

Oxford Diocesan Schools Trust

School Effectiveness Service

Leadership Briefing

Thursday 14th April 2016 – 7.00pm

Bicester Hotel, Golf and Spa, Chesterton, Bicester OX26 1TE

Julian Hehir (Governor Services Officer)

Mob: 07802 880220

email: julian.hehir@oxford.anglican.org

◆ AGENDA ◆

| ◆ AGENDA ◆ | | |
|---|--|--------------------------|
| 1. Welcome | | Anne Davey |
| 2. Board/Trust items | Education White Paper Update 2016* : <i>Education Excellence Everywhere: the implications including every school to become an academy by 2020. (p2)</i> To finalise and agree ODST Trustees' links to | Anne Davey/David Cousins |
| 3. Ofsted/inspection matters | School Inspection Update 2016* : Ofsted updates (p4) <ul style="list-style-type: none"> • <i>School statutory website focus</i> • <i>AWOL focus</i> • <i>National and local inspection outcomes</i> Multi Academy Trust Inspections <ul style="list-style-type: none"> • <i>ODST response to the latest letter from HMCI to Secretary of State</i> | David Cousins |
| 4. School improvement | School Improvement Cycle (summer 2016) <ul style="list-style-type: none"> • <i>Leadership focus and engagement with Local Governing Bodies</i> | David Cousins |
| 5. Operational matters | Funding your capital & building improvement projects in 2016/17 | David Locke |
| 6. Procurement strategy | Launch of the ODST 2016 annual procurement survey <ul style="list-style-type: none"> • <i>How ODST is going to work with schools to achieve sustainable cost savings and good supplier arrangements over the next three years to help balance your budgets.</i> | David Locke |
| 7. Scheme of delegation/Human Resources | Reminders: <ul style="list-style-type: none"> • <i>Appointment of staff & delegated HR processes (paperwork and appointment forms)</i> • <i>Apprenticeships*</i> | Mark Jones |
| 8. Governor and Clerk development needs | <ul style="list-style-type: none"> • New policy guidance document: what are the statutory policies and guidance? What flexibility is there in the levels of decision making and to depart from statutory/ODST templates?* (p6) • Progress on publicity and sourcing Governor vacancies and recruitment • One to one clerk support/mentoring offer: development of clerk support documentation. • Sharing with Chairs and Heads, quality assurance of LGB minutes for their schools and the rationale for the QA • Traded service level agreement offers from Oxfordshire County Council and Royal Borough of Windsor & Maidenhead* (p14) • Summer term model agenda for LGB meetings: this model should help governing bodies to cover the national, local and Trust issues needing action or attention this term. * (p17 -refer also to item 7. above). | Julian Hehir |
| 8. Questions/AOB | ODST panel question time <ul style="list-style-type: none"> • <i>An opportunity to ask questions of ODST Trustees and Officers.</i> | |

* attached or related papers



Education White Paper Update March 2016

Education secretary Nicky Morgan's schools White Paper 'Education Excellence Everywhere' was published on 17th March 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508447/Educational_Excellence_Everywhere.pdf

The headlines of which are as follows:-

Ofsted

To ask Ofsted to consult on removing the separate graded judgements on the quality of teaching, learning and assessment. Inspectors will still report on the impact of teaching, learning and assessment through the other graded judgements, but will no longer separately grade the quality of teaching.

To introduce an "improvement period" during which schools won't be inspected by Ofsted, to allow the time and stability to put in train sustainable improvement.

Every school an academy

Most schools will be expected to form or join multi-academy trusts.

By the end of 2020, all remaining maintained schools will have become academies or will be in the process of conversion.

"Apart from in exceptional circumstances, the smallest schools will have to form or join a MAT."

But other successful, sustainable schools will still be able "to continue as single academy trusts if they choose to do so".

To create new government powers to direct schools to become academies in local authority areas which are underperforming or where the local authority no longer has capacity to maintain its schools or where schools have not started the process of becoming an academy by 2020.

To seek views on a number of changes to the school admissions system to make it simpler and clearer, including "requiring local authorities to coordinate

in-year admissions and handle the administration of the independent admission appeals function".

The government will consider how parents may be able to petition regional schools commissioners for their school to move to a different MAT "where there is underperformance or other exceptional circumstances".

To launch new accountability measures for MATs, publishing MAT performance tables in addition to the continued publication of, and focus on, inspection and performance data at individual school level.

Reformed teacher training

To replace the current "Qualified Teacher Status" with a "stronger, more challenging accreditation based on a teacher's effectiveness in the classroom, as judged by great schools".

To reform the National College for Teaching and Leadership "ensuring that in addition to delivering our leadership remit, we are better able to design and deliver well-targeted incentives, teacher recruitment campaigns and opportunities that attract sufficient, high-quality new entrants to the profession".

To reform the allocation of teacher training places so that initial teacher training "is delivered by the best higher education institutions and school-led providers where new entrants are most needed, where places are most likely to be filled, and where training is most likely to be delivered well".

To continue to "increase the proportion of ITT offered by the best schools".

To strengthen initial teacher training content, "focusing on helping new teachers enter the classroom with sufficient subject knowledge, practical behaviour management skills, understanding of special educational needs, and a greater understanding of the most up-to-date research on how pupils learn".

Improve CPD

To create a new standard for teachers' continuous professional development to help schools improve the quality and availability of CPD.

The government will examine the feasibility of incentivising teaching schools to publish their research and CPD materials on an "open-source" basis.

The establishment of a new peer-reviewed British education journal, independent of government.

To design new voluntary National Professional Qualifications for each level of school leadership – they will not be mandatory, but will “set a ‘gold standard’ against which licensed providers can develop their own innovative programmes for leadership development”.

Teacher recruitment

To create simple web tools that enable schools to advertise vacancies for free, and to launch a new national teacher vacancy website.

Legislate to create Achieving Excellence Areas where there are not enough pupils going to a good school and not enough high-quality teachers.

Legislate to transfer responsibility for school improvement from local authorities to school-led systems. The aim is to create a comprehensive network of school-led support, building on the London Challenge. There will be 300 more teaching schools and 800 more National Leaders of Education.

Leadership

Rebalance incentives in the accountability system “so that great leaders are encouraged to work in challenging schools and areas”.

Launch a new Excellence in Leadership Fund to encourage the best MATs and other providers “to develop innovative ways of boosting leadership in areas where great leaders are most needed”.

Students and parents

Make all mainstream schools responsible for the education of students in alternative provision.

Expand the National Citizen Service (NCS) and expect schools to give every pupil the opportunity to take part.

Create a new online "parent portal" to provide parents with a "one-stop shop", clearly and simply setting out the information they need to know about the school system and how to support their child in education.



School Inspection Update March 2016

Additional questions to ask on routine inspections

Inspectors of primary and secondary school inspections (both short and full inspections) have been asked to gather information on **how well leaders in schools are developing their assessment practices and the impact this is having** during inspections in March, April, May and June.

Inspectors will not be looking for a particular assessment methodology, but should be testing how well leaders are using new freedoms to innovate, develop curricula and assessment that accurately assess pupils' progress right across the curriculum.

The new national curriculum came on stream for most year groups in maintained schools in September 2014. The new curriculum does not assess pupils' attainment and progress through the use of levels as in the previous system. Schools have been urged to devise an approach to assessment that is effective in assessing the progress made by their pupils with the sole aim of supporting their achievement.

Inspectors will look at the effectiveness of a school's curriculum and assessment system in terms of its impact through the key judgements in the Framework.

The School Inspection Handbook states (p46): In evaluating the accuracy and impact of assessment, inspectors will consider how well:

- teachers use any assessment for establishing pupils' starting points, teacher assessment and testing to modify teaching so that pupils achieve their potential by the end of a year or key stage; inspectors should note that Ofsted does not expect to see any particular system of assessment in place.
- assessment draws on a range of evidence of what pupils know, understand and can do across the curriculum.

- teachers make consistent judgements about pupils' progress and attainment, for example within a subject, across a year group and between year groups.

Inspectors have been asked gather evidence (during inspections from March to June) to the following four prompt questions:

1. *To what extent has the school developed its curriculum in light of the new national curriculum?*
2. *To what extent has the school designed, implemented and evaluated an assessment system that supports pupils' learning and achievement throughout the curriculum?*
3. *How are leaders (at all levels) ensuring that assessment across the school is accurate and supports teaching staff in their planning, teaching and assessment practices so that pupils make good progress?*
4. *To what extent have leaders developed innovative assessment practice and what has been its impact (describing any innovative or successful practice)?*

Reporting on school compliance with school information regulations

Inspectors have been reminded to check the school's website for background information, including in relation to statutory requirements to publish certain information. The requirements on schools are set out in the DfE guidance document '*What maintained schools must publish online*'.

Inspectors will now report on this compliance, stating whether the school meets requirements and if not, what requirement(s) is (are) not being met. Therefore, one of the following sentences will be included in the 'Information about the school' section of the inspection report:

The school meets requirements on the publication of specified information on its website.

or

The school does not meet requirements on the publication of information about 'x', 'y' or 'z' on its website.

Reporting on the most able

Paragraph 179 of the School inspection handbook is clear that one of the key foci for inspection reporting is how well the school supports the achievement of the most able pupils. Inspectors have been reminded that the level of detail in inspection reports should reflect this focus. Along with all relevant groups as set out in the handbook, reports must now include a substantial account of the teaching and outcomes for this important group of pupils to demonstrate how the school meets their needs

Multi Academy Trust Inspections

The Secretary of State for Education wrote to Sir Michael Wilshaw, Her Majesty's Chief Inspector (HMCI) in January 2015 about the inspection of academy chains.

Since then, Ofsted has conducted focused inspections of academies in 7 of the largest multi-academy trusts (MATs).

The advice note from Sir Michael Wilshaw to the Education Secretary sets out the findings from Ofsted's assessments of multi-academy trusts and is available at <https://www.gov.uk/government/publications/focused-inspections-of-academies-in-multi-academy-trusts>

Statement by HMCI on the wearing of the full veil in schools

Sir Michael Wilshaw has now instructed inspectors to mark down institutions if they judge that the wearing of the veil is acting as a barrier to learning and to positive social interaction.

New methodology for measuring attainment in KS2 science sampling

Information about how attainment in Key Stage 2 (KS2) science sampling is measured can be found here:

www.gov.uk/government/news/introduction-of-a-new-methodology-for-measuring-attainment-in-key-stage-2-science-sampling

Inspection Outcomes

The proportion of good and outstanding schools continues to rise for all phases

Primary and secondary schools have both experienced a three percentage point rise in the year to 31 August 2015. Nursery schools, special schools and pupil referral units have each seen a two percentage point rise. Ofsted have published the following proportional outcomes:

Most recent overall effectiveness judgement for schools inspected at 31 January 2016 by phase of education, local authority and region

| Phase: | Total number of schools | Number of schools not yet inspected | Number of schools inspected | Overall effectiveness at latest inspection | | | |
|------------------------|-------------------------|-------------------------------------|-----------------------------|--|-----------|----------------------|------------|
| | | | | Percentage | | | |
| | | | | Outstanding | Good | Requires improvement | Inadequate |
| Primary | | | | | | | |
| ENGLAND | 16,779 | 595 | 16,184 | 18 | 68 | 13 | 1 |
| SOUTH EAST | 2,600 | 106 | 2,494 | 17 | 67 | 15 | 1 |
| Oxfordshire | 233 | 5 | 228 | 10 | 77 | 11 | 2 |
| Windsor and Maidenhead | 46 | 1 | 45 | 27 | 56 | 16 | 2 |



POLICIES AND DOCUMENTS THAT GOVERNING BODIES AND PROPRIETORS OF SCHOOLS ARE REQUIRED TO HAVE BY LAW

| STATUTORY POLICY/OTHER DOCUMENT (refer also to links in DFE statutory policies for schools document) | IS IT MANDATORY TO HAVE IN PLACE? YES/NO | IMPLEMENTATION DATES AND REVIEW FREQUENCY | AT WHAT LEVELS CAN DECISIONS BE TAKEN? | IS THERE FLEXIBILITY IN USE OF ODST TEMPLATE POLICIES/DOCUMENTS AND TO AMEND THESE? | AT WHAT LEVEL IN GOVERNANCE STRUCTURES IS THERE FLEXIBILITY ON DECISION MAKING/AMENDMENTS TO POLICIES? | RELEVANT / STATUTORY GUIDANCE AND OTHER GUIDANCE TO ADHERE TO (APPENDIX 1) |
|---|---|--|---|--|---|---|
| Charging and remissions | yes | No fixed timescales | LGB | yes | LGB/Cttee/Gov | |
| School behaviour | yes | HT can determine | HTs | yes | HT | Behaviour and attendance |
| Sex education | yes | LGBs can determine | LGB | yes, provided that outcome remains compliant with statutory, ODST and other guidance | Cttee/HT/Governor | Curriculum |
| Special education needs | yes | annually | LGB | Must remain compliant with stat guidance | LGB | Special education/health needs Assessment |
| Teachers pay Teachers' appraisals | No – but ODST adheres to national/local agreements and terms and conditions | annually | LGB | No – ODST adopts local pay and appraisal policy as agreed and used by local authority; academy staff remain on same terms and conditions | only by Board and little flexibility | Special education/health needs |
| Data protection | yes | every two years | LGB | yes, provided that outcome remains compliant with | | |

| | | | | | | |
|--|-----|----------------------|-------|--|---|---|
| | | | | statutory, ODST and other guidance | | |
| Health and safety | yes | no fixed timescales | Board | yes, provided that outcome remains compliant with statutory, ODST and other guidance | Cttees can review and amend policy | |
| Curriculum | no | annually | Board | yes, but Board sets targets to maximise attainment and progress | LGB sets plan and monitors curriculum; can be done with aid of supplementary subject policies etc | Curriculum Assessment |
| Other statutory documents | | | | | | |
| Admission arrangements | yes | annually | Board | Each LGB consults (Board) before setting admissions policy | LGB | Admissions |
| Accessibility plan | yes | every three years | LGB | yes, provided that outcome remains compliant with statutory, ODST and other guidance | Cttee, HT or Governor | Looked after children Safeguarding children and young people Special education/health needs |
| Central record of recruitment and vetting checks | yes | frequent and ongoing | LGB | yes, provided that outcome remains compliant with statutory, ODST and other guidance | Cttee, HT or Governor | Safeguarding children and young people |
| Complaints procedure statement | yes | no fixed timescales | LGB | yes, (ODST template) provided that outcome remains compliant with statutory, ODST and other guidance | Cttee, HT or Governor | |
| Freedom of information | yes | no fixed timescales | LGB | yes, provided that outcome remains compliant with statutory, ODST and other guidance | LGB | |

| | | | | | | |
|---|-----|---|-------|--|--|---|
| Home-school agreement | yes | no fixed timescales | LGB | yes, provided that outcome remains compliant with statutory, ODST and other guidance | Cttee, HT or Governor | |
| Minutes of, and papers considered at, meetings of the governing body and its committees | yes | no fixed timescales | LGB | yes, derived from Board's articles and delegated via schemes of delegation and provided that remains compliant with guidance in articles etc | LGB, Cttee | Governance Articles Schemes of delegation |
| Premises management documents | yes | according to guidance for various aspects of premises management | Board | yes, provided that outcome remains compliant with statutory, ODST and other guidance | Cttee, HT or Governor | Administration and finance |
| Equality information and objectives | yes | objectives every four years; information requested to be published annually | LGB | yes, provided that outcome remains compliant with statutory, ODST and other guidance | Cttee, HT or Governor | |
| School information to be published on website | yes | ongoing | Board | No, template clearly sets out features for compliance | NA but Cttee, HT or Governor can ensure compliance | Funding agreements |
| Register of business interests of headteachers and governors | yes | annually | Board | Yes, each LGB should compile own register | LGB | Academies financial handbook |
| Register of pupils' admission to school | yes | ongoing | LGB | yes, provided that outcome remains compliant with statutory, ODST and other guidance | Cttee, HT, Governor or school staff | Admissions |
| Register of pupils' attendance | yes | ongoing | LGB | yes, provided that outcome remains compliant with statutory, ODST and other guidance | Cttee, HT, Governor or school staff | Admissions |
| Staff discipline, conduct and grievance (procedures for addressing) | yes | no fixed timescales | Board | yes, provided that outcome remains compliant with statutory, ODST and other guidance | Cttee, HT or Governor | |

| Documents necessary and as referred to in statutory guidance | | | | | | |
|---|-----|---|-------|--|-----|---|
| Child protection policy and procedures | yes | annually | Board | yes, provided that outcome remains compliant with statutory, ODST and other guidance | LGB | Safeguarding children and young people Special education/health needs |
| Early Years Foundation Stage | yes | varies according to aspects of guidance | Board | yes, provided that outcome remains compliant with statutory, ODST and other guidance | LGB | Early years foundation stage |
| Statement of procedures for dealing with allegations of abuse against staff | yes | no fixed timescales | Board | yes, provided that outcome remains compliant with statutory, ODST and other guidance | LGB | |
| Supporting pupils with medical conditions | yes | no fixed timescales | LGB | yes, provided that outcome remains compliant with statutory, ODST and other guidance | LGB | Looked after children Safeguarding children and young people Special education/health needs |



APPENDIX

Schools: statutory guidance

Statutory guidance sets out what schools and local authorities must do to comply with the law. Schools should follow the guidance unless they have a very good reason not to. There is some guidance that schools must follow without exception. In these cases the DfE make this clear in the guidance document itself.

These publications reflect the current legal position (unless otherwise indicated), but may not reflect the current government's policies.

Also available:

- DfE advice about schools, which is not statutory <https://www.gov.uk/government/collections/departmental-advice-schools>
- guidance for early learning and childcare providers <https://www.gov.uk/government/collections/early-learning-and-childcare-guidance-for-early-years-providers>

Administration and finance

Capital transactions: sixth-form colleges 25 June 2014 Statutory guidance

Change of land use due to an academy conversion 17 December 2010 Statutory guidance

Home-to-school travel and transport 18 July 2014 Statutory guidance

Post-16 transport to education and training 5 February 2014 Statutory guidance

Schemes for financing schools 17 December 2015 Statutory guidance

Schools causing concern 21 October 2015 Statutory guidance

Admissions

School admissions code 17 September 2015 Statutory guidance

School admissions appeals code 1 February 2012 Statutory guidance

Assessment

2016 key stage 1: assessment and reporting arrangements (ARA) Statutory guidance

2016 key stage 2: assessment and reporting arrangements (ARA) Statutory guidance

P scales: attainment targets for pupils with SEN 16 July 2014 Statutory guidance

Behaviour and attendance

Alternative provision 10 January 2013 Statutory guidance

Behaviour and discipline in schools 24 September 2015 Statutory guidance

Children missing education 26 November 2013 Statutory guidance

Parental responsibility measures for behaviour and attendance 13 November 2013 Statutory guidance

School exclusion 10 February 2015 Statutory guidance

Curriculum

National curriculum in England: framework for key stages 1 to 4 2 December 2014 Statutory guidance

National curriculum in England: primary curriculum 6 May 2015 Statutory guidance

National curriculum in England: secondary curriculum 2 December 2014 Statutory guidance

National curriculum in England: English programmes of study 16 July 2014 Statutory guidance

National curriculum in England: mathematics programmes of study 16 July 2014 Statutory guidance

National curriculum in England: science programmes of study 6 May 2015 Statutory guidance

National curriculum in England: art and design programmes of study 11 September 2013 Statutory guidance

National curriculum in England: citizenship programmes of study 11 September 2013 Statutory guidance

National curriculum in England: computing programmes of study 11 September 2013 Statutory guidance

National curriculum in England: design and technology programmes of study 11 September 2013 Statutory guidance

National curriculum in England: geography programmes of study 11 September 2013 Statutory guidance

National curriculum in England: history programmes of study 11 September 2013 Statutory guidance

National curriculum in England: languages programmes of study 11 September 2013 Statutory guidance

National curriculum in England: music programmes of study 11 September 2013 Statutory guidance

National curriculum in England: PE programmes of study 11 September 2013 Statutory guidance

Sex and relationship education 6 July 2000 Statutory guidance .

Early years foundation stage

Early years (under 5s) foundation stage framework (EYFS) 29 July 2014 Statutory guidance

Governance

Constitution of governing bodies of maintained schools 14 August 2015 Statutory guidance

School Governance (Constitution) Regulations 2007 25 May 2007 Statutory guidance

School Governance (Federation) Regulations 2007 25 May 2007 Statutory guidance

School Governance (Collaboration) Regulations 2003 1 September 2003 Statutory guidance

Involving parents and pupils

Listening to and involving children and young people 16 January 2014 Statutory guidance

Looked-after children

Designated teacher for looked-after children 18 November 2009 Statutory guidance

Directors of children's services: roles and responsibilities 8 April 2013 Statutory guidance

Children Act 1989: transition to adulthood for care leavers 23 January 2015 Statutory guidance

Children Act 1989: fostering services 3 July 2015 Statutory guidance

Children's homes regulations, including quality standards: guide 6 March 2015 Statutory guidance

Safeguarding children and young people

Disqualification under the Childcare Act 2006 17 March 2015 Statutory guidance
Keeping children safe in education 22 July 2015 Statutory guidance
Promoting the education of looked-after children 23 July 2014 Statutory guidance
Supervision of activity with children 10 September 2012 Statutory guidance
Working together to safeguard children 26 March 2015 Statutory guidance
Children Act 1989: court orders 17 April 2014 Statutory guidance
Children Act 1989: care planning, placement and case review 3 July 2015 Statutory guidance

Special educational / health needs

Education for children with health needs who cannot attend school 17 May 2013 Statutory guidance
Inclusive schooling: children with special educational needs 1 November 2001 Statutory guidance
SEND code of practice: 0 to 25 years 1 May 2015 Statutory guidance
Supporting pupils at school with medical conditions 11 December 2015 Statutory guidance
Staff employment and teachers pay Induction for newly qualified teachers (NQTs) 1 September 2015 Statutory guidance
Initial teacher training criteria 22 June 2015 Statutory guidance
Managing staff employment in schools 25 February 2014 Statutory guidance
School teachers' pay and conditions 2015 1 October 2015 Statutory guidance
Teachers' standards 1 July 2011 Guidance
16 to 19 education and work experience
Participation of young people: education, employment and training 4 September 2014 Statutory guidance

TRADED OFFERS OCC AND RBWM

| Service offered | OCC | RBWM | ODST view/comment on offer | Other comments |
|---|--|--|--|--|
| Clerking | 6 FGB PA - £1500 12 (6 FGB 6 CTTEES) - £2850 Additional hrs (subsc schools) £30 per hr | Does not offer a clerking service as such, clerks are employed by schools but RBWM will assist in recruitment and subsequent training | Several ODST academies have clerks casually employed by OCC. They also access training and briefings support. Several RBWM area clerks at ODST academies use on-line and other support available. | RBWM and OCC keen to continue relationships with ODST on governor and clerk training and support, and vice versa |
| Clerk only training package (non-subscribing) | £500 – clerks' briefings and developmental training | There is not a separate clerk training package from the overall governor training package that schools can subscribe to (see below) | RBWM took a strategic decision not to employ clerks directly and schools (ODST's) employ them. Rationale? Perceived shifting away from OCC style model. | |
| Governor training | <100 pupils - £700 >101 - £1100 Secondaries - £1600 | SLA buy back on a range from £349 <200 pupils to £663 >500 pupils for basic package to support = training = development package £724-£1295 and £1478 - £2029 if a half day Ofsted audit and self-evaluation package is requested. The offer includes: | Governors at both OCC and RBWM area ODST academies continue to purchase and access governor and clerk training. | |

| | | | | |
|---|--|---|--|---|
| | | <ul style="list-style-type: none"> • Core training for governors • GovernorMark assessors • Website access to training and briefing materials but only by SLA purchase • On-line support and advice to governors and clerks £60 per hr • Bespoke training for governors, locality based - £275 per 90 min session • Safeguarding training; • NLG support and external reviews • Clerks' briefings | | |
| Pay as you use training (non-subscribing) | £125 per course | £60 per 90 minute session | | |
| External review of governance | <100 - £950 >101 - £1250 Secondaries - £1500 | Yes, as part of package above. | | |
| HT performance appraisal | £650 | No | | |
| Oxfordshire Governors' Association | <300 pupils - £10 >300 - £15 | NA | | NGA is not part of OCC's offer now on affordability grounds |
| GovernorHub | £140 | No | | |
| GEL | £99 | Yes | | |
| Modern Governor | £140 | NA | | |

| | | | | |
|--|--------------------|---|--|--|
| Buy clerking and training package | 5% discount | No discount but scale of charges dependent on schools' needs | | |
|--|--------------------|---|--|--|



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
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
14. Local authority and parish parochial council business items:

- *Decide on purchase of services to meet schools' needs; Governor Services, Clerking, Training Service Level Agreements.*

15. Other recommended and/or statutory matters for determination

- *Revenue budget – approve budget plan for submission*

16. Any other business

Standing items

17. Health and safety

18. Safeguarding: *Summer term, receive annual report on safeguarding children.*

For information

19. Date and time of next meeting