

**Learning and Children's Services**

**Duncan Clark**

**Strategic Director of Learning and Children's Services (Interim)**

**DIRECTOR'S REPORT TO SCHOOL GOVERNORS  
FOR THE SUMMER TERM 2010**

**CONTENTS**

- 1. Governance and Community Cohesion**
- 2. Children Trust Board new Guidance**
- 3. Primary Expansion Update**
- 4. School Admissions Update**
- 5. Annual Report on Educational Attainment and Achievement Part 2: Closing the Gaps**
- 6. Amendments to Children, Schools and Families Bill**
- 7. Tell Us Survey 2010**
- 8. Effectiveness of Partnerships on Improving Children's Learning and Wellbeing**
- 9. Governing Bodies and Ofsted**
- 10. Diversity Conference**
- 11. Ministerial Review of Governance**
- 12. Governor Training**

## 1. GOVERNANCE AND COMMUNITY COHESION

Since September 2007, schools have had a new statutory duty to promote community cohesion but this was not a new idea in schools. A great many schools undertake excellent work with their pupils and with the wider community, and we want to build on the best of that practice.

### Why do this?

The UK population is estimated to increase by about 9m by 2020 and in Kingston our birth rate has already risen by 23%. By the next Census in 2011 the minority ethnic population of the UK is estimated to be 1 in 5 of the population. In Kingston the minority ethnic population is larger than the national average and growing; our age 5 cohort is larger than the current age 16 cohort. Some minority groups have a history of underachievement. Nationally and in Kingston, Gypsy/Roma, Traveller of Irish Heritage, White working class, Black, Pakistani and Bangladeshi pupils consistently have lower levels of attainment than other ethnic groups across all the Key Stages. Diversity is increasing – over 300 languages are spoken in London schools. In Kingston 31% of our 5 year olds speak English as an additional language which is double the national profile. Only 1 in 20 primary schools have an entirely White pupil population. Poverty and class are stronger factors related to achievement than ethnicity and in Kingston, while children eligible for free school meals do better than this group does nationally, the inequality attainment gap in Kingston is almost double the national figure.

### Community from a school's perspective

For schools, the term 'community' has a number of dimensions including:

- the **school community** – the children and young people it serves, their parents, carers and families, the school's staff and governing body, and community users of the school's facilities and services
- the **community within which the school is located** – the school in its geographical community and the people who live or work in that area. This applies not just to the immediate neighbourhood but also to the city or local authority area within which a school is located
- the **UK community** – all schools are by definition part of this community; and
- the **global community** – formed by EU and international links

In addition, schools themselves create communities – for example, the networks formed by similar or different types of schools, by schools that are part of the specialist schools network, or by schools that work collaboratively in clusters or in other models of partnership. Many schools will operate across all of the above dimensions, for example by providing extended services for the local community and forging links with other schools regionally or internationally. Schools should not limit themselves to one particular dimension but may want to consider the initial dimensions first – acting within the school and the area where the school is located – before considering the wider community, EU and international links.

## What to do?

In the light of the new duty Governing Bodies will find it useful to consider how different aspects of their work already support integration and community cohesion: to take stock of what has worked so far for them and for other schools; and consider where there may be scope to improve their existing work through a more explicit focus on the impact of their activities on community cohesion. Broadly, schools' contribution to community cohesion can be grouped under the three following headings:

- **Teaching, learning and curriculum** – helping children and young people to learn to understand others, to value diversity whilst also promoting shared values; to promote awareness of human rights and to apply and defend them, and to develop the skills of participation and responsible action – for example through the new 'Identity and Diversity; living together in the UK' strand within citizenship education.
- **Equity and excellence** – to ensure equal opportunities for all to succeed at the highest level possible, striving to remove barriers to access and participation in learning and wider activities and working to eliminate variations in outcomes for different groups.
- **Engagement and extended services** – to provide reasonable means for children, young people, their friends and families to interact with people from different backgrounds and build positive relations, including: links with different schools and communities; the provision of extended services; and opportunities for pupils, families and the wider community to take part in activities and receive services which build positive interaction and achievement for all groups.

Whilst acknowledging the role of schools at the heart of their local communities, it should also be acknowledged that schools face tensions and problems stemming from societal factors outside of their control and which they may not be able to solve. In addition, external factors shape the lives of pupils, including their parents or carers, families and the wider community, and responsibility for community cohesion lies with them too. Any approach to community cohesion needs to take into account these factors and requires the involvement of local partners and other organisations at a Local Authority level.

Governors will find it useful to understand the school's existing practice in relation to community cohesion and discuss and plan how this can be further developed.

Evaluation should consider:

- The extent to which the school has developed an understanding of the religious, ethnic and socio economic characteristics of its community in a local national and global context
- The extent to which the school has taken an appropriate set of planned actions based on an analysis of its context and is evaluating the impact of its work
- The extent to which the school's actions have a positive impact on community cohesion within the school and beyond
- The extent to which pupils, including those from different groups, take on responsibilities and play a part in the school and wider community

- The extent to which pupils, including those from different groups, engage in decision-making or consultation about issues which affect the quality of their learning and well-being
- The impact of the pupils' contribution to the school and wider community

Link to non Statutory Guidance:

<http://www.teachernet.gov.uk/doc/11635/Guidance%20on%20the%20duty%20to%20promote%20community%20cohesion%20pdf.pdf>

**For further information on the above, please contact: Tina Herring, Service Director for Learning and School Effectiveness on 020 8547 5288, or email: [tina.herring@rbk.kingston.gov.uk](mailto:tina.herring@rbk.kingston.gov.uk)**

## 2. CHILDREN TRUST BOARD NEW GUIDANCE

### **New Statutory Guidance on Children's Trusts effective from 1 April 2010**

The guidance covers the co-operation arrangements between Children's Trust Partners, including the role of the Children's Trust Board and its responsibility for approving the Children and Young People's Plan. In particular, it confirms the requirement for schools to be represented on the Children's Trust Board and outlines the statutory duty of all partners to co-operate in making arrangements to improve children's well-being through the Children and Young People's Plan.

In Kingston, schools have been represented on Kingston's Children's Trust Board for some time through a Headteacher representative from each of primary, secondary and special sectors. This reflects the key role that schools have in improving outcomes for children and young people locally and the developments in inter-agency cluster working in delivering more joined up approaches to supporting children, young people and families.

Information on Children's Trusts and Schools can be found at

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-01113-2009&>

The full statutory guidance can be found at

<http://www.dcsf.gov.uk/everychildmatters/about/aims/childrentrusts/childrentrusts/>

**For further information on the above, please contact:**

**Jenny Haynes, Lead Strategic Manager Partnership & Workforce Development on 0208 547 5260, or email: [jenny.haynes@rbk.kingston.gov.uk](mailto:jenny.haynes@rbk.kingston.gov.uk)**

## 3. PRIMARY EXPANSIONS UPDATE

### **Expansion of Primary School Places**

On 1 December 2009, RBK's Executive agreed a Strategy for the Permanent Expansion of Primary School Places to meet the need for places of a rising school aged population.

This aims to provide 13.5 additional Forms of Entry (405 places) in the Borough from September 2011.

The Council's budget for 2010 – 11 was set at Budget Council on 25 February 2010. This included the approval of a capital budget totalling £42 million for 2010 – 2012, with a total commitment of up to £70 million over 5 years, to deliver the primary strategy for permanent expansion. On this basis the statutory process for expanding fourteen primary schools, and the creation of a new primary school in Surbiton, started in March 2010.

#### Expansion of existing schools – statutory process

The statutory consultation is being undertaken in two phases:

- (i) consultation on expansion of schools in the Kingston Town and Surbiton Areas commenced on 15 March 2010 and concluded on 10 May 2010. Public Consultation Documents were sent to all parents/carers of primary aged children at schools in these areas, as well as to pre-schools, doctors surgeries, libraries and other statutory consultees. In addition, documents were placed prominently on the RBK website and press releases and other publicity sought to raise awareness of the proposals. One public meeting was held in each of the schools subject to an expansion proposal by the end of March. The Executive will consider the results of these consultations on 8 June 2010 and decide whether to issue Public Notices for each proposal.
  
- (ii) In the Maldens and Coombe and South of the Borough areas, consultation commenced on 19 April 2010 and closes on 1 June 2010. Arrangements for circulating documents and raising awareness of the proposals are as above. A public meeting was held in each school the subject of a proposal by the end of April. The Executive will consider the results of these consultations on 29 June 2010 and decide whether to issue Public Notices for each proposal.

Public Notices for all schools and the objections/comments received will be considered by the Executive on 7 September 2010.

#### Expansion of existing schools – planning process

Design proposals for each scheme are currently being finalised and will be consulted on from 17 May to 4 June 2010 in a pre-application (planning) consultation. This will take a number of forms: -

- Residents living in the local area to any site subject to expansion and parents/carers will be invited to attend an informal drop-in session for each proposal to enable them to see the design proposals, make comments and ask questions. These are taking place at all schools between 17 and 27 May.
- Plans for each area will be available in local libraries from 17 May 2010 to 4 June 2010.
- All plans will be Online at [www.kingston.gov.uk/primary\\_plans](http://www.kingston.gov.uk/primary_plans) from 17 May to 4 June 2010.
- At Neighbourhood Committee meeting venues from 6.30pm – 7.30pm on 26 and 27 May

Following this consultation schemes will be amended, where appropriate, and planning applications will be submitted from Mid June onwards (with formal statutory planning

consultation to follow). It is anticipated that planning decisions for each scheme will be made in September or October 2010 at Development Control meetings.

Subject to the outcome of the statutory consultation to expand a school and the separate planning consent required it is anticipated that building works will commence at school's from late October 2010 onwards.

#### New Primary School – Surbiton Hospital site

Statutory consultation on a proposal for a new 2FE primary school on part of the existing Surbiton Hospital site commenced on 15 March and ended on 10 May 2010. Executive will consider the results of this consultation on 8 June and if agreed a competition notice to invite bids to provide a new primary school in September 2011 will be issued.

Design proposals for the site in conjunction with a polyclinic are currently being developed. It is anticipated that pre-application (planning) consultation will take place in July 2010 prior to a planning application being submitted later in the year for both new facilities on the site.

#### **Expansion of Secondary School places**

A competition notice was issued on 23 April 2010 to invite bids to provide a new secondary school in the north of the Borough on the North Kingston Centre site.

The school's outline specification is for a non-selective, co-educational school for 11-18 year olds providing 240 places per year and being located on the North Kingston Centre site, which should open in September 2015 to meet the demand for places which will arise from the first 'bulge' classes entering secondary school.

The Competition process will run until approximately November 2010 and the new school provider will be known at the end of this process. Details of the competition process were recently e-mailed to all schools and is available on the Kingston website (see details below).

A Planning Development Brief is being prepared by the Planning Department for the North Kingston Centre site for public consultation in June/July 2010. The feasibility of building a secondary school of 8 forms of entry with post-16 facilities on the site will be tested against the Development Brief.

In addition, plans are progressing under the Building Schools for the Future Programme to provide an additional 8 Forms of Entry of secondary capacity at existing schools to provide sufficient places by September 2019.

**For further information on the above, see details at:**

**[http://www.kingston.gov.uk/browse/education/schools/school\\_expansion.htm](http://www.kingston.gov.uk/browse/education/schools/school_expansion.htm)**

**or contact Anne Redparth, Head of Resources and Commissioning, on 020 8547 5276, email [anne.redparth@rbk.kingston.gov.uk](mailto:anne.redparth@rbk.kingston.gov.uk)**

#### 4. SCHOOL ADMISSIONS UPDATE

##### **Update on In Year Admissions**

Colleagues will be aware that from September 2010, any in-year applications for Kingston and/or out borough schools must be made by residents on one form i.e. their Home LA's Common Application Form.

Kingston's parents will be able to name up to 4 school preferences, (other LAs are giving between 3 to 6 preferences) on an in-year application form. Applicants will receive a single offer of a school place from their Home LA, even if the offer is for a school in another LA.

All preferences for Kingston's maintained schools, whether from applicants living in Kingston or in another borough will be shared with each school through the School Admissions Module (SAM). This is an extension to the Admissions system and will enable schools to share and process admissions data for their schools at various stages of the admissions process.

All schools have been invited to SAM training during the Summer term and Voluntary Aided and Foundation schools have been asked to refresh their waiting lists so that the Admission system can be updated during June 2010. This will ensure that the Local Authority database reflects every child who has a current waiting list request.

With effect from 1 July 2010, any applicants for in-year admissions must be directed to LA School Admissions team so that the new arrangements can be implemented from this date.

**For further information on the above, please contact:**

**Hatija Bhatia, Principal Admissions & Governance Officer on 0208 547 5284, or email: [hatija.bhatia@rbk.kingston.gov.uk](mailto:hatija.bhatia@rbk.kingston.gov.uk)**

#### 5. ANNUAL REPORT ON EDUCATIONAL ATTAINMENT AND ACHIEVEMENT PART 2: CLOSING THE GAPS

In order to give children and young people the best life chances the LA monitors attainment and achievement gaps and sets targets and supports schools to improve children's performance. We aim to close gaps between:

- Boys and Girls. NB This data is reported in Part 1 of the Annual Report; School Improvement, Standards of Attainment and Pupil Progress 2009: [http://www.kingston.gov.uk/annual\\_report\\_2009\\_-\\_part\\_1\\_v1\\_3.pdf](http://www.kingston.gov.uk/annual_report_2009_-_part_1_v1_3.pdf)
- Those eligible and not eligible for Free School Meals
- Black and Minority Ethnic Groups
- Those who speak English as an Additional Language
- And narrow gaps for between those who have Special Educational Needs and their peers.

The data is reported in Part 2 of the Annual Report; Educational Attainment and Achievement: Closing the Gaps 2009: This report will be downloaded on the School Governors' web page by the end of the week. The Governors' web page can be found at [http://www.kingston.gov.uk/documents\\_for\\_governors.htm](http://www.kingston.gov.uk/documents_for_governors.htm).

**For further information on the above, please contact: Tina Herring, Service Director for Learning and School Effectiveness on 020 8547 5288, or email: [tina.herring@rbk.kingston.gov.uk](mailto:tina.herring@rbk.kingston.gov.uk)**

## 6. AMENDMENTS TO CHILDREN, SCHOOLS AND FAMILIES BILL

### **Your Child, Your Schools: Our Future-Building a 21<sup>st</sup> Century School System**

Governors will know that the Children, Schools and Families Bill (2010) was in the process of going through the legislative process when Parliament was dissolved in preparation for the General Election.

Some key provisions have been taken out since agreement could not be reached between Government and opposition parties. However, the following areas remain in the current Act/Bill:

- Special Educational Needs (SEN) – requiring school inspectors to report explicitly on provision for pupils with special educational needs and disabilities, and giving parents a new right to appeal if their child's special educational needs statement is not amended at annual review
- Alternative Provision – local authorities will be required to provide full-time education for children and young people who for medical, social or emotional reasons, or because they are waiting for a place in a maintained school, are not in school but in alternative provision
- Powers of Governing Bodies – giving school governing bodies greater powers on how they use their budgets, and the power to set up new schools and academies
- Local Safeguarding Children Boards – new provisions will be introduced to ensure effective information sharing and strengthen the evaluation of Serious Case Reviews (SCRs) to improve safeguarding arrangements
- Family Courts – provisions to build public confidence in family courts through allowing greater media reporting of proceedings
- Amendment to Apprentices, Skills, Children and Learning Act – on the role of the Local Government Ombudsman

The following areas have been **removed** from the current Act/Bill: although the LA and schools will want to continue to invest in the aspects underlined:

- Pupil and Parent Guarantees: including one to one tuition as a right for those pupils needing additional support
- Home School Agreements: the intention to strengthen the agreements has been removed
- Reform of the primary curriculum: a new curriculum resulting from the 'Rose Review' has been put on hold

- Introduction of compulsory Personal, Social, Health and Economic (PSHE) education including one year of compulsory sex and relationship education
- Licence to Practise for teachers
- Registration and monitoring of Home Education
- School Improvement Partners revised role which would have included brokering
- Data for the school report card
- Parental Satisfaction Surveys

**For further information on the above, please contact:**

**Hatija Bhatia, Principal Admissions & Governance Officer on 0208 547 5284, or email: [hatija.bhatia@rbk.kingston.gov.uk](mailto:hatija.bhatia@rbk.kingston.gov.uk)**

## **7. TELL US SURVEY 2010**

The Tellus Survey is a national survey run by the DCSF that asks children and young people in Years 6, 8 and 10 about their life both inside and outside school. It is one of the few opportunities we have to benchmark the views of children and young people in Kingston with their peers across the country and with our Statistical Neighbours.

The data from the survey is available to Ofsted when undertaking inspections and also used to help measure local and national progress in meeting the Every Child Matters outcomes including 5 National indicators around bullying, emotional health and wellbeing, participation in positive activities, substance misuse and satisfaction with parks and play areas. It is pleasing to note that this year the results from the survey overall showed children in Kingston to be more positive in their responses than for England as a whole and for our Statistical Neighbours.

Further information on the Tellus survey can be found at <http://www.tellussurvey.org.uk>

or contact Justine Rego, Policy Officer, Partnerships and Workforce Development, on 020 8547 6035, email [justine.rego@rbk.kingston.gov.uk](mailto:justine.rego@rbk.kingston.gov.uk)

## **8. EFFECTIVENESS OF PARTNERSHIPS ON IMPROVING CHILDREN'S LEARNING AND WELLBEING**

Schools are expected to work in partnerships to ensure that all children are healthy, safe, enjoy learning, stay safe, participate and achieve economic well being. This is necessary because no single school is resourced well enough to deliver everything required by the Every Child Matters agenda.

In Kingston, partnerships exist in a variety of ways including:

- Cluster projects involving a range of activities and agencies
- Children's centre provision for families
- Engagement of voluntary bodies e.g. Age Concern
- Extended services in schools, including childcare and clubs and activities

- Work with partner services and organisations including Integrated Youth Support, Health, Connexions, Sport
- Involvement with secondary schools with specialisms and expertise
- Benefitting from training schools initiatives
- Children benefitting from curriculum expertise in another school
- Supporting schools in challenging circumstances

The expectation requires schools to be proactive in seeking partnerships to meet need, in responding to offers of partnership and in offering partnership. The effectiveness of partnership work should be evaluated against the improvement it makes to student outcomes and in relation to value for money.

This external dimension to a school's work is relatively new for some governing bodies but the intention that schools collaborate and operate outside the traditional school day has been endorsed in legislation since The Education Act 2002. Governing Bodies have the power to provide, or enter into contracts to provide, any facilities or services that will further any "charitable purpose" for the benefit of pupils at their school, families of pupils and people who live and work in the local community.

This year, in order to review the quality of partnerships and external links Kingston's School Improvement Partners have reported on their impact in the termly Report to Governors. The picture emerging is healthy but somewhat mixed. The best practice sees schools engaged in partnerships which are related to identified needs and the systematic evaluation of the impact of partnerships on children's outcomes. Governing Bodies should be aware of this information for school self-evaluation and consider the possibility of partnerships when strategic planning.

**For further information on the above, please contact: Tina Herring, Service Director for Learning and School Effectiveness on 020 8547 5288, or email: [tina.herring@rbk.kingston.gov.uk](mailto:tina.herring@rbk.kingston.gov.uk)**

## 9. GOVERNING BODIES AND OFSTED

Governors have reported that recent interviews as part of an Ofsted inspection have been challenging! Governing Bodies may find that the following list of questions is helpful in their preparations. This list issued to inspectors and although there is no requirement to ask these questions most inspectors will ask some of them. The questions *are examples only* and will clearly need to be tailored to the individual school and linked to the pre inspection briefing.

- What are the strengths and weaknesses of the school and how do governors know?
- What are the strengths and areas for development of the governing body?
- What are the main barriers to learning and what action has been taken to overcome them? How successful have the actions been?
- What contribution does the governing body think it has made to improving provision, especially teaching, and outcomes for pupils?

- To what extent is the governing body involved in the school's processes for self-evaluation and improvement planning?
- How do governors monitor and evaluate the effectiveness of the school improvement plan?
- Can governors give examples of how they have supported and challenged the school?
- What are the procedures for safeguarding pupils and how have training needs been met?
- How are governors involved in the life of the school?
- Do governors have specific areas of responsibility and/or links with school classes/form/tutor groups/subjects/departments? What is the impact of these links?
- How do governors consult parents/the local community?
- Can governors give examples of when parental/community views have been sought and acted on?
- How are the training needs of governors identified and addressed?
- What training have governors undertaken recently and what has been the impact of this training?

The Governing Body Self Evaluation document which was sent to all Governing Bodies last term is a useful tool to identify the factors that Ofsted Inspectors take into account, and enables Governors to consider what evidence they can identify against each factor using key questions/suggestions to identify sources of evidence.

The Spring Term 2010 training session for governors 'New Ofsted Inspection Framework' had to be postponed and the next session will be on 17<sup>th</sup> June 2010, 19.00pm – 21.00pm at the King Charles Centre. Please reserve your place by speaking to your CPD coordinator and/or Headteacher depending on what the arrangements are for booking courses at your school.

**For further information on the above, please contact: Tina Herring, Service Director for Learning and School Effectiveness on 020 8547 5288, or email: [tina.herring@rbk.kingston.gov.uk](mailto:tina.herring@rbk.kingston.gov.uk)**

## 10. DIVERSITY CONFERENCE

### **Diversity Conference: Making the Most of Diversity for Governors and Staff Background**

There is no single model of leadership that will fit all circumstances. No two leaders are the same. We therefore need to draw leaders from the widest possible pool. Gender, ethnicity, class and personality are just some of the factors. In a short session, it will not be possible to address every issue but a start will be very useful. Some aspects are covered by laws and regulations and governors will find it helpful to see how these work and how they can be used to the benefit of the school and its community.

### **The Conference**

This free event aims to be stimulating and forward-looking. It is supported by the National College, and is being offered to governors and senior leadership staff from all the SWLSEP boroughs (Croydon, Kingston, Merton, Richmond, Sutton and Wandsworth) on Wednesday 30 June 2010 at the Holiday Inn, Portsmouth Road, Kingston from 6.00 p.m. to 9.00 p.m. Registration and refreshments commence at 5.45pm.

There will be input from experts on diversity and good employment practice. Exploring, shaping and developing ideas with colleagues from a wide range of schools to find ways to draw on the talents of our diverse communities so we can support inspirational leadership for our children.

This conference is free and you are advised to book your place early to avoid disappointment.

### **Content**

1. What must be done? Legal framework. Community cohesion.
2. What could we do? How to create opportunities to encourage leaders from a wide range of backgrounds.
3. Solving problems. How to identify and overcome barriers. Diversity is a complex topic and problems are not difficult to find. This is an opportunity to learn about, and contribute to, answers.

### **Bookings**

To make a booking, please contact Sandra Rosato, on 020 8547 5282 or email [Sandra.rosato@rbk.kingston.gov.uk](mailto:Sandra.rosato@rbk.kingston.gov.uk). Places will be offered on a 'first come first served basis'. Please ensure you make your booking by Friday 11<sup>th</sup> June 2010.

Alternatively, if the date above is not convenient, you are welcome to register your interest in attending the equivalent conference being hosted by Sutton, Merton and Croydon, **School Leadership: Making the Most of Diversity**, Croydon Park Hotel, Tuesday 15 June 2010, from 6.30pm – 9.00pm (subject to space availability).

Please register your interest with Sandra Rosato for this event by Friday 28th May 2010.

**For further information on the above, please contact:**

**Hatija Bhatia, Principal Admissions & Governance Officer on 0208 547 5284, or email: [hatija.bhatia@rbk.kingston.gov.uk](mailto:hatija.bhatia@rbk.kingston.gov.uk)**

## **11. MINISTERIAL REVIEW OF GOVERNANCE**

The long awaited report entitled "The 21st century school: Implications and challenges for governing bodies" resulting from the ministerial review has finally been published.

Key findings of the report are as follows:

- The majority of governing bodies do a good job
- Governing bodies need to be clear about their purpose and follow a defined set of principles for good governance of schools

- There needs to be more clarity concerning the strategic management role of the governing body and the day to day management role of the head teachers to ensure that neither party crosses over into each other's role
- The principle of stakeholder representation on governing bodies is essential but needs to be balanced against a requirement that all governing bodies have the necessary skills to carry out their tasks
- Improvements to the training for governing body chairs, new governors and governing body clerks needs to be made to clarify the points above

The Group was also asked to consider the following concerns:

- governing bodies need to be seen as the governing body of the school not just of the head teacher
- some governors, especially in primary schools, have difficulty in focusing on strategic issues and get involved in operational matters
- where school secretaries or the head's PA act as clerks they may find it difficult to challenge the head's views

Much of the material in the report will not be new to most governors and has been the subject of debate and incorporated into good practice over time. Some original proposals have not been taken forward. For example, the proposal advocated in the Children's Plan published by DCSF in 2007, to reduce the size of governing bodies has not been taken forward. It has been accepted that there is already appropriate flexibility within the current regulatory framework for a considerable variation in size and composition to meet local need.

## **Recommendations**

### **Key principles of good governance**

The Group agreed the principles below for governing bodies to ensure:

- clear strategic direction and set and promote the school's ethos and values
- high standards of education and well-being for all children
- probity and value for public money
- effective scrutiny of plans, policy and performance, robust challenge and support and that decisions are taken on good quality relevant information
- effective discharge of their responsibilities towards pupils and workforce
- effective mechanisms to engage with and take into account the needs of pupils, parents and other stakeholders within the community
- the development of effective partnerships with other schools and community services, as well as employers
- accountability to parents, other key stakeholders and the community including through the children's trusts, for decisions taken about the school
- high standards of governance through the evaluation and continual improvement of their collective capabilities

- all dealings are consistent with the values of public service and the Nolan Committee's *Standards of Public Life*

### **School level**

- the governing body should focus on strategic decision making and leave operational matters to the school leadership – setting the school's strategic framework, its aims/objectives, policies/ targets, and reviewing progress
- governors should have clearly defined terms of reference and behave in accordance with the principles defined above
- there should be more engagement with a broader range of stakeholders

### **National level**

- governor recruitment should be open and transparent to ensure that potential candidates have the necessary skills to carry out their duties effectively
- the constitution regulations should be relaxed by giving more flexibility to the percentages of governors from the stakeholder groups. All stakeholder groups would still be represented and no group would be disenfranchised. This would give governing bodies sufficient flexibility to get the right skills mix, while retaining a strong stakeholder voice. There should be no reduction in the required percentage of parent governors, nor in the majority of foundation governors in voluntary aided or qualifying foundation schools, or the percentage of foundation governors in voluntary controlled schools
- the status, skills and independence of clerks to governing bodies should be raised to ensure they can provide a more professional service
- training should be mandatory for all new chairs of governing bodies and mentoring by experienced successful chairs should be available
- all members of governing bodies should have access to high quality training and induction
- governing bodies should be encouraged to evaluate their performance and encourage a climate of continuous self-improvement.

### **Expectations about effective governing bodies**

An effective governing body should:

- leave day-to-day management to the headteacher
- establish the school's ethos, aims and objectives and the School Improvement (Development) Plan and tackle underperformance
- agree the school budget and allocate resources in line with the Plan
- review staffing structures to support delivery of the Plan and provide leadership development and succession planning
- delegate tasks where appropriate and review committee's terms of reference
- annually review its own composition and any skill gaps
- set objectives for the headteacher and receive a report from the headteacher at each meeting on the management of the school

- receive, consider and challenge information provided by the school leadership team at each meeting to monitor pupil progress, improvement and well-being, using relevant and appropriate information
- review and agree the Self Evaluation Form on an ongoing basis and account to parents via the school profile
- look outward to the needs of the whole community and other neighbouring schools, form effective partnership arrangements with other providers of children's services locally

There is no specific detail regarding the logistics or funding of the proposed improvements to the training for chairs, new governors and clerks.

The detailed report can be found at [www.teachernet.co.uk](http://www.teachernet.co.uk)

**For further information on the above, please contact:**

**Hatija Bhatia, Principal Admissions & Governance Officer on 0208 547 5284, or email: [hatija.bhatia@rbk.kingston.gov.uk](mailto:hatija.bhatia@rbk.kingston.gov.uk)**

## 12. GOVERNOR TRAINING

Please find listed below the Governor training courses that are available during the Summer term 2010. Please reserve your place by speaking to your CPD coordinator and/or Headteacher depending on what the arrangements are for booking courses at your school.

All governor-training courses can be viewed on KIMS at the following link:

[http://www.rbksch.org/KIMS/\(S\(jkvx1m45xs5xjwvk5kgfvmid\)\)/kHome.aspx](http://www.rbksch.org/KIMS/(S(jkvx1m45xs5xjwvk5kgfvmid))/kHome.aspx)

click View Courses, click Governor Training and Development. The venue for all training is the King Charles Centre, 19.00pm – 21.00pm unless otherwise stated.

### **Vetting and Barring for Governors**

*Dates* 19 May 2010 19:00 - 21:00, King Charles Centre  
*Course code* G09/002B

### **From Good to Outstanding**

*Dates* 20 May 2010 19:00 - 21:00, King Charles Centre  
*Course code* G09/024

**Governors to bring latest Inspection Report, SEF and SDP**

### **Governors' Perspective on Performance Management for Headteachers**

*Dates* 26 May 2010 19:00 - 21:00, King Charles Centre  
*Course code* G09/003B

### **Monitoring the School's Budget**

*Dates* 09 June 2010 19:00 - 21:00, King Charles Centre  
*Course code* G09/025

### **Induction Training - The New Governor (Modules 1, 2 and 3)**

*Dates* 12 June 2010 9.30 - 16.00, King Charles Centre  
*Course code* G09/011B

**Governors to bring their school's SDP & Prospectus and**

**Activity Sheet IA\***

**New Ofsted Inspection Framework**

*Dates* 17 June 2010 19.00 – 21.00, King Charles Centre

*Course Code* G09/006B

**Governors to bring their school's SEF either the old or new version**

**Diversity Conference**

*Dates* 30 June 2010 18.00 – 21.00, Holiday Inn, Portsmouth Road, Kingston

Bookings through Sandra Rosato on 020 8547 5282 or email [Sandra.rosato@rbk.kingston.gov.uk](mailto:Sandra.rosato@rbk.kingston.gov.uk)

*Course code* G09/028

**Succession Planning**

*Dates* 09 July 2010 9.30 - 16.00, King Charles Centre

G09/027

**Induction Training - The New Governor (Modules 1, 2 and 3)**

*Dates* 10 July 2010 9.30 - 16.00, King Charles Centre

*Course code* G09/011C

**Governors to bring their school's SDP & Prospectus and Activity Sheet IA\***

- *SEF – School Evaluation Plan*
- *SDP – School Development Plan (sometimes known as the School Improvement Plan)*
- *\*Activity Sheet 1A – the activity sheet to complete at home will be forwarded to Governors nearer the time*

**For further information on the above please contact: Hatija Bhatia, Principal Admissions & Governance Officer on 0208 547 5284, or email: [hatija.bhatia@rbk.kingston.gov.uk](mailto:hatija.bhatia@rbk.kingston.gov.uk)**