

Education and Leisure Services



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Director of Education and Leisure

REPORT TO SCHOOL GOVERNORS FOR THE SUMMER TERM 2004

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SCHOOLS' BUDGET 2004-2005 and REVIEW OF KINGSTON MAINSTREAM FUNDING FORMULA

The overall settlement for Kingston Education & Leisure Services in 2004-2005 is a good one. The government made clear their expectation that as much funding as possible should reach schools in 2004-2005. The budget set by the Council provides for this with total funding for Schools' Budget services exceeding the passporting level expected by the DfES. It provides an overall increase of 5.5% to be allocated to schools through the local funding formula. This exceeded the national minimum guarantee of 4% per pupil.

The DfES agreed the case submitted by the LEA to allow an appropriate proportion (£499,000) of the increased government funding for 'high cost pupils' to be used to contribute towards the continuing budget pressures on services for pupils with special educational needs (SEN). The Council approved the SEN Strategy and added capital resources exceeding £500,000 to the capital programme to invest in additional local SEN provision. In the future it should also prove possible to reinvest current expenditure on home to school transport in local provision for pupils.

INDIVIDUAL SCHOOL FUNDING - KINGSTON FUNDING FORMULA

Each school receives an annual budget share determined using the local funding formula. The DfES state the purpose of any local funding formula as:

- (i) allocating total available money using a fair method of distribution
- (ii) targeting available funding to schools based on pupils and local circumstances,
- (iii) to be understandable by all schools

There are currently 16 main factors used in the Kingston formula, although some of these also encompass sub-formulae. The main element of the formula is based on pupil numbers, suitably weighted for age, which along with four other factors (Sixth form funding, Flat Rate for Small Schools, Additional Educational Needs and Special Educational Needs) account for the allocation of 96% of the total funding amongst schools.

There has been increasing pressure for LEAs to simplify funding formulas by reducing the number of sub-formulae and giving greater weight to pupil numbers. The budget process in 2002-2003 included a review of the number of factors used in the Kingston formula funding, carried out by an independent consultant comparing the Kingston model with other authorities. This work determined that the Kingston scheme had an average number of factors and that the differential funding for primary and secondary sector schools was in line with national averages. In order to reduce the complexity of the funding formula and link funding with pupil numbers as far as possible a number of factors were deleted with effect from 2002-2003 after consultation with schools.

It is recognised however that there is a balance to be gained between allocating all funding on a per pupil basis and needing to allocate a proportion of available funds on the

basis of the different pupils and circumstances that schools operate within. An analysis of the funding received by each mainstream school on a per pupil basis indicates that the Kingston formula achieves the following:

| | Highest £ | Average £ | Lowest £ | Differential Highest: Lowest |
|-----------|--------------|--------------|-------------|---------------------------------|
| Primary | 3,632 | 2,571 | 2,330 | + £1,303 |
| Secondary | 3,635 | 3,407 | 3,251 | + £ 384 |

LEAs are required to consult the Schools Forum and the Headteacher and Governing Body of all schools before making changes to the local funding formula. The following changes to the formula were actioned for 2004-2005:

- Introduction of delegated funding for Surbiton Children’s Centre Nursery
- Minimum funding guarantee per pupil (national arrangement)
- Infant Class size funding (31st pupil)
- Continuation of Class Size Grant protection (final year of phased deletion)

REVIEW OF LOCAL FUNDING FORMULA

The Schools Forum are to undertake a review of the methodology used to allocate available resources between mainstream schools in order to inform the budget process for 2005-2006. The Forum identified this as part of their work plan for 2004-2005 following the financial difficulties that arose for a number of schools in 2003-2004.

The Forum has established a small working group of Governors and Headteachers to explore the way the Kingston formula operates, compare this with DfES guidance and other LEA funding formulas, and identify any issues for consultation with all schools in the autumn term 2004.

More information is available in a short report considered at the last Schools Forum meeting (17 March 2004) which provides an overview of the current local mainstream funding formula. This is available on the RBK website.

The review will take place in parallel to the work already started to revise the funding formula for special schools, which, in common with many LEAs, currently reflects that funding is place-led rather than based on pupil numbers and their specific needs. The new special school funding formula is expected to be effective from 2005-2006.

Targeted Support to Schools in Financial Difficulty

New government arrangements provide for the LEA to hold back some of the Schools Budget to provide targeted short-term financial support for schools facing exceptional

financial difficulties in 2004-2005. £175,000 is available for this purpose in this financial year.

Three schools have applied for targeted support. They have addressed the criteria for this additional funding and have submitted Recovery Plans demonstrating how budget adjustments would be achieved in the given time frame.

For more information please contact Anne Redparth, Directorate Head of Resources on 020 8547 5276, or email anne.redparth@rbk.kingston.gov.uk.

SPECIALIST SCHOOLS

Specialist schools are one of an increasing number of initiatives put forward by the present government to substantially raise attainment in secondary schools. Other initiatives include the leading edge programme for schools, the leadership incentive grant initiative, Training Schools and the Government's policy paper 'Opportunities and Excellence'. These policies are all part of the drive to provide excellence through diversity of provision.

The purpose of schools becoming specialist is both to focus their work on an area of curriculum expertise and also to use the extra funding in order to further develop the school as a centre of excellence, supporting other schools. Research shows that these schools have improved standards at a faster rate than non-specialist schools.

The specialist areas may be combined or may be applied for separately. The following specialisms are available:

- Technology
- Arts (Visual and or Performance)
- Science
- Humanities
- Mathematics and Computing
- Business Enterprise
- Modern Foreign Languages
- Sports

In order to achieve specialist status schools, have to go through a rigorous application process and raise £50,000, which is used as part of the project. Schools which apply and are successful receive significant extra funding over the duration of the specialist status. Applications by schools have to be approved and supported by the LEA. Schools achieving the status are expected to share their expertise with other schools in both the primary and secondary phase and with the local community.

Kingston's Progress in Applying for Specialist School Status

To date we have had seven successful applications for specialist school status. This is a high percentage of our secondary schools, compared to other LEAS, and we expect all the secondary schools in Kingston to be specialist within the next 18 months.

- Chessington Community College Sports
- Coombe Girls School Modern Foreign Languages
- Hollyfield Technology
- Holy Cross Science
- Richard Challoner Technology
- Tiffin Girls School Maths and Computing
- Tiffin School Performing Arts

Southborough and Tolworth Girls have applied for specialist school status in Business and Enterprise and Visual Arts respectively. In future Beverley will apply for Sports College Status.

All of the specialist schools are working successfully in partnership with local primary schools, offering additional teaching for pupils, support for training and curriculum development, shared use of facilities and collaboration on specific projects.

By 2006 the LEA hopes that all schools will be involved in at least one collaborative partnership based around specialist schools.

For more information please contact Nick Whitfield, Principal Inspector on 020 8547 5283, or email nick.whitfield@rbk.kingston.gov.uk.

STRATEGY FOR SPECIAL EDUCATIONAL NEEDS

In the recent LEA OFSTED inspection the management of SEN was found to be a strength. Like many other local authorities, however, RBK is currently faced with two key challenges: a) how to promote greater inclusion by educating more pupils with special educational needs in local mainstream schools, close to their families and the local community and b) how to ensure that the limited resources available for SEN are used to best effect on local provision at a time when there are great pressures on the SEN budget and mounting costs for out-borough provision.

In order to meet these challenges a new strategy has been developed, in liaison with schools, with the key aims of increasing the capacity of Kingston schools to meet the needs of pupils with SEN and reducing the need for out-borough provision. This strategy will lead to reductions in costs, including the huge transport costs, which can be re-invested to improve provision in-borough.

The key developments are to:

- establish additional specialist resourced provision in identified mainstream primary and secondary schools in order to meet the needs of some pupils who might otherwise be placed out-borough;
- pilot the release of SEN funds to schools to support pupils on School Action Plus, the stage before a statement, so that support can be provided earlier and more quickly;
- develop post-16 provision at St. Philip's Special School,
- develop Key Stage 4 Autistic Spectrum Disorder (ASD) provision in an RBK special school.

There has been a very positive response from schools to these proposals. Thirteen primary schools and three secondary schools have bid to become providers of additional specialist provision for pupils with special educational needs. Decisions will be made on which schools will be supported to develop additional SEN provision, in the first phase, by the end of May.

Plans are currently being developed to provide post 16 education for SEN pupils at St Philip's from September 2004, which include new accommodation, facilities to develop independent living skills for the young people, and the co-location on site of a social worker to support pupils and their families.

The LEA has worked with Malden Manor Primary School and Richard Challoner Secondary School to achieve successful targeted capital bids to improve their school buildings, including accommodation for new SEN provision.

The LEA is about to start the pilot project for allocating additional resources to schools for pupils at School Action Plus . This is designed to support identified pupils who might otherwise need a statement if additional support were not forthcoming at an early stage. Schools will have an active role in the decision making process for this project through involvement in the Statutory Assessment Panel. If the pilot is successful, and fewer pupils need a statement as a result of earlier intervention, we would wish to make this way of working available to all schools in the future.

Governors will be briefed on this process in more detail at the next training session for named literacy, numeracy and SEN governors on 9 June 2004.

The Director will be reviewing the strategy and its implications at meetings with the governing bodies of all special schools and the mainstream schools extending their SEN provision.

For further information please contact David Gosling, Directorate Head of School Improvement on 020 8547 5250 or email david.gosling@rbk.kingston.gov.uk.

KEEPING THE SCHOOL IMPROVEMENT PLAN UNDER REVIEW

The School Improvement Plan is the key strategic tool for the school's development and forms the core of the business of the Governing Body and its committees. Governors carry out their responsibilities by ensuring the School Improvement Plan:

- provides vision and direction for the work of the school;
- promotes greater inclusion in relation to special educational needs, race equality, disability and sex;
- prioritises targets for improvement based on an analysis of the strengths and weaknesses of the school;
- is used as a tool for rigorous monitoring by enabling the governors to evaluate the school's effectiveness;
- includes targets for pupil performance and actions to achieve the targets;
- identifies the financial and other resources, including staff development and training, to help the school to achieve its educational priorities;
- promotes improvements in the school's management and use of resources to achieve best value.

Good Practice in Keeping the School Improvement Plan Under Review

The following is a summary of some of the best practice in Kingston in governors keeping the School Improvement Plan under review. Much of this is concerned with the kinds of things governors do to find out for themselves how things are going. OFSTED expects to see that governors are active, challenge and support the school, and do not rely overmuch on the Headteacher. This is the focus of a training session for the Governing Body that can be delivered in individual schools by the Link Inspector.

- ❑ Priorities from the School Improvement Plan (SIP) are a standing item on all Governing Body meeting agendas
- ❑ All the priorities in the SIP are allocated to relevant committees to oversee their implementation and monitor progress
- ❑ Individual governors are allocated responsibility for specific aspects of the SIP which they take as their focus for visits to the school
- ❑ Governors visit lessons with a relevant focus from the SIP
- ❑ Governors meet specific Subject Leaders and other Coordinators to review a relevant aspect of the SIP
- ❑ Subject leaders and other Coordinators report progress to the Governing Body on an aspect of the SIP

- ❑ Governors attend staff training which is relevant for a priority in the SIP
- ❑ Governors meet with groups of pupils to review the impact of a priority in the SIP
- ❑ Governors look for evidence of progress on a key priority by viewing display, samples of pupils' work and attending assemblies and other school events
- ❑ Governors do some focused work with groups of parents to gather views on progress in relation to a priority in the SIP
- ❑ Governors attend the Joint Annual Review meetings between the Headteacher, Link Inspector and other staff
- ❑ The Governors meet with the Link Inspector to review progress on the SIP
- ❑ The Link Inspector attends a Governing Body meeting to provide feedback on progress for priorities in the SIP
- ❑ The Headteachers' termly reports to governors include progress on key priorities in the School Improvement Plan
- ❑ Governors receive regular feedback on pupil progress, especially in relation to published targets, and what is being done to achieve them
- ❑ Governing Body meetings and minutes identify action points for the school based on what the governors have found out through their monitoring
- ❑ The Annual Report to Parents includes a progress report on the School Improvement Plan

Governing Bodies that are able to carry out a good range of activities described above are more likely to be judged as excellent or good in the school's next inspection.

ADMISSION ARRANGEMENTS FOR SEPTEMBER 2005

Following consultation last term the admission arrangements for community primary and secondary schools, including the criteria for offering places at over-subscribed schools, have been agreed by the Council's Executive. There are no major changes in the admissions arrangements for September 2005. The Council's scheme for co-ordinated admissions to secondary schools was also approved. Details have been sent to all Headteachers and Chairs of Governors.

The Council's scheme for co-ordinated admissions to secondary schools outlines the way admissions will be handled for September 2005 as part of a new government policy. The main points are

- A common application form for all Kingston residents and all admission authorities within Kingston
- Co-ordination and co-operation between all Kingston schools and neighbouring LEAs
- A single offer of a school place by Kingston LEA taking into account any applications the parent has made for schools outside their home borough
- A common offer date – 1 March 2005

In addition all London boroughs have agreed

- A maximum of 6 preferences on the common application form
- A closing date for applications of 22 October 2004
- Co-ordinated publicity and information for parents

The LEA will be providing publicity for parents including a series of four roadshows across the borough in June. Officers will be available to attend individual school parent evenings at the request of the Headteacher, and they will attend the Secondary School open evenings in October to answer any queries.

Chairs of Governors of VA and Foundation Schools are reminded that, following consultation and determination of their admission arrangements for 2005, they should notify those consulted of their determined arrangements. The LEA then has to notify the Secretary of State that this process has been completed for all its own admission authority schools.

For further information please contact Jenny Haynes, Principal Education Officer on 020 8547 5260 or email jenny.haynes@rbk.kingston.gov.uk.

TERM DATES FOR COMMUNITY SCHOOLS 2005-2006

Following the consultation last term the Council's Executive has agreed the term dates for community schools in 2005-2006. These are based on a set of dates recommended by the Association of London Government (ALG) for adoption by all London Boroughs.

The dates for 2005-2006 are shown in the following table and give a total school year of 190 days (38 weeks) for pupils, as required, plus three of the five statutory training days

for teachers. The other two training days can be taken outside the term dates on days of each school's choice, or as equivalent twilight sessions.

| | Start | End | |
|-------------------------|--------------|----------------|---------|
| Autumn Term 2005 | Mon 5 Sept | Fri 21 October | 35 days |
| | Mon 31 Oct | Tues 20 Dec | 37 days |
| | | | |
| Spring Term 2006 | Wed 4 Jan | Fri 10 Feb | 28 days |
| | Mon 20 Feb | Fri 31 Mar | 30 days |
| | | | |
| Summer Term 2006 | Tues 18 Apr | Fri 26 May | 28 days |
| | Mon 5 Jun | Fri 21 July | 35 days |

Note: Easter Sunday in 2006 is 16 April

The dates for 2004-2005 are shown below and give a total school year of 190 days (38 weeks) for pupils, as required, plus three of the five statutory training days for teachers. The other two training days can be taken outside the term dates on days of each school's choice, or as equivalent twilight sessions.

| | Start | End | |
|-------------------------|--------------|----------------|---------|
| Autumn Term 2004 | Mon 6 Sept | Fri 22 October | 35 days |
| | Mon 1 Nov | Fri 17 Dec | 35 days |
| | | | |
| Spring Term 2005 | Tues 4 Jan | Fri 11 Feb | 29 days |
| | Mon 21 Feb | Fri 18 Mar | 20 days |
| | | | |
| Summer Term 2005 | Mon 4 Apr | Fri 27 May | 39 days |
| | Mon 6 Jun | Fri 22 July | 35 days |

Note: Easter Sunday in 2005 is 27 March

For further information please contact Jenny Haynes, Principal Education Officer on 020 8547 5260 or email jenny.haynes@rbk.kingston.gov.uk.

AUDIT OF GOVERNOR TRAINING NEEDS

Governing Bodies are recommended to have a governor training plan and to include in the School Improvement Plan aspects of the work of the Governing Body that are identified for further development.

An audit of governors' training needs was carried out last term. 31 responses were received to the training needs audit questionnaire which was sent to Governing Bodies via Clerks. 25 responses were received from individual governors and 6 from Governing Bodies.

A high percentage of respondents (88%) judged the range and quality of training opportunities offered by the LEA to be satisfactory or better. 40% of respondents have been governors for less than 2 years and more priority should be given to supporting and inducting new governors in their early stages of the role.

The responses to the audit very usefully identified some gaps in provision for us to include in future training programmes. These include:

- Staff selection and interviewing,
- Managing capability procedures
- School finance and funding
- Special educational needs
- School improvement
- Governors' roles and responsibilities
- Policy on delivering sex education.

Respondents felt that governor induction and new governors training, special educational needs, school based training and performance management are covered particularly well. Training is increasingly being delivered to the Governing Body in individual schools and this was noted as especially successful in relation to financial planning, monitoring the school's performance and preparation for OFSTED inspections.

71% of respondents felt they would like to see more training tailored to the needs of an individual Governing Body delivered at the school. However some governors were worried that too much of this might lead to loss of contact with governors at other schools. The opportunity to network with governors at other schools is clearly valued.

One suggestion arising from the audit is that there could be an annual one day or two day conference event for RBK school governors with national speakers.

Only 16% of respondents said their decision to apply for a place on a training course arose from the Governing Body Training Plan. This suggests training needs and take up of training are often left to the interest and initiative of individual governors rather than as part of a coordinated approach to improving the skills and expertise required by the whole Governing Body.

We are grateful to those individual governors and Governing Bodies who responded to the questionnaire. The information collected will inform the future development of the governors' training programme.

Governors who wish to arrange training for the Governing Body on the school site, on any topic, should please contact the school's Link Inspector who will facilitate the training that is needed.

As many governors will be aware, Chris Shires, Principal Education Officer with responsibility for Governor Support, retired from the Council's service on 15th April.

The replacement post of Governor Support Officer has been advertised and interviews will take place on 11th May. We hope the new Officer will be in post before the end of the summer term. A key task for the person appointed will be to review the training offered to governors, in the light of the training needs audit, and develop an enhanced training programme for governors.

In the meantime for further information please contact Angela St John, Directorate Head of Planning and Access on 020 8547 5247, email at angela.st-john@rbk.kingston.gov.uk

Governors should remember that information and advice is available via the DfES governor web site at www.governorline.co.uk. There is an RBK web page for governors at www.kingston.gov.uk with a link to the excellent DfES site.

“Governorline,” the seven-days-a-week helpline for governors, staffed by governors and sponsored by the DfES is also available. The hotline number is 08000 722181, and their web site is at www.governorline.info.

The training needs audit analysis report will be distributed to all clerks to governing bodies. Individual copies of the report are available from Karen Deadman on 020 8547 4787 or karen.deadman@rbk.kingston.gov.uk.

Governors’ Self Review Tool

A copy of the self review exercise to assess the strengths and areas for development of the governing body is available as an **annex to this report**.

GOVERNORS TRAINING PROGRAMME 2004-2005

The LEA’s Programme of Continuing Professional Development was published in March 2004 and distributed to all schools. It sets out the training opportunities for teachers and governors. Key dates and topics for governor training are as follows:

- Training for new governors, 6, 13, and 20 October 2004
- Financial management and monitoring, 10 June 2004
- Financial reporting for school governors, 18 June 2004
- Monitoring the school’s budget, 18 June 2004
- How the school funding formula works, 29 September 2004

- Setting the school's budget, 27 January 2005
- The Exclusion process, 3 November 2004
- Literacy, Numeracy and SEN Governors, 9 June 2004, 19 January 2005
- The role of the SEN governor, 9 February 2005
- Personnel briefings for governors, 26 May 2004, 22 February 2005

All courses take place between 7.00 and 9.00 pm at the King Charles Centre.

For further information please contact Rosemary Montague, Administration Officer, on 020 8547 6981 or email rosemary.montague@rbk.kingston.gov.uk.

SCHOOLS PERSONNEL SERVICE CUSTOMER FEEDBACK QUESTIONNAIRE 2003-2004,

Andrea Williams McKenzie is the newly appointed Human Resource Manager for schools, who will work closely with Headteachers and Governing Bodies on all aspects of staffing and personnel issues. She will also be giving priority to the key issues to come out of the recent survey of schools' satisfaction with the service and the audit of training needs.

SUMMARY OF OUTCOMES

34 of the 51 schools surveyed returned the customer feedback forms. This provided a return rate of 66%.

On the whole 88% of service users were satisfied or very satisfied with the service and there were many comments in recognition of the work that the team carried out over the last year, and the departure of Steve Derman.

The questionnaires demonstrated that there was concern about the time it took the team to issue contracts to staff and the difficulties with payroll. These are areas of work that are a priority for improvement over the next financial year.

The satisfaction level is 85% for the information and guidance that is provided to schools in relation to pay and conditions of service.

88% of service users were satisfied or very satisfied with the advice and support provided to their school on Health & Safety issues.

The areas of work that service users were most pleased with include: -

- The support from the team, and general advice was highly praised.
- The links/advice on appointment of teaching staff particularly NQTs
- Respondents liked having a designated person for schools as the first point of contact
- The consultancy service
- Support with disciplinary measures
- Telephone contact
- Advice on difficult personnel issues.

The areas of work that schools identified as needing some improvement include: -

- Issuing of contracts
- Advice on absent teachers
- Payroll

The issues that service users suggested as areas for development include: -

- An interview service for schools and price for this area of work.
- Flow charts for Headteachers to summarise the procedure for capability.
- More model policies for schools to adopt
- Model job descriptions, person specifications and adverts for schools to use as a guide.

The areas that were identified as useful for governor training sessions were: -

- Capability and discipline procedures
- Pay & reward strategy
- Workforce remodelling
- Managing teacher absence
- Recruitment training – particularly recruiting a new Headteacher

Schools were positive overall about the service and appreciated the close personal contact with the Principal Personnel Officer.

For further information please contact:

**Andrea Williams McKenzie, Principal Personnel Officer, on 020 8547 4604
or email andrea.williams-mckenzie@rbk.kingston.gov.uk.**

Annual Health Check on School Policies

It is useful on an annual basis to review school policies and to update and amend existing policies on a 3-4 year cycle. Governing Bodies usually build this into the terms of reference and work programmes of governors' committees.

The following are the policies that the Governing Body is required to have:

- Accessibility Plan
- Admissions Policy
- Attendance Policy and Targets
- Charging Policy
- Child Protection Policy
- Collective Worship Policy
- Complaints Procedure
- Curriculum Policy
- Freedom of Information Publication Scheme
- Policy for Paying Governors' Expenses
- Health and Safety Policy
- Home-School Agreements
- Nutritional Standards Policy
- Performance Management Policy
- Pupil Discipline and Anti-Bullying Policy
- Race Equality Policy
- Sex Education Policy
- SEN Policy
- Policy on Staff Grievance, Discipline and Conduct
- Policy on Target Setting

A Guide to the Law for School Governors

The latest Guide to the Law for School Governors was published by the DfES in February 2004. Most responsibilities of school governors remain unchanged but the Education Act 2002 introduced greater flexibility in, and deregulation of, the way in which governing bodies operate. These changes relate specifically to extended schools, the power to form companies, federation and collaboration and interim executive boards in schools causing concern. Also the Annual Parents Meeting can now be tailored to local circumstances, changes also relate to the reconstitution of governing bodies and procedures for electing chairs and vice chairs.

Copies are available in schools and additional copies may be obtained from the DfES Publications Centre, telephone 0845 602 2260, email dfes@prolog.uk.com

School Profiles

As part of the Government's New Relationship with Schools, David Miliband MP announced the development of a school Profile, in his speech to the North of England Education Conference.

The Profile will complement information in School Performance Tables, by offering parents and others a deeper and broader picture of a school. The Profile would be brief and would provide accessible information about a school's performance and broader achievements.

The consultation document was launched on 26th March, and your comments are invited by 18th June. This is intended to give teachers, LEAs, parents, other key stakeholders and the wider public an opportunity to comment on what should be included in the Profile. The Profile will be developed and tested in schools as part of the trials for the New Relationship with Schools.

You can access the profile and reply on-line at:

<http://www.dfes.gov.uk/consultations/> or you can get a paper copy from DfES Publications, Tel: 0845 6022260, e-mail dfes@prolog.uk.com

Annex

Self-Review of the Effectiveness of the Governing Body

The Governors monitor and evaluate the school's performance over time and the standards achieved by all pupils in Key Stage tests

| Good | Satisfactory | Needs Attention |
|------|--------------|-----------------|
| | | |

The Governors are actively involved in setting challenging targets to improve standards of achievement

| Good | Satisfactory | Needs Attention |
|------|--------------|-----------------|
| | | |

The Governors monitor pupils' attainments and the school's progress towards achieving its targets

| Good | Satisfactory | Needs Attention |
|------|--------------|-----------------|
| | | |

The Governors keep the school curriculum and its policies under review

| Good | Satisfactory | Needs Attention |
|------|--------------|-----------------|
| | | |

The Governors are fully involved in deciding and monitoring the priorities in the school improvement plan

| Good | Satisfactory | Needs Attention |
|------|--------------|-----------------|
| | | |

The Governors monitor the school's efficiency and cost effectiveness and evaluate its value for money

| Good | Satisfactory | Needs Attention |
|------|--------------|-----------------|
| | | |

The Governors keep the schools' SEN policy under review and monitor the school's strategy and provision for SEN pupils, including their progress

| Good | Satisfactory | Needs Attention |
|------|--------------|-----------------|
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The Governing Body has a clear committee structure covering all areas of Governors' responsibilities with effective terms of reference

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|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

The Governors visit, monitor key areas for improvement and take an active part in the life of the school

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|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

The Governing Body reviews the implementation of the school's OFSTED action plan and reports progress to parents in the Annual Report

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|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

The Governing Body has a systematic approach to ensuring the school meets its statutory obligations for the curriculum, assessment, SEN, and reporting to parents

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|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

The Governing Body ensures resources for curriculum and staff development are used effectively to improve staff skills, knowledge and experience

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|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

The Governing Body ensures good communication with parents, promotes the public image of the school and positive links with the wider community

| | | |
|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

The Governing Body has a Training Plan, attends training and is well informed about current educational developments and their responsibilities as Governors

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|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

The Governing Body has named Governors for SEN, literacy, numeracy and other curriculum areas who are well informed about these aspects of the work of the school

| | | |
|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

The Governors approve and regularly review the school prospectus

| | | |
|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

The Governors annual report to parents meets statutory requirements

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|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

The Governors reflect the school's priorities in the budget plan

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|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

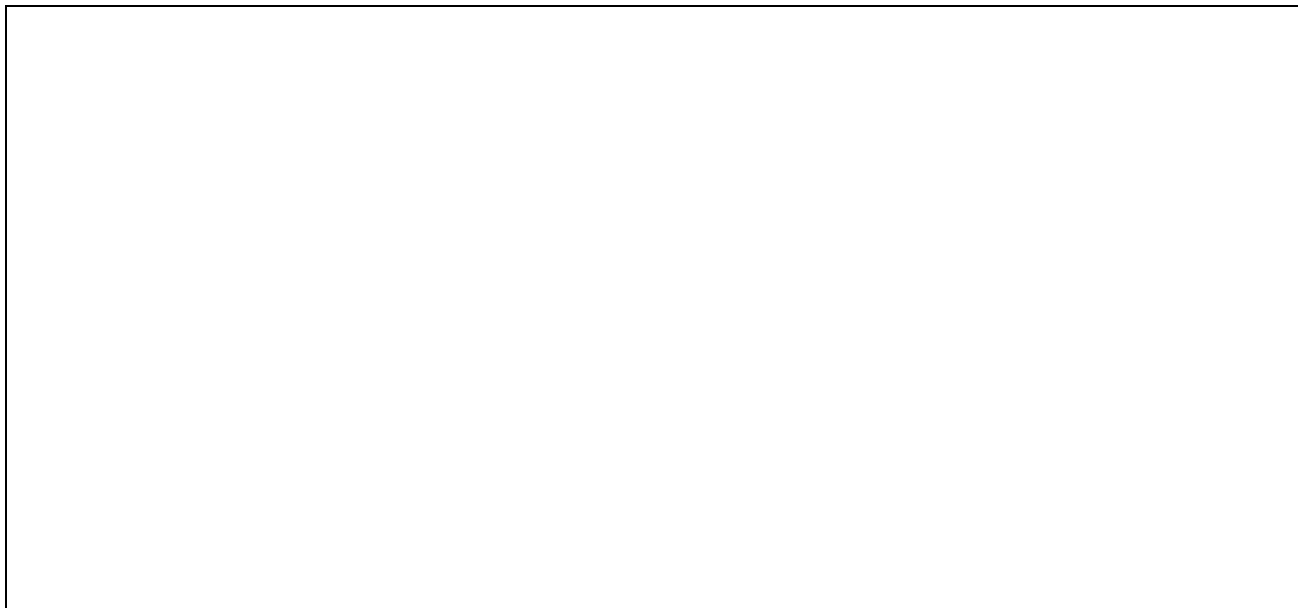
The Governors have a clear policy on sex education

| | | |
|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

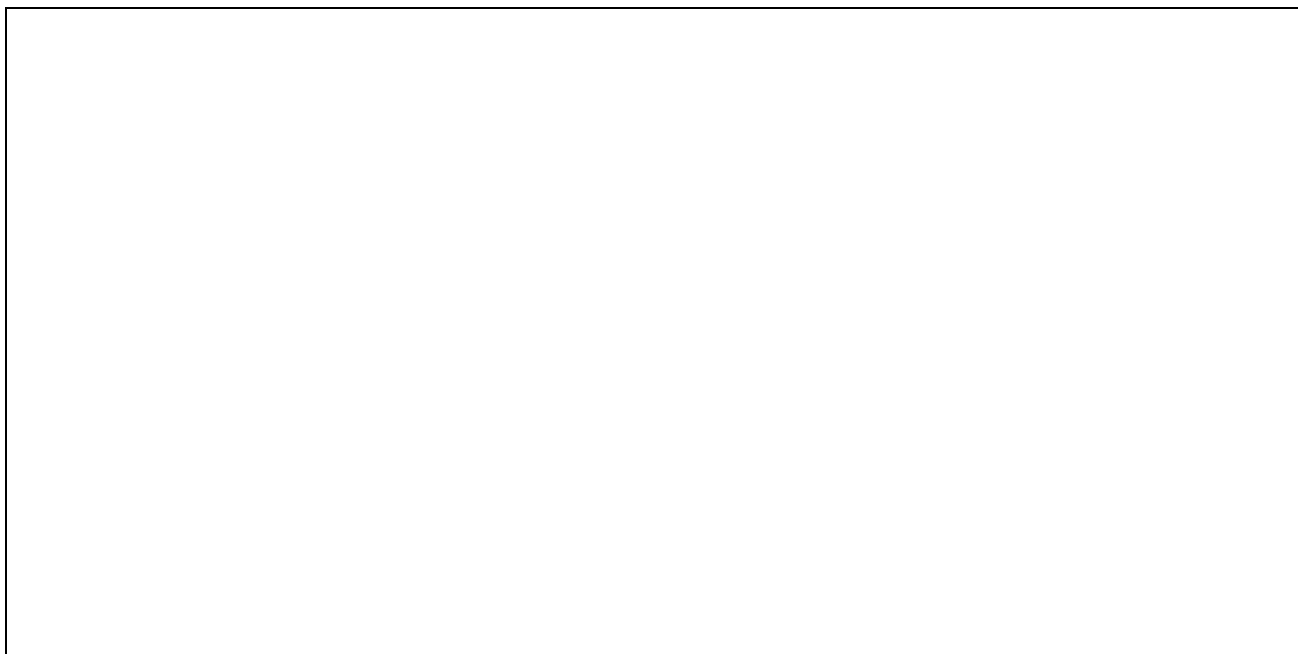
The Governors have a clear policy for monitoring and reviewing the work of the school

| | | |
|-------------|---------------------|------------------------|
| Good | Satisfactory | Needs Attention |
| | | |

Areas for Further Improvement in the Work of the Governing Body

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Strengths in the Work of the Governing Body

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Key Questions for Governors to Ask as a Critical Friend

- ❑ **How is our school currently performing?**
- ❑ Are some parts of the school, some key stage, some areas of the curriculum more effective than others? If so, why?
- ❑ Are some groups of pupils doing better than others? If so. Why?
- ❑ How does the school's performance compare with that of similar schools?
- ❑ What do we need to do to improve?
- ❑ What should our key priorities be in the School Improvement Plan?
- ❑ What resources are needed, and how are we going to ensure they support the necessary educational improvements?
- ❑ In the School Improvement Plan who is responsible for doing what, and by when?
- ❑ How will we know if we have achieved our goals?
- ❑ How efficient are we in how we use our resources on staffing, equipment, premises and services and how do we compare with other schools?
- ❑ How well does the school train, develop and induct new staff to ensure we achieve our goals?
- ❑ Do we have all the information we need to understand the school's strengths and weaknesses and to make the right decisions about the school's future direction?
- ❑ What progress have we made on the key issues identified at the last inspection?
- ❑ Are there more effective ways of doing things in other schools that would benefit us?

