondary Education) exams, according to the points of GCE and CSE exams given the candidates for both examinations by Impington Village College.

While my daughter studied at Impington Village College, we received a lot of school letters. So I will pick up the letters in which I took an interest and tell you about them. In this paper, first of all I will mention "Governors and Parents Meeting of Impington Village College.

On 26th June, '87, my daughter came back from school with a letter from the Chairman of Governors of Impington Village College. As I said in the preceding essay, I was to leave Cambridge for Paris on July 1st, '87. But the meeting was to be held on July 13th, so my wife attended the meeting after my departure and received some records, which inform us parents of the results of C.S.E. and G.C.E. exams of the year before, and two sheets of paper entitled "The Governors' Annual Report to Parents, 1987." "Governors and Parents Meeting," in my opinion, is equivalent to "Parent-Teacher Association" in Japan. So I will show you the letter of invitation from the Chairman in next page, and some sheets of paper informing us of the

results of C.S.E. and G.C.E. exams and so on in the following pages. After that, I will show you the written records entitled "The Governors' Annual Report to Parents," so that you may understand the nature of the meeting more fully.



i m p i n g t o n



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TB/SED

26th June, 1987

Dear Parent/Guardian,

We are pleased as Governors of Impington Village College to fulfil our duties under the 1986 Education Act by providing an opportunity for parents to attend a meeting on July 13th at 7.30 p.m. in our Main Hall. The subjects for discussion will be:

- the governors annual Report
- the discharge by the Governing Body, the Head and the LEA of their functions in relation to the school.

The meeting is open only to parents and will be chaired by myself, Reverend Tony Barker, Chairman of Governors.

As Governors we are aware that the Warden and her staff encourage openness and partnership with parents at all times and this public meeting is not designed to deal with cases involving individuals. Thus we advise you to bring such instances up through the normal channels i.e. through the Warden or myself directly.

The Governors report will provide the main agenda of the evening but if you have agenda issues to raise yourself you are kindly requested to let me have these beforehand.

We look forward to seeing you on 13th July and suggest you bring the report with you.

Yours sincerely,

CHAIRMAN

RESULTS OF COMMON EXAMINATION AT 16+ : SUMMER 1986

16+
AS PUBLISHED.

YEAR GROUP : 195 STUDENTS

SUBJECT	STUDENTS ENTERED	GRADES ACHIEVED							
		A	B	C 1	2	3	4	5	U
MATHEMATICS	116	2	13	15	25	25	14	10	12
HISTORY	67	11	15	11	14	12	2	1	1
BIOLOGY	83	12	20	14	10	6	15	4	2
PHYSICS	90	13	24	15	17	9	10	2	0
CHEMISTRY	84	7	14	21	18	12	10	2	0
GEOGRAPHY	93	11	17	27	12	13	8	4	1
ENVIRONMENTAL STUDIES	13	0	1	1	7	2	2	0	0
RELIGIOUS STUDIES	7	2	2	2	1	0	0	0	0
TOTAL GRADES		58	106	106	104	79	61	23	16
GRADES% (sitting)		11	19	19	19	14	11	4	3
PREVIOUS YEAR% (sitting)		10	19	17	22	14	13	4	1

THE COMMON EXAMINATION AT 16+ EXAMINES ACROSS THE WHOLE ABILITY RANGE.
A, B AND C ARE 'O' LEVEL GRADES.
1, 2, 3, 4, 5 and U ARE C.S.E.GRADES.

C.S.E. EXAMINATION RESULTS: SUMMER 1986

C.S.E.
AS PUBLISHED.

YEAR GROUP: 195 STUDENTS

SUBJECT	STUDENTS ENTERED	GRADE ACHIEVED						
		1	2	3	4	5	U	
English	95	14	34	23	20	3	1	
Arithmetic	20	0	6	3	5	4	2	
French	44	1	7	15	16	3	2	
German	16	0	5	5	2	3	1	
Spanish	8	1	3	2	2	0	0	
French Studies	13	2	0	3	5	1	2	
Modular Science	30	4	10	6	3	6	1	
Art	53	3	10	27	9	3	1	
Woodwork	40	6	4	9	15	5	1	
Metalwork	16	1	4	2	6	3	0	
Food and Nutrition	25	1	7	8	7	2	0	
Child Care	21	1	4	7	7	2	0	
Social Economics	12	0	0	3	5	0	4	
Typewriting	58	7	14	11	11	2	13	
World Studies	24	2	2	6	5	8	1	
TOTAL GRADES		43	110	130	118	45	29	
GRADES % (sitting)		9	23	27	25	10	6	
PREVIOUS YEAR% (sitting)		17	25	26	20	7	5	

GRADE 1 CSE IS EQUIVALENT TO A PASS GRADE AT 'O' LEVEL
GRADE 4 CSE was defined as the standard which would be achieved by the "AVERAGE" PUPIL.

'O' LEVEL EXAMINATION RESULTS: SUMMER 1986'O' LEVEL
AS PUBLISHED.

SUBJECT	STUDENTS ENTERED	GRADES ACHIEVED						SCHOOL A-C %	COUNTY A-C %
		A	B	C	D	E	U		
ENGLISH LANGUAGE	89	8	22	26	18	6	7	63	70
ENGLISH LITERATURE	88	22	17	25	5	12	7	72	76
MATHEMATICS (Nov.'85)	27	2	15	9	1	0	0	96	70
ADDITIONAL MATHEMATICS	23	0	2	5	2	2	12	30	46
FRENCH	38	3	7	6	10	9	3	42	62
GERMAN	24	1	2	5	3	7	6	33	62
GEOGRAPHY	28	4	11	9	2	1	1	86	66
NUTRITION & COOKERY	19	4	9	6	0	0	0	100	72
ART	51	6	10	20	6	7	0	75	79
WOODWORK	7	0	2	5	0	0	0	100	71
ECONOMICS	28	4	9	2	4	7	2	54	62
TOTAL GRADES		56	106	118	51	53	38		
GRADES % (sitting)		13	25	28	12	13	9		
PREVIOUS YEAR % (sitting)		12	30	33	11	10	4		

THERE IS NO PASS OR FAIL AT 'O' LEVEL BUT GRADES A, B AND C ARE
GENERALLY REGARDED AS BEING EQUIVALENT TO THE OLD PASS GRADES.

'A' LEVEL EXAMINATION RESULTS : SUMMER 1986'A' LEVEL
AS PUBLISHED

SUBJECT	STUDENTS ENTERED	GRADES ACHIEVED								SCHOOL % A-E	COUNTY % A-E
		A	B	C	D	E	O	F			
ENGLISH	14	1	1	2	3	4	2	1	79	78	
HISTORY	11	0	0	6	0	3	2	0	82	71	
GEOGRAPHY	4	0	0	0	0	1	2	1	25	75	
FRENCH	4	0	3	1	0	0	0	0	100	86	
GERMAN	4	0	2	2	0	0	0	0	100	87	
MATHEMATICS	20	1	4	1	3	6	4	1	75	73	
ENVIRONMENTAL STUDIES	2	0	0	1	1	0	0	0	100	91	
PHYSICS	16	1	3	2	4	2	3	1	75	73	
CHEMISTRY	14	1	2	3	1	5	1	1	86	80	
BIOLOGY	11	1	1	2	2	2	2	1	73	77	
SOCIAL BIOLOGY	5	2	2	1	0	0	0	0	100	91	
ECONOMICS	4	0	0	1	1	0	2	0	50	69	
DESIGN TECHNOLOGY	2	0	0	0	1	1	0	0	100	75	
ART	4	0	1	2	0	0	1	0	75	91	
TOTAL GRADES		7	19	24	16	24	19	6			
GRADES % (sitting)		6	16½	21	14	21	16½	5			
PREVIOUS YEAR% (sitting)		19	19	12	11	11	20	8			

IMPINGTON VILLAE COLLEGE
THE GOVERNORS' ANNUAL REPORT TO PARENTS, 1987

THE BACKGROUND TO THIS REPORT

1. The Education Act 1986 requires every Governing Body to report annually to parents, and to hold a meeting for parents to discuss the Report and the discharge by the Governors, the Head, and the Local Education Authority of the duties. The aim of the Report and the Meeting is to give parents a closer involvement in their children's school. The Governing Body of Impington Village College welcomes this opportunity to meet parents and give an account of the issues which they have considered during the year.
2. The parents Meeting will take place at 7.30 p.m. on Monday 13 July 1987 in the Main Hall.
3. This Report is the first under the Act and it describes, in paragraphs 4-8, in general what the Governing Body is and does, and, in paragraphs 9-15, in particular what it has done in the school year 1986-87.

WHO THE GOVERNORS ARE

4. The Governing Body is made up of 28 people. They are ordinary citizens, nominated or elected, and are not paid for their services. 8 are appointed by the Local Education Authority, 7 by the local parish councils, 1 by Cambridge City Council, 2 by the teachers, and 2 by the Adult Student Body. 2 members have been co-opted by the Governors. The Warden is a Governor. Meetings are also attended by the three Deputy Heads, the Senior Area Education Officer, and the Bursar, who is Clerk to the Governors. No pupils are Governors, but the Governors have agreed that once a year the Head Girl and Head Boy, and also representatives of the youth club, shall be invited to attend. A list of current Governors is given in Appendix 1.

WHAT GOVERNORS DO

5. The Governors' responsibilities are laid down by the Education Act and by Articles of Government. They include responsibility, in partnership with the Warden, (a) for the

general direction of the conduct and curriculum of the school; (b) to consider the needs of the school and make recommendations to the LEA concerning the financial and other measures needed to meet these needs; (c) to inspect the condition and state of repair of the premises; (d) to determine the use to which school premises may be put out of school hours; and (e) to appoint, promote and otherwise deal with staffing matters.

6. The Governors meet once a term. They receive reports from the Warden, and consider matters referred to them by their Sub-Committees and the LEA. The Governors are not concerned with the day-to-day management of the College, and are therefore free to consider with the Warden and her staff broad policy matters and long term plans. These include curriculum matters, community developments and the use and security of the premises. They have a major role in developing relations between the school and the wider community. They have the important task of representing the interests of the College to the Local Authority. They take part in the selection process for staff appointments, and they take an interest in pupil welfare and discipline.
7. Each term there are two Visiting Governors, chosen in rotation, who observe the College on a working day. They can explore any aspect of the community college at work, and they report back to the Governors' meeting. Extracts from a typical recent report are given in Appendix 2.
8. In order to give proper consideration to all aspects of college life, governors meet several times a term in Sub-Committees, which report to each full meeting of the Governors. In 1986 these were reorganised and reduced in subcommittees: (a) Review and Development; (b) Finance; (c) Property; (d) Staffing and Discipline. The work of the Governors in the current year can be best illustrated by taking the first three of these Sub-Committee areas in turn. The fourth of them meets less regularly than the others: it has met once this year, to discuss staff promotions.

THE WORK OF THE REVIEW AND DEVELOPMENT COMMITTEE

9. The Review and Development Sub-Committee is concerned with the school curriculum, and with the integrity of the College as a life-time provider of education for the whole community.

It is working towards a statement of the College's Aims and Objectives. It has discussed several important areas:

- (a) a review is under way of the College's role as a centre for community education: this includes adult education, youth activities, the day school, and helping community activities to flourish. The topic was also provoked by the County review of community education.
- (b) The introduction of new kinds of national examination, such as the GCSE, which combines 'O' levels and CSE.
- (c) The re-organisation of the school timetable. One chief aim here is to move towards a 'core curriculum' of common education in major subjects up to school-leaving age. Another aim, in the lower school, is to enhance continuity from primary education.
- (d) The issue of sex education, on which the new Education Act requires schools to devise a policy statement. Such a statement is currently under discussion.
- (e) Developments in science and technical education. Integrated science has been introduced: this enables all children to pursue sciences, and help girls to continue a science education where traditionally they often did not.
- (f) The expressive and performing arts are being vigorously developed. A representative of the Eastern Arts Association has now become a Governor, and the Warden is a member of the Arts Council's education committee.

THE WORK OF THE FINANCE COMMITTEE

10. The Finance Sub-Committee is in the process of taking on a very large new responsibility, because the LEA is decentralising many financial decisions to the schools. Local Financial Management (LFM) is being pioneered in Cambridgeshire and has attracted considerable national publicity. It promises greater flexibility for schools in deciding what is the best way of spending limited resources in their own special circumstances. But there are teething troubles, as regards the flow of policy guidelines and financial data to the College, and it is at present hard to assess what the ultimate administrative burden will be. The Sub-Committee also gives careful attention to the audit of College accounts. In future it will be a requirement that this Annual Report gives a financial statement; we are exempted in this first year.

Appendix 3 lists financial gifts made to the College in the past year.

11. The work of the Property Sub-Committee has been concerned chiefly with the following matters, which it has pursued with the help of professional advisers at Shire Hall and in the context of a hard look at long-term development.

- (a) The completion of the Pavilion and the new science laboratories; these are designed (i) to facilitate the integration into the school of children with special needs and (ii) to replace existing unsatisfactory laboratories. This is phase one of a programme of new building which eventually will include five more laboratories and a staff common room (enabling the common room in the adult wing to be returned to its original purpose). The phase one building will be opened by Professor Stephen Hawking on 14 July.
- (b) A programme of alterations and adaptations to existing buildings to facilitate the movement of special needs children around the school. The Sub-Committee has been concerned that progress on this work has been erratic, and a number of problems have yet to be satisfactorily resolved.
- (c) The security of the buildings. The outspread nature of the campus and extensive out-of-hours community use unavoidably generate security problems, and discussions are continuing with user groups to resolve these.
- (d) The restoration and refurbishing of the Gropius building, which is a 'listed building.'
- (e) The need to adapt and enhance certain teaching spaces in the College in proper relationship to developing curricular requirements.

SOME OTHER KEY TOPICS DISCUSSED BY THE GOVERNORS

12. During the year a Shire Hall working party has continued to discuss the future of the six centres in the Cambridge area which offer education for 16-19 year olds. Together with the staff and other interested parties, the Governing Body presented to the working party arguments in favour of retaining IVC's Sixth Form. Its future now seems to be assured.

13. The integration of disabled pupils into school has made it essential that some class numbers become smaller to make room for helpers and for wheelchairs and other equipment.

The Governors have taken an active interest in the staffing implications.

14. IVC celebrates its 50th anniversary in 1989. The Governors have set up a small group to plan jubilee celebrations. Ideas for this are welcomed.

15. Each year the Governors discuss the school's examination results. They were pleased to learn that in 1986 33% of pupils attained 5 or more 'O' level passes and 78% of Sixth Formers attained two or more 'A' level passes. Appendix 4 gives information on exam results.

PARENTS AND GOVERNORS

16. This Report is supplied to all parents of pupils, all school staff and Governors. It represents the work and views of the Governors, and not those of the Head, staff, or LEA. The Governors warmly welcome parents' comments and suggestions, at the Parents Meeting or at other times, to help them do their job better.

APPENDIX 1: THE GOVERNORS

LEA Representatives: Rev A R Barker, Dr M Goldie, Dr V Heine, Mr B Howarth, Cllr M Leeke, Dr C Newbould, Mrs E Sadler, Mrs S Siggs.

Minor Authority Representatives: Mr P Arthur, Mr B Foot, Mrs E Hudson, Mrs B Parr, Mr J Pearson, Mr D Waterson, Mr D Wyatt.

Cambridge University Representatives: Dr J Grove, Mr K Heywood.

Adult Student Body Representatives: Mrs M Craig, Mr T Hill.

Teachers' Representatives: Mr C Linehan, Mr P Wwragg.

Parents' Representatives: Dr F Allen, Mr E Easy.

Cambridge City Council Representative: Mrs C Charlesworth.

Extra-Mural Board representative: Dr R Mason.

Co-Opted Members: Dr G Cummings, Mr J Newton.

The Warden: Mrs S West

The Chairman of the governors is the Rev A R Barker; the Secretary of the Governors is the

College Bursar; both may be contacted at the College. The tenure of all Governors comes to an end in September 1989.

APPENDIX 2: EXTRACTS FROM A VISITING GOVERNOR'S REPORT

“I certainly learnt more from a school day morning than from a year of Governors’ meetings. I came away feeling enormously impressed. I am pleased that the curriculum philosophy combines academic concerns with a keenness to see that all pupils develop a variety of practical skills...”

“I asked pupils about the curriculum. Many were anxious to make more use of the computer room, and wondered why they couldn’t. They seemed content with the insistence on a foreign language as part of the core curriculum. Views were mixed about integrated science; one felt it bucked up their science work no end; another felt the science disciplines ought to be kept independent. I was encouraged to find a lack of gender stereotyping in attitudes to option choices: one girl wished she had done metalwork after all; a boy said he and a couple of mates had done cookery. There was general enthusiasm for another innovation, Personal and Social Education, but some felt it hadn’t yet found its fee, and tended to be a catch-all of diverse topics—I personally think we shouldn’t fight shy of offering an education in public affairs and in personal and social issues...”

“On the new house system, pupil views were positive, after initial misgiving. As for the fabric, a (male) fourth-former enthused about recent improvements in appearance: curtains and paintwork. I am delighted that the new Pavilion is so sensitive to the original Gropius design: when will plans get under way to celebrate the fiftieth anniversary of the College and its buildings?”

APPENDIX 3: GIFTS TO THE COLLEGE

1000 from St John’s College, Cambridge University.

1000 from Ciba-Ceigy, for video equipment in the Special Needs department.

1000 from the Members Association, towards new curtains for the hall.