

Oxford Diocesan Schools Trust

School Effectiveness Service



Leadership Briefing

Thursday 12th January 2017 – 7.00pm

Church House Oxford, Langford Locks, Kidlington,
Oxford OX5 1GF.

Julian Hehir (Governor Services Officer)
Mob: 07802 880220
email: julian.hehir@oxford.anglican.org

* attached or related papers - or to follow

◆ AGENDA ◆		
1.Welcome		Anne Davey
2.Board/Trust items	<p>Outcomes from strategy development day - 6th December 2016</p> <p>New Trustee appointments to the ODST Board</p> <ul style="list-style-type: none"> Bishop Colin Fletcher and Revd Dr Megan Daffern <p>Associate Member appointments to Committees</p> <ul style="list-style-type: none"> Anne Eccleston – Pay & Personnel Sister Jean Frances – Curriculum & Ethos Carol Phillips, Headteacher Bampton Primary School - Curriculum & Ethos. 	Anne Davey/David Cousins
3.Ofsted/inspection matters	<p>Multi-academy trusts - good practice guidance and expectations for growth</p> <p>Published December 2016: link at https://www.gov.uk/government/publications/multi-academy-trusts-establishing-and-developing-your-trust</p> <p>Summary and presentation to follow* including shared responsibilities that ODST is committed to support:</p> <ul style="list-style-type: none"> understanding of school performance recognise and tackle weaknesses in the quality of provision secure the quality of teaching and leadership monitor and analyse patterns and trends in pupils' achievement. underachievement of disadvantaged pupils statutory requirement to publish on websites monitoring and evaluating the effectiveness of safeguarding procedures <p>At the summer term Leadership Briefing, monitoring of developments in the key areas of the published document will be reported back.</p>	David Cousins

4.School improvement	<p>School Improvement Cycle (Spring 2017)</p> <ul style="list-style-type: none"> • Annual safeguarding report: Thank you for submitting your school's annual safeguarding report to ODST. Key reminders about E-Safety (a draft e-safety policy* will follow soon) and the need to ensure that Headteacher reports contain evidence of regular staff updates and training. • Admission arrangements 2018/19: http://schools.oxfordshire.gov.uk/cms/node/4362 - Admission arrangements for 2018/19! Reminder to determine and publish your admission arrangements for 2018/19 by the end of February 2017. • Early Years Foundation Stage Profile handbook 2017 Get your Early Years' leaders to talk to you about 2017 Early Years Foundation Stage Profile handbook and 2017 Assessment and Reporting Arrangements. • Preparing for mathematics tests * Ask your Maths lead to brief Governors on the latest Standards & Testing Agency guidance for Key Stage 1 and 2 mathematics. 	David Cousins
5.Operational matters	<p>Finance and other matters *</p> <ul style="list-style-type: none"> • Community of St Mary's Wantage (CSMV): CSMV have approved proposals for the capital investment in both St Mary's Lodge (into 6 flats for ODST teachers) and for the development of ODST offices and a new training/conference centre. 6 Flats will be available from 1 September 2017 for ODST teachers (including new recruits/NQTs) at subsidized rent levels. The ODST offices & conference centre will be ready for use in Jan 2019. <i>*To follow, flyer for the new flats, picture of interior layout, location map and price range.</i> 	David Locke
6. Procurement	Update on any procurement developments	David Locke
7.Human Resources	<ul style="list-style-type: none"> • Planned HR system/ payroll provision from April 2017* • Pensions' auto-enrolment* • Snow and school closures - procedures and communication system*. 	Mark Jones/David Cousins

8. Governor and Clerk development needs	Governor support and mentoring <ul style="list-style-type: none"> • Mentoring protocol for new Chairs of Governors* (and discussion with Chairs of the need for them to step back to a mentor role 1 year before they want to leave the LGB). • LGB recruitment - advertisement/article in The Door about school governance proposed for the summer term. Letter to local employers – text to be prepared to accompany article. • Inspiring Governance http://www.bbc.co.uk/news/education-38052688 Inspiring Governor Alliance – officially launched 21st November 2016, Governor and Chair recruitment. Link at http://inspiringgovernance.org/ . In association with the mentor protocol, we are setting up a LGB to LGB support system with a list of LGBs where Governors identify their willingness to support/mentor/coach/visit. • Naming Convention for ODST Policies, Documents and other Guidance* • Model agenda for spring term* • Clerks’ Briefing/event this year 	David Cousins/ Julian Hehir
8. Questions	ODST panel question time <ul style="list-style-type: none"> • An opportunity to ask questions of ODST Trustees and Officers. 	All
9. AOB		All



Preparing for mathematics tests at key stages 1 and 2

Teachers should use the following information to prepare for the administration of the 2017 mathematics national curriculum tests at key stage 1 (KS1) and key stage 2 (KS2).

Equipment lists

To make preparation for the mathematics tests more straightforward for teachers, we have introduced greater consistency across the equipment lists for each paper.

We are also introducing mirrors to the list for KS1, in recognition that symmetry will be assessed in some years.

The equipment lists for the 2017 tests and onwards will be:

KS1

- a blue / black pen or a pencil
- a sharp dark pencil for mathematical drawing (*paper 2 only*)
- a ruler (showing centimetres and millimetres)
- a rubber (optional)
- a mirror (*paper 2 only*)

KS2

- a blue / black pen or a pencil
- a sharp, dark pencil for mathematical drawing (*papers 2 and 3 only*)
- a ruler (showing centimetres and millimetres)
- rubber (optional). However, please encourage pupils to cross out any answers they may wish to change, instead of rubbing them out
- angle measurer or protractor (*papers 2 and 3 only*)
- a mirror (*papers 2 and 3 only*)

Answering questions in the arithmetic papers

After the 2016 tests, STA received feedback asking for clarification about how to answer different types of questions in the arithmetic paper. We have consulted with teachers who take part in our review processes and have produced guidance for teachers. This information will provide clarity about the type of response expected for particular question types. Teachers may wish to use this to inform any guidance they offer to pupils about completing arithmetic questions in test familiarisation work.

Reversed number sentences

Some questions in both the KS1 and KS2 arithmetic papers are presented as reversed number sentences, where the answer box comes first. For these questions, as for all other questions in the test, a single value is expected. For example:

KS1: for + 5 = 9, '4' is awarded 1 mark but '1 + 3' or similar is not creditworthy.

KS2: for = 936 + 285, '1,221' is awarded 1 mark but '906 + 315' or similar is not creditworthy.

Answers to questions involving common fractions and mixed numbers (KS2 only)

For all questions involving fractions, pupils should be encouraged to give their answers in their simplest form. This includes presenting answers as an integer where this is the simplest form equivalent.

So for $\frac{2}{5} \times 140$, the answer '56' is awarded 1 mark, while $\frac{280}{5}$ is not creditworthy.

For questions where the answer is not an integer then a common fraction or mixed number response is intended. These are often more difficult questions and in these instances pupils will be credited for equivalent fractions. **Exact** decimal equivalents will also be accepted in this instance, but rounded or truncated decimal answers will not. If the decimal equivalent includes recurring digits, then the pupil's indication of the recurring digits must be unambiguous.

Multiple answers for a question

Where pupils give more than one answer in the answer box, then normal marking rules apply. This means that if all answers are listed as correct within the mark scheme then the mark will be awarded and if there is a mix of correct and incorrect answers then the mark will not be awarded.

Multiplication questions (KS1 only)

Although the curriculum refers to pupils needing to know their 2, 5 and 10 times multiplication tables, questions using the 3 times multiplication table may also appear in the test in some years. The inclusion of this area reflects the expectation that pupils are able to solve multiplication problems by repeated addition, as well as meeting the requirement to count in multiples of 3 from 0.

Oxford Diocesan Schools Trust

School Effectiveness Service

Church House Oxford • Langford Locks • Kidlington • Oxford • OX5 1GF

ODST Adverse Weather Policy Guidance

4

ODST Policy Guidance (Schools may use this to inform the drafting of their non-statutory policy)

I STATEMENT OF INTENT

A clear school policy on adverse weather conditions enables school leaders and officers to make decisions about the health, safety and welfare of members of school communities in the event that snow or other weather related events call into question the safe functioning or opening of a trust school.

ODST is clear that the decision making process regarding closure, changes to school times or the safe use of parts of a school's site are local and operational ones and, while officers will give support and guidance, it will be the decision of the school leaders and governors in the school(s) concerned.

This policy guidance is not a statement of prescribed policy content or style which is a devolved responsibility of the local governing body. It is however a reminder of the advisory content of any such policy. In drafting their individual adverse weather policy ODST would expect its schools to make reference to their home local authority arrangements, particularly in regard to the communication of closures so that parents and other users are clear about how messages will be given.

II INTRODUCTION

This policy guidance has been agreed by ODST Board of Trustees and is recommended to all member schools and academies.

ODST expects that all member schools will hold a detailed and up to date adverse weather policy¹ where the specific details of contact arrangements and other site specific content will be dealt with.

¹ The name of the policy is not prescribed by ODST and should be named by local governing bodies so that it clearly communicates its function.

III SCOPE

- Governing Body ✓
- Teaching Staff ✓
- Headteacher ✓
- Support staff ✓
- All School Staff ✓
- Pupils ✓
- Central Office Staff ✓
- Contractors/ Service Providers ✓
- Users of the school site and buildings ✓

IV GENERAL PRINCIPLES

Definitions

- Where the term “relevant body” has been used this refers to the Board of Trustees of ODST;
- Unless indicated otherwise, all references to “school” include both schools and academies;
- Unless indicated otherwise, all references to “teacher” include the Headteacher;
- Unless indicated otherwise, all references to ‘staff’ include teaching and support staff.
- The use of ‘Adverse Weather Policy Guidance’ should be taken as referring to any local governing body policy covering these type of weather related decisions.
- The term ‘weather’ refers to all extreme weather events and their impact on the fabric of the school and its environs which may interrupt the smooth running of the school and its ability to open or be a safe place for pupils, staff and visitors to remain.

V DELEGATION

The Trustees have chosen to delegate this function to local governing bodies and Headteachers as set out in this policy guidance.

VI MONITORING & EVALUATION

The Local Governing Body and Headteacher will monitor the operation and effectiveness of the school’s Adverse Weather Policy and deal with any queries relating to it. The relevant body, through the Curriculum & Ethos Committee, will monitor any concerns or complaints raised in relation to local policies and this policy guidance on an annual basis.

ODST Adverse Weather Policy Guidance

1. CONTEXT

- 1.1. It is the expectation of ODST Trustees that all of its schools will make every effort to remain open whenever possible.
- 1.2. If the school is anticipating closure either at the beginning of the school day or during the school day, ODST expects the Headteacher to consult, wherever possible, with the Chair of Governors before any decision to close the School is made. The decision to close is a local one and will be made by leaders on site at the time who are best placed to evaluate the risks to pupils, staff and visitors. The decision should be based on access to essential services (heating, water etc.), staffing levels, transport safety, and site safety.
- 1.3. The school may be closed if
 - insufficient staff are able to come in to keep the school running safely;
 - weather conditions mean that travel to school is too hazardous;
 - conditions on site are dangerous;
 - where weather conditions are advised to be or are anticipated to later become too hazardous for travel.
- 1.4. If any school is anticipated to be closed for a significant period of time, then ODST would expect teachers to set work to be completed at home. Schools should make use of school websites and other resources to help parents to access such work.

2. PROCEDURES

- 2.1. The Health and Safety of children, parents and staff are paramount when taking any decision.
- 2.2. If the school is to consider closure trustees would expect:
 - Local Governing Bodies to have considered the basic entitlement of 190 'pupil days' which should be offered if at all possible;
 - Consideration had been given to closing the school to just some year groups and/or changing the opening and closing time to avoid complete closure;
 - Restricting access to the site/buildings as an alternative to complete closure;
 - Offering a reduced curriculum provision as an alternative to closure.
- 2.3. If the decision is made to close Trustees would expect this decision to be communicated in as timely way as possible to limit staff and parent risks in attempting to travel to the school site. Trustees would also expect:
 - families to be informed via e-mail/text message through the individual school's texting/email services or other methods of communicating across parent groups;
 - the closure to be made clear on the school's website;
 - a message indicating closure is placed on the school phone system for parents who ring in;
 - staff to be informed by text message and the closure will be made clear on the school's website
 - any before school/Breakfast Club staff and School meal providers to be included in the above;

- schools to inform their home local authority through the individual LA reporting arrangements and through local media outlets as set out in LA guidance;
- schools to inform ODST senior officers using mobile phone numbers listed in the ODST Emergency Procedures;
- Headteachers to ensure that governors are kept informed of school closures so that they can support the decision;
- where possible, closure signs to be displayed at the entrance to the school.

2.4. The text messaging service should be accessible through the internet so that, if school leaders are unable to get to their place of work, messages can be sent from alternative locations, e.g. from home.

2.5. Thought should be given to the additional need for office cover to manage increased volumes of parental contact either in person, by phone or email so that timely responses can be given to enquiries about school closures or other adverse weather conditions. Governors should also give thought to the training for such staff to ensure they are clear about the school's policies and procedures so they provide accurate and safe information.

3. PARENT RESPONSIBILITY AND ABSENCE REPORTING.

3.1. ODST appreciates that such conditions and the uncertainty places very considerable difficulties upon parents. It would urge its schools to make all practicable efforts to keep parents informed as to the situation with the school during adverse weather conditions. This is particularly important with advising on the reopening of the site for all or some pupils.

3.2. Individual school policies should indicate that there is an expectation for parents to contact their individual schools before setting out if they have a reasonable expectation that the adverse weather conditions might reasonably cause the School to be closed. School phone systems should have a message to make clear the status of the school. Parents should be reassured that pupils will not be criticised if this creates a slight delay in arrival and that the school appreciates that during bad weather children may arrive later than normal. However, school policies and communication with parents should make clear they should endeavour to contact the school to let staff know if pupils are on their way and likely to be delayed so that individual pupils are safeguarded on their journey.

3.3. ODST recognises there will be isolated instances where families may be cut off, even where the clear majority of children can get into school. In such instances school policies should note that parents should inform the school of the circumstances of this exceptional situation, as the school has a duty to clarify the circumstances of each case so as to be able to formally authorise the absence. Parents acting on the assumption that the school would be closed without gaining confirmation, or failing to inform the school of the circumstances that prevents the child coming into school, risk their child being registered as an unauthorised absence.

3.4. Where the school is officially closed, all absence is counted as authorised absence.

4. CLOSURE DURING THE SCHOOL DAY

- 4.1. In the event of the school having to close during the day due to unforeseen worsening weather or similar unforeseen circumstances, policies will set out how parents will be contacted either at home or work to note the deteriorating conditions and asked for the early collect of their child/ren.
- 4.2. Policies will make clear that children will be supervised until a parent/carer is able to collect them and set out how this is to be undertaken with staff responsibilities made clear and a risk assessment to include the adult:pupil ratios expected in this circumstance.
- 4.3. Local procedures should inform parents that the school will remain open until the end of the school day. It should also ensure parents who are delayed due to the adverse weather conditions, know they should contact the school as soon as possible to give an anticipated arrival time.
- 4.4. Parental requests for an early release for pupils should only be contemplated in very extreme circumstances, e.g. extreme weather conditions, failure of heating/water systems. This is a local decision making process

5. SNOW CLEARING AND SALTING

- 5.1. In the event of snow, school plans and procedures should make clear how pathways will be cleared and salted. Parents, children and visitors should be made aware that pathways, even where cleared, may remain dangerous. Children should also be reminded of this in assembly and by school staff.
- 5.2. Where necessary, procedures should also note that essential pathways should be maintained as clear as possible throughout the day.

6. HOT AND OTHER EXTREME WEATHER

- 6.1. In the event of the weather being hotter than usual, school policies should:
 - Make clear the responsibility for ensuring the School is informed of their children's susceptibility to the sun.
 - Describe the procedures for encouraging pupils to drink regularly including access to sources of drinking water to fill bottles throughout the day and how teachers should encourage children to do so.
 - Encourage parents to provide hats in hot weather to wear outdoors. In these circumstances, the school's uniform policy should reflect extremes of hot weather.
 - Be clear about the use of indoor break times encouraging pupils where necessary to stay indoors.
 - Consider the procedures for the application of sun cream including the expectation that this is applied at home before school; clarity about the application of this by school staff and the safeguards for older children who could bring sun-cream to put on themselves at playtime/ lunchtime; being clear about the sharing of sun cream and the risks this presents.

- Give careful thought to outdoor events and PE taking place during hot weather. If necessary, cancelling or postponing events.
- Give consideration to outdoor extra-curricular activities during hot weather with clarity as to how decisions will be made as to whether they should be cancelled and how parents informed.

7. LOCAL AUTHORITY POLICIES AND PROCEDURES

7.1. Oxfordshire

<http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/schoolorganisationplanning/EmergencyClosureProcedure.pdf>

7.2. Royal Borough of Windsor and Maidenhead

https://www3.rbwm.gov.uk/info/200115/education_and_learning/1035/school_closures



Church House Oxford • Langford Locks • Kidlington • Oxford • OX5 1GF

ODST New Chair Mentor Protocol

David Cousins (Director of Schools)
Julian Hehir (Governor Services Officer)
Tel: 01865 208241
Mobile: 07884 667040 (DC) 07802 880220 (JH)
email: david.cousins@oxford.anglican.org
julian.hehir@oxford.anglican.org

ODST, identifying a need to support new and aspiring Chairs, aims to coordinate a programme of mentoring by current Chairs. The aim of the programme is to ensure that newly elected Chairs receive support from an experienced and suitably trained Chair during their first academic year in the role. A Chair from a school in the locality will be assigned as mentor or failing that, someone who, whilst not a current Chair at an ODST academy, has substantial experience of chairing elsewhere and is recommended by the ODST central team. Through one to one meetings and telephone contacts, the mentor will share knowledge of the Trust, of its academies and academy governance models and practice, and assist the 'settling in' process of the new Chair.

Governors who have committed to succeed their current Chairs will also be offered a mentor as part of ODST's support for new leadership in governance. Ideally, the mentor will be the current incumbent Chair at the same school but if this is not feasible, an experienced Chair from another school will act as mentor.

In both cases the intention is to facilitate the exchange of generalist governance knowledge and experience as well as more local schools' knowledge, guidance and support.

Role Requirements

- Act as critical friend offering unbiased and confidential support
- Encourage the new Chair to reflect on their practice in the role through attending the mentor's or other's governing body meetings
- Assist the new Chair in prioritising an action plan for their GB
- No expectation to problem solve but the mentor may well direct the mentee towards appropriate ODST/Local Authority advice and to resources for training and development
- Be available as a basic source of answers to questions like 'Who deals with.....', 'Where do I go for, 'What do I do if.....' etc
- Able and willing to undertake up to 3 one-to-one meetings with the mentee

- Willing to share resources and sample documents and meeting scaffolds¹⁴ as required
- Able and willing to be available as necessary to respond to correspondence and contact from the mentee

The Process

- For the process of mentoring to have value and status, meetings must be prioritised and therefore diarised well in advance.
- Initial call from mentor to initiate process and agree first meeting date and time.
- Initial meeting to include discussion of the new Chair's perception of their strengths and areas for development, the idea being to identify the level of support the mentor might offer in specific areas and to help in the sign-posting to other external support (ODST/LA etc).
- Subsequent meetings should follow an agenda agreed between the mentor and mentee so as to make most productive use of time (including opportunities for reflection) and to ensure that both parties are properly prepared. There would be an expectation that specific issues identified for discussion should come from the new Chair rather than the mentor.
- A simple proforma (attached) may be useful to capture the key areas discussed, agreed actions (including person and date), and a review from the last meeting. This document will remain confidential between the new Chair and mentor, but with the agreement of both, may be shared with ODST Governor Services.
- There is no expectation on the mentor to 'problem solve,' the mentor may well signpost the new Chair towards appropriate central ODST and training and development and on-line governance advice and resources. Requests for specific Chair training and support, other than what may be covered through service level agreements, should be made through the Director of Schools/Governor Services Officer to check on the level of resource available for the activities.

ODST Funding

As part of a core funded package ODST will underwrite the costs of the basic package to include:

- Initial telephone contact and initial meeting
- subsequent termly one-to-one meetings
- on-going telephone and email support will be via ODST Governor Services.
- travel and other expenses
- a half day's training with the Director of Schools and Governor Services Officer.

Mentor Visit Report

The mentor and the new Chair/mentee meet to discuss issues identified by the mentee and discuss the next steps.

It will be helpful to the process if the Mentor contacts the mentee prior to the visit so that there is a clear agenda for discussion. This will also enable the mentor to prepare appropriately.

The Mentor report should be comprised of short evaluative statements - bullet points if you wish.

Key Areas Discussed Agreed Actions	Person Responsible	By when	Review Commentary (next meeting)
▪			▪
▪			▪
▪			▪
▪			▪
▪			▪

Signed:(Mentor)

Signed: Mentee/Chair)

Date: Visit 1, Visit 2, Visit 3 (please delete as appropriate)

Oxford Diocesan Schools Trust

School Effectiveness Service

Church House Oxford • Langford Locks • Kidlington • Oxford • OX5 1GF

Naming Convention for ODST Policies, Documents and other Guidance

Trustees and officers regularly produce policies required by statute, guidance for local governing bodies (LGBs) on the drafting of their own documents and other supporting frameworks. To ensure that LGBs know the status of documents ODST Trustees have adopted the following number and naming convention. This will help ensure that the status of documents and policies is clear and the resulting actions needed by LGBs at their meetings is taken promptly to ensure statutory compliance

Policy Level	Description
1	<u>ODST Trustee Policy</u> (Not applicable for schools)
2	<u>ODST Statutory Policy</u> (ALL Schools with no change allowed to core text. Changes to school name and school's usual sign-off and review date reminders allowed)
3	<u>ODST Statutory Policy Guidance</u> (ALL Schools require a policy on this topic/area. All local governing bodies will follow and have due regard to this guidance when drafting their local policy)
4	<u>ODST Policy Guidance</u> (Schools may use this to inform the drafting of their non-statutory policy)
5	<u>ODST Non-Statutory Document or Framework</u> (a document produced to support leaders and governors in their consideration of guidance or support for routines and activities in various areas of the school)

Examples:

Policy Level 1: ODST Trustee Expenses Policy – this is clearly only intended for Trustees and should not end up either on LGB agendas or for discussion with Headteachers.

Policy Level 2: ODST Statutory Pay Policy – the statutory and employment law nature of this means that changes would expose the trust to risks and so as a Level 2 policy, we would expect LGBs to adopt without material changes. Changes may be made by inserting the name of the school where

indicated and possibly the signatures and date in the manner of other policies. Any deviation from the text should be cleared with senior officers.

Other examples: Statutory Safeguarding Policy; Managing Allegations Policy; Complaints Policy; ODST Nursery Admissions Policy; ODST Admission Policy.

Policy Level 3: Curriculum Policy Guidance - it is statutory for the Trust and schools to hold a curriculum policy. Trustees have delegated local decision making powers to LGBs for the design and content of their curriculum. However, given the Trust is required by law to have a policy it would be logical for the policy drafted by LGBs to pay regard to the overarching statements on this area made by Trustees.

Other examples: Relationship and Sex Education Policy Guidance; Behaviour Policy Guidance.

Policy level 4: While not a statutory policy for schools, trustees are required to hold a Tackling Extremism and Radicalisation Policy. The resulting publication is a level 4 document and described as the ODST Tackling Extremism and Radicalisation Policy Guidance. Schools could use this should they decide to create a similar policy but it is not a statutory requirement. The Adverse Weather Policy Guidance is again, not statutory but informs LGBs in their drafting of their policy and procedures.

Other examples: Adverse Weather Policy Guidance, Flexi-school Policy Guidance, Policy Guidance on Dealing with Abusive and Violent Visitors to Schools

Policy Level 5: This group encompasses all other documents which offer guidance on topics, support with procedures and statements to support leaders and Governors. In this area for example, are documents such as an ODST Staff Retention Paper; Understanding the concept of attainment on entry to Reception; ODST SEN Report Guidance; ODST Pupil Premium Strategy scaffold, ODST target setting proforma.



Model Agenda

(School headed paper plus ODST logo)
 Meeting of the governing body of XXXXX School
 Date: Time:

Agenda

Preliminary note: good practice recommends the inclusion of a brief description about the item e.g. purpose, aim; who leads on the item (initials) and timings (to be shown against each item in the agenda).

Administrative/statutory items

1. Opening Prayer/Reflection *(Timings and initials)*
2. Welcome, Apologies
3. Notification of any urgent business
4. Declarations of interest: includes renewal of all Governors' declarations to meet statutory and website requirements; ensure DBS checks in place.
5. Minutes of the last meeting *(date)*
6. Matters arising from the minutes *(not covered elsewhere)*

Reports (for action)

7. Headteacher's report
8. Chair's report *(if required)*
9. ODST Monitoring reports
10. Committee reports/reports from individuals with delegated responsibilities *(papers circulated in advance)*
11. Update on progress against School Improvement/Development Plan, pupil progress, review of data *(standing item)*
12. Governors' visits and training

ODST Governor Services' business

13. School's statutory policy reviews and renewals: *refer also to naming convention for ODST policies.*

14. Local authority and parish parochial council business items
15. Other recommended and/or statutory matters for determination
 - *School inspection update (month) 2016 – to receive and note*
 - *Reminder to complete and sign off for LADO, the annual safeguarding report*
 - *Issue statement on use of PE and Sport Premium*
 - *Publish proposed admissions arrangements for autumn*
16. Any other business

Standing items

17. Health and safety
18. Safeguarding

For information

19. Date and time of next meeting