

Case Study: Bridge Schools Trust



How do those governing help ensure the strategy for arts, culture, and creativity is being delivered effectively?

Adrian Massey – Chief Executive Bridge Schools Trust

We provide a monitoring pack for all of our governing bodies. Each half term and a set of questions that we provide them. So governors know these are the questions, these are the particular themes and areas we want to follow up on.

First half term of each term is a monitoring experience for our governors. So they're into school, looking at activities, attending events, on the playground, hopefully talking to parents, "How are you finding it?" Talking to children and talking to staff. So you're collecting evidence, comments about the experiences going on in schools. So governors will help to be those eyes and ears around the school in terms of what the experience is like.

Nick Hart –Trustee, Bridge Schools Trust

I think it's quite important to be able to ask questions. One of the really important things for a governor or a trustee to be able to ask is:

"So you've spent all this time, developing this fantastic project, has it made any difference to the pupils? And how do you know?"

When a school is doing a project, a governor might be asking themselves 'How do I know that this is having a lasting impact on the pupils?' And that's where the

governor starts to use their ears at the school gate and be talking to parents about the things that the pupils have been doing. Did they enjoy that? What did they enjoy? What sticks? A really vibrant school you will be seeing how the walls reflect the pupil's learning.

You'll be looking to see how the music fits the assemblies and the singing in assembly is connected with a theme running throughout the year. Look for the connections. Ask how the connections are being made.