

Oxford Diocesan Schools Trust

School Effectiveness Service



Leadership Briefing

Thursday 15th September 2016 – 7.00pm

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

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◆ AGENDA ◆		
1. Welcome		Anne Davey
2. Board/Trust items	<p>Changes to the Board (retirements) and new Members appointed/to be appointed to Board and Committees</p> <p>DfE database requirements (EDUBASE2) *</p> <ul style="list-style-type: none"> There are new requirements concerning Governor information that has to be recorded on the Government's (DfE) database, in addition to the requirements about governor information that must be published on academy websites. 	<p>Anne Davey/David Cousins</p> <p>Julian Hehir</p>
3. Ofsted/inspection matters	<p>School Inspection Update (Sept 2016)*</p> <ul style="list-style-type: none"> To receive and note at LGB meetings <p>Ofsted have published new and updated inspection materials:</p> <ul style="list-style-type: none"> Inspection Handbook (Aug 2016) Inspecting Safeguarding in Schools (Aug 2016). <p>Ofsted updates*</p> <ul style="list-style-type: none"> to receive and action the guidance on the Keeping Children Safe in Education (CSIE) 2016 changes (original e-mail extract and advice circulated to schools on 24th August, attached) and to receive & note the <u>updated</u> Single Central Record briefing (2016) and as an action to review the school's single central record in line with changes to the checks to be made on employees and leaders. Links to videos on HMI inspections, by inspectors stored and available on the ODST shared drive. <p>Multi Academy Trust inspections</p> <ul style="list-style-type: none"> Analysis of key improvements required from recent inspections* 	David Cousins
4. School improvement	<p>School Improvement Cycle (Autumn 2016)</p> <ul style="list-style-type: none"> Leadership focus and engagement with Local Governing Bodies through the school improvement cycle ODST Improvement Plan 2016/17: 	David Cousins

	<ol style="list-style-type: none"> 1. Priority one: Improve the outcomes of disadvantaged pupils across ODST primary academies 2. Priority two: Strengthen outcomes in English and mathematics by accelerating the progress pupils make 3. Priority three: Improve the overall quality of teaching across the academies to improve pupils' outcomes 4. Priority four: Develop and strengthen leadership at all levels. <p>Admissions policies: a draft model admission policy for 2018/19 and advice note to for Governors on the consultation process and in year admission form.*</p>	
5.Operational matters	<p>Finance and other matters *</p> <ul style="list-style-type: none"> • Development of Financial Control monitoring arrangements for ODST schools in 2016/17 (incl. new "traffic light" system).* • Property and Premises support arrangements for ODST schools. • Increase in FOI requests. • Upcoming Training course for Governors on Financial Management (13 October 2016). 	David Locke
6. Procurement	Update re reviews into Electricity, Gas, ICT support, broadband and staff absence insurance. Planned further areas in 2016/17*	David Locke
7.Human Resources	<p>Reminders*</p> <ul style="list-style-type: none"> • Staff feedback survey 	Mark Jones
8.Governor and Clerk development needs	<ul style="list-style-type: none"> • EDUBASE2: unless covered at item 2 above. • Autumn 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. (Oxfordshire County Council published schedule of schedule of business also attached for information.) • Development of new Local Governor induction document and supporting materials (extracts)*. • Ongoing production and storage of a bank of training and induction materials that Chairs can use for new governors • 'Phone, e-mail, in person training and support for clerks, governors. • Strategies for attracting/recruiting new governors; increasing representation on the Board and committees 	Julian Hehir
8. Questions/AOB	<p>ODST panel question time</p> <ul style="list-style-type: none"> • An opportunity to ask questions of ODST Trustees and Officers. 	

* attached or related papers/to follow

Academy website requirements for compliance in governance matters

The school's website should include:

- **Governor name**
- **category of Governor**
- **which body appoints them**
- **term of office**
- **the names of any committees the Governor serves on**
- **details of any positions of responsibility, such as chair or vice-chair of the Governing Body or a committee of the Governing Body**
- **Governors' declarations of interests.**

National database of governors

From:

[Department for Education](#)

First published:

1 July 2016

Information for schools about the database, the reasons for establishing it, and the requirement to keep it up to date.



Everyone involved in the governance of an academy, multi-academy trust (MAT) or maintained school holds an important public office. The recent white paper [Educational Excellence Everywhere](#) sets out our plans to implement a national database of all those involved in governance by extending the information collected via [Edubase](#). This is part of our drive to increase transparency on who governs our schools. It will enable DfE to more quickly and accurately identify individuals who have a role in governance. It will also help boards as well as DfE to identify more easily where individuals govern in more than one context.

From September 2016 the Academies Financial Handbook will require academy trusts to provide information about their members and trustees as well as (in the case of MATs) those sitting on any local governing bodies that may be in place. Generally, academy trusts are required under their funding agreements to provide to the Secretary of State information she requests about the academy trust or the academy, which she regards as necessary to fulfil her role and responsibilities. We have pre-populated Edubase where possible with information you have provided via the [Education Funding Agency's Information Exchange](#). From 1 July 2016 the system will be live for academy trusts and multi-academy trusts to check their entries, make any updates, and populate any fields that are empty. Edubase will be developed by September 2016 to enable multi-academy trusts to record details of any committees that operate between the trust board and local governing bodies at school level (eg overseeing a cluster of academies within the MAT). Trusts will be required to update Edubase as those involved in governance change.

Under [section 538 of the Education Act 1996](#), maintained school governing bodies will be under a duty to provide the information required on Edubase from September 2016, and keep it up to date as those involved in governance change. We do not hold information on maintained school governors and so cannot pre-populate these fields. The fields are already live for governing bodies that wish to populate them in advance of the duty coming into force in September. We will update the [Governance handbook](#) on the constitution of maintained schools governing bodies to reflect this new requirement.

Information to be collected

For all maintained school governors, and academy trustees, members and local governors, the data we will collect in Edubase and make publicly available is:

- **full name (including title)**
- **appointing body (eg board, foundation, parents etc)**
- **date of appointment**
- **date term of office ends / ended if in last year**
- **for maintained schools whether they are the chair of governors or a member of the governing body, and for academies whether they are a trust member, a trustee, the chair of trustees, or a local governor on a local governing body**

In addition, for all these individuals we will collect within Edubase, but not publish, a range of information to help us to identify specific individuals:

- **postcode**
- **date of birth**
- **previous names**
- **nationality**
- **direct email address for chair**

This governance data that is not publically available will be encrypted within the system and access will be restricted to a small number of users who need it to fulfil their official responsibilities. The email address of the chair of the board will be made available to regional schools commissioner offices on request where they need direct contact with the chair. Subject to successful pilots, we will also use the

email address to send to chairs information about the issues that national performance data suggests the board needs to address with its senior leadership team.

When collecting information from your governors and trustees please make them aware that you will be sharing this information with DfE, and also explain the reasons why the information is being collected and the purpose to which it will be used.

EduBase is accessed via your [Secure Access](#) account.

Oxford Diocesan Schools Trust

Register of Business and other interests of the Trustees/Members of the Board and Committees
declared on (date)

Trustee or Member		Relevant business and other interests (incl other schools/Trusts)		Other educational establishments governed (ie Trustee/Board/LGB member elsewhere)	Relationships to include; spouse/ partner/ relatives and their employment/business related interests and any Trustee/Board/LGB membership elsewhere;	Date declared
Full name & title		Name of organisation			Name: Interest:	
Any previous names		Nature of business			Name: Interest:	
DOB		Nature of interest			Name: Interest:	
Nationality						
Address postcode		Name of organisation			Name: Interest:	
Appointing body	ODST	Nature of business			Name: Interest:	
Date appointed, if known)		Nature of interest			Name: Interest:	

Summary (for ODST central team purposes only)

Trustee/Member	Trustee/Board/LGB member elsewhere	Relations trustee/Board/LGB member elsewhere	Other employment/business related interests elsewhere	Relations other employment/business related interests elsewhere

Ofsted have published updated Section 5 and Section 8 school inspection handbooks and new Inspecting safeguarding guidance to complement the increased scrutiny provided for this area in the new 'Keeping Children Safe in Education (2016)'. There are as few changes as possible to the inspection handbooks to ensure that the focus for inspection on the outcomes for children and young people remain unchanged. Updates to the section 8 handbook which covers the short inspections of good and outstanding schools and the monitoring and re-inspection of schools requiring improvement and graded inadequate, simply make sure that it is in line with changes to statutory requirements, notably the monitoring of schools causing concern in response to the Education and Adoption Act 2016.

The minor revisions made in the section 5 handbook are mainly to reflect the latest education policy.

Section 5 school inspection handbook

- In the section on seeking views during inspections (Pg18), Ofsted have updated information about how staff and pupils are consulted during inspections to reflect the fact that the surveys are now online. Schools should note that this further 'anonymises' input to the inspection process and the use of the Ofsted questions with staff and parents frequently allows issues to be raised which then do not suddenly arise at an inspection.
- In the 'schools causing concern' section (Pg27), Ofsted have made changes to guidance on monitoring inspections of grade 4 schools and to take into account the recent legislative changes which places a duty on the Secretary of State to make an academy order for all maintained schools judged inadequate. The handbook also references the government's new 'Schools Causing Concern' (March 2016) guidance.
- Under 'During the inspection' section (Pg19), Ofsted have clarified details about who inspectors need to meet with to inspect governance at the school.

- Under 'effectiveness of leadership and management' (Pg37), Ofsted have added a reference to inspectors questioning and seeking evidence for the impact of governors' development in their role as part of the effectiveness of school leadership.
- In the 'outcomes' section (Pg53), Ofsted have amended the grade descriptors to reflect changes to national assessment and accountability measures. However, the use of progress from starting points is given added weight as is the use of comparative rates of progress for 'recent cohorts' rather than a national comparator.
- Linked to this, in the 'outcomes' section, Ofsted have also revised the guidance about inspecting the performance of disadvantaged pupils to take account of the new -measures relating to pupil progress, including comparing the progress made nationally with other pupils with the same starting points.

Section 8 handbook for short, monitoring and unannounced behaviour inspections

- A minor change had been made to reflect the fact that Ofsted Inspectors (as distinct from Her Majesty's Inspectors) may now be asked on occasion to lead section 8 'no formal designation' inspections.
- Under 'short inspections', Ofsted have referred to online surveys to gather staff and pupil views.
- Ofsted have made a revision to the section on Requires Improvement monitoring to reflect the government's White Paper proposal on improvement periods for schools with new headteachers.
- There is a detailed update to the guidance on monitoring of schools causing concern in the light of recent legislative changes (Education and Adoption Act 2016) and the revised Schools Causing Concern statutory guidance. This includes requirements relating to statements of action for schools in categories of concern.

Inspecting safeguarding in schools

ODST has produced extensive guidance on the changes to safeguarding routines and the necessary checks and enquiries to ensure pupils in schools are safe. This includes changes to the single central record and to staff induction and training routines.

Changes in brief:

- All staff must now not just read Part 1 of Keeping Children Safe in Education but must also understand it.
- In addition to regularly updated training an additional requirement in the guidance is for staff should receive regular safeguarding updates;
- More information is provided on f ‘What to do if you are worried a child is being abuse’
- Guidance to reflect mandatory reporting requirement for teachers regarding Female Genital Mutilation has been updated.
- New guidance has been added to emphasise the importance of staff being aware that children can abuse children and knowing what to do if it happens.

Amendments and additions

- clarity about the difference between a “concern” about a child and “immediate danger or at risk of harm” and the actions that should follow each;
- The Female Genital Mutilation (FGM) section has been broadened to include so called ‘honour based violence’. It is likely that ‘honour based violence’ will become a mandatory section in CP policies;
- The definition of abuse has been updated to reflect other Departmental guidance and advice documents;
- New guidance has been added to emphasise the harmful behaviours linked to safeguarding issues that can put children in danger;
- Clarification is given as to the requirements for the role and options regarding deputy designated persons and the requirement to keep knowledge and skills up to date;
- There is a new requirement in the guidance regarding regular safeguarding and child protection updates;
- Updated guidance is provided for all schools that staff should be trained appropriately and have the appropriate knowledge to protect and promote the welfare of Looked After Children;
- A new annex of Online Safety is provided

Pre-employment checks

Schools and governing bodies should note there are also additional requirements for pre-employment

checks which may impact on the Single Central Record (SCR) of checks.

- ‘Section 128 direction’ (which is specific to independent schools, academies, and free schools): this is a check made for the existence of ‘directions’ by the Secretary of State barring individuals from taking part in the management of an academy
- EEA checks (European Economic Area) for staff who trained or have taught in Europe:

Please contact Mark Jones (HR Manager) or David Cousins (Director of Schools) for further details.

Early access to 2016 key stage 2 school indicators

Summary 2016 key stage 2 indicators are now available for inspectors via RAISEonline. The information on outcomes will be available to show:

- i. Reading, writing and mathematics: % of pupils achieving the expected standard & % of pupils achieving a high score
- ii. Reading progress score
- iii. Writing progress score
- iv. Maths progress score
- v. Reading: % of pupils achieving expected standard; % of pupils achieving a high standard
- vi. Writing: % of pupils working towards the expected standard; % of pupils achieving expected standard; % of pupils working at greater depth within expected standard
- vii. Mathematics: % of pupils achieving expected standard; % of pupils achieving a high standard
- viii. Grammar, punctuation & spelling: % of pupils achieving expected standard; % of pupils achieving a high standard
- ix. Average scaled score in reading
- x. Average scaled score in grammar, punctuation and spelling
- xi. Average scaled score in maths
- xii. % of pupils with low prior attainment reaching the expected standard/achieving a higher standard in reading, writing and maths and separately in reading, writing and maths
- xiii. % of pupils with medium prior attainment reaching the expected standard/achieving a higher standard in reading, writing and maths and separately in reading, writing and maths

- xiv. % of pupils with high prior attainment reaching the expected standard/achieving a higher standard in reading, writing and maths and separately in reading, writing, maths & SPAG
- xv. % of pupils with high/medium/low prior attainment working at greater depth in writing

These indicators are produced as a part of the schools' data checking exercise, which is carried out by the DfE. Inspectors will obtain this summary information before the inspection.

Inspectors are aware that while schools received their test and examination results at the end of the summer term, updated school performance data for unvalidated 2016 key stage 2 will not be made available through RAISEonline until October and November 2016.

Inspectors have been reminded that at this early stage it is not possible to guarantee the accuracy of the data and they should treat the information provided with caution and continue to make full use of the previous year's RAISEonline reports for discussion with the school. It is anticipated that the provisional data will provide a useful starting point for discussions about current attainment. However, inspectors have been reminded that their judgements are shaped by a much wider range of evidence as set out in the handbook.

Gathering additional evidence: attendance at possible unregistered schools

In his advice note to the Secretary of State on 10 November 2015, HMCI detailed his serious concerns about the safety of children being educated in unregistered schools.

As a result, during the upcoming autumn term inspectors will be gathering additional evidence on admissions and attendance during all section 5 inspections of primary and secondary schools.

This special focus activity will contribute to lead inspectors' judgements on safeguard. Schools should give thought to gathering and holding the following key information:

1. Does the school maintain an effective admissions register?
2. Does the admissions register comply with the latest non-statutory guidance with regards to:
 - Contents of the admissions register?

- Amendments to the admissions register?
 - Keeping details in the admissions register for a minimum of 3 years?
3. Have any children/pupils/learners been removed from the admissions register for any reason other than
 - to move to another registered educational establishment in England
 - to take up paid or voluntary employment or work related training (post-compulsory school age)
 - to be home educated
 - a certified medical condition
 - a custodial sentence
 - permanent exclusion
 4. Do pupils from the school attend alternative providers?
 5. Does the school make onsite checks of all alternative providers to check their safety and suitability, prior to placement of pupils?
 6. Does the school check alternative providers' registration status properly?

Floor standard update

The DfE have populated the floor standard with the expected progress scores. In 2016, a school will be above the floor if:

- the school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing.

Guide to effective pupil premium reviews

An updated guide to effective pupil premium reviews was issued on 5 May 2016 by the Teaching Schools Council (TSC) and National College for Teaching and Leadership at: tscouncil.org.uk/resources/guide-to-effective-pupil-premium-reviews

The guide provides a rigorous and tested framework, which schools can use, to ensure they make the most of a pupil premium review. The guide sets out a simple, six-step process for a review that includes school self-evaluation and the creation of an action plan.

EXTRACT FROM E-MAIL OF 24TH AUGUST 2016 WITH RELEVANT ATTACHMENTS

DfE s128 guidance Keeping_children_s ODST 2016 SEPT The ODST Safeguarding ODST Safeguarding on prohibition fromafe_in_education_gtSingle Central RecoQuiz for Part 1 of KCQuiz for Part 1 of KC

From: David Cousins

Sent: Wednesday, August 24, 2016 10:07 AM

To:

Cc:

Subject: ACTION: Keeping Children Safe in Education (2016)

Importance: High

Dear colleagues

You will know that, last term, Mark Jones and I circulated a briefing on the key changes to [Keeping Children Safe in Education \(2016\)](#) (both the document and ODST briefing attached again for reference). In it we highlighted some relatively simple things schools could do to ensure their compliance with the changes in the document. We also said that we would give thought to some of the changes where the impact needed further thought. This email adds to our advice, as follows:-

THE ODST ADVICE IS IN THE SUPPORTING DOCUMENT THAT FOLLOWS THIS IN THE LEADERSHIP BRIEFING PACK

Regards

David Cousins

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Keeping Children Safe in Education (2016)

ODST officers circulated briefings on the key changes to [Keeping Children Safe in Education \(2016\)](#). In it they highlighted some relatively simple things schools could do to ensure their compliance with the changes in the document. They have given thought to some of the changes where the impact needed further thought. This ODST advice note replicates information emailed to schools.

A. All staff now not only read Part One of Keeping Children Safe In Education (KCSIE) (2016), but understand it.

Page 4 Who is this Guidance for?

The above persons should ensure that all staff in their school or college read at least Part one of this guidance.

The above persons should ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance.

To help school leaders and governors satisfy this requirement ODST has produced a short quiz based on Part One which should satisfy the requirement to hold evidence that ‘mechanisms’ have been put in place to comply with this.

- Schools MUST hold a register to show all employees have signed to confirm they have been:
 - Given a copy of Part One of KCSIE (2016)
 - Signed to state they have received and read it
- The quiz needs to be done by all employees and this should be sufficient to show they have understood it. Schools should hold a completed copy of each employee’s quiz on a file.

B. staff information and training over time and on induction:

Page 6

12. All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- *the child protection policy;*
- *the staff behaviour policy (sometimes called a code of conduct); and*
- *the role of the designated safeguarding lead.*

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction

13. All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually

- All ODST schools should review their induction procedures to ensure that staff receive and sign for copies of the three named policies
- It has been suggested that it would be good practice to do this at the initial staff meeting of each year to ensure that new or staff who started mid-year have all done this. A signed copy of the staff Code of Conduct should be held on all personnel files.

- Safeguarding leads should hold a file to show what updates have been given to staff and how information through staffroom information boards has complied with the condition to 'receive safeguarding and child protection updates ... at least annually'.

C. The changes to the recruitment checks and single central record (SCR):

Page 31

Single central record

112. Schools and colleges must keep a single central record, referred to in the regulations (described in the following paragraph) as the register.

The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- an identity check;
- a barred list check;
- an enhanced DBS check/certificate;
- a prohibition from teaching check;
- a section 128 check (for management positions as set out in paragraph 99 for independent schools (including free schools and academies));
- further checks on people who have lived or worked outside the UK; this would include recording checks for those EEA teacher sanctions and restrictions described in paragraph 114;
- a check of professional qualifications; and
- a check to establish the person's right to work in the United Kingdom.

Schools will have to update the format of their SCR to highlight these checks.

Section 128 Check (DfE guidance attached) - This is a check made for the existence of 'directions' by the Secretary of State barring individuals from taking part in the management of an independent school or academy (i.e. it applies to governors and members of the Senior Leadership Team only). In the case of section 128 checks this will need a new column. These will apply to all leadership positions (paid on the leadership spine), ancillary posts where the person is a member of the senior leadership team, governors or academy board members. The department has now agreed procedures with the Disclosure and Barring Service (DBS) and the National College for Teaching and Leadership (NCTL) so that any s.128 directions made by the Secretary of State will show up on checks made with those bodies

Members of the governing body or academy board are not deemed to be in a regulated activity and so the DBS route cannot be used because a barred list check cannot be carried out for persons not in regulated activity. Therefore, the NCTL route should be used. Schools are able to undertake the NCTL mandatory pre-employment checks themselves using their [Secure Access](#) log-on.

This check is not retrospective and will only be undertaken when new appointments are made to a leadership post.

The EEA check can be covered off by changing the title for the right to work checks to show if EEA checks have been undertaken. Instructions and hyperlinks to web pages in the footnotes for the SCR guidance provide support on how to undertake these checks.

ODST has updated their SCR Guidance and this has, on the reverse has placed a view of how the new SCR format should look.

Links to HMI inspection videos



[Belita Scott on what governors can expect on inspection \(1\).mp4](#)



[Belita Scott on what questions governors might be asked by inspectors.mp4](#)

MAT Inspection outcomes (Academic year 2015/16)

Schools Causing Concern	ensure that all academies that are inadequate or require improvement are taking effective action to remove identified weaknesses	Ensure that all planned Trust/individual academy meetings, where the focus is on aspects of academy performance, always include the Chair or a suitable representative from the Education Advisory Board.			
Disadvantage Pupil outcomes	as a matter of urgency, improve the achievement of disadvantaged pupils across primary and secondary academies	ensure that all forms of support, development and challenge focus on improved achievement for all pupils across the Trust, including the disadvantaged	Track the location and academic progress of looked after children and care leavers to secure provision for this most vulnerable group	urgently improve the achievement of pupils across both primary and secondary academies, closing the gaps in attainment between disadvantaged pupils in school and other pupils nationally	Develop detailed systems to track the progress of disadvantaged pupils, those at risk of exclusion and pupils with high rates of absence across the trust
Outcomes in English and mathematics	ensure that pupils achieve better outcomes in English and mathematics by accelerating the progress they make over time, particularly in secondary academies	Urgently improve the impact of work to improve outcomes for pupils			
Attendance and exclusions	improve attendance by reducing the proportion of unauthorised and persistent absence across all academies	monitor closely attendance and exclusions, identify trends and challenge robustly where pupils are too often absent.			
Systems to measure impact	Develop systems to measure the impact of CST's challenge, intervention and support for its academies and free schools	Identify trends of underachievement across the trust in order to better identify emerging weaknesses, stem decline and accelerate pupils' progress at all key stages.			
Teaching, Learning and assessment	develop the work of the lead teachers further in order to improve the overall quality of teaching across the academies and improve pupils' outcomes	□ Establish a systematic approach to identifying and sharing best practice across the trust.			
Leadership & management	develop and strengthen leadership at all levels in those academies that are not yet good				

Issue	RAG rated comment (green = no concerns/actions; amber = action to be taken)	Action arising from column 2
Trust did not have a clear rationale for the selection of schools, a strategy for creating geographical clusters or a plan to meet academies' different needs	ODST needs to have regard to these concerns; we are taking account of them	
Revised scheme of delegation almost complete...includes a well-defined structure of roles and responsibilities and clear terms of reference. Where trustees have concerns about the educational performance of an academy they act decisively, replacing the local governing body with a 'rapid improvement board'	No immediate concerns. ODST has similar structure and RIB strategy in place	
Recommendation to complete and implement the new scheme of delegation for local governing bodies so that everyone is clear about their roles, responsibilities and accountabilities	ODST has done so.	
The Trust does not publish adequate information about the scheme of delegation for governance.	ODST had model scheme on website; should be there with the delegation annex – have otherwise published the information for our schools	May 2016, model scheme of delegation and appendix now on ODST website.
Trust's vision and core values are reflected in its three-year corporate plan and known by all stakeholders.	ODST's Board's strategic plan to be made more explicit, publicized further	
Board of Trustees turbulence in recent months..... new members were being sought with a view to increasing the range of expertise on the Board. Minutes of the Board's meetings are detailed and evaluative. Governance arrangements at academy level are kept under constant review. The Trust has intervened on a number of occasions and replaced an ineffective local governing board with a management board.	All these issues adequately covered: Nominations Committee skills audit and seeking new Directors/Members; minutes detailed etc. Constant review of governance arrangements through various avenues; interventions for ineffective LGBs etc.	
Insufficient detail on the Trust's website about the way in which the	Several issues: ODST needs to ensure that scheme of delegation	Scheme of delegation and appendix on website; committee

<p>Trust is governed. There is no published scheme of delegation. The distinction between the roles and responsibilities of the board members and the trustees is not set out clearly. Levels of accountability and responsibility are not explained. The Trust does not identify which functions of governance are delegated to local governing boards.....lack of detail is replicated on academy websites which include a standardised, brief and general overview of AET governance. Academy websites provide lists of governors with attached duties, but do not give information about the delegation of responsibilities to the local governing board from the Trust. Some academy websites, but not all, link to the Trust's master funding agreement.</p>	<p>and annex is on the ODST website; need to put Board committee terms of reference on website? The academies' websites lists of governors should not to be an issue for ODST as we have passed information about the delegation of responsibilities to the local governing bodies from the Trust – simply need to make that explicit on our website. Master funding agreement onto ODST website in the useful information tab.</p>	<p>terms of reference too. Master funding agreement is now there. Schools have been asked to ensure that their Governors' sections on their websites are up to date and compliant.</p>
<p>Among recommendations, to ensure that the Trust's regional priorities are more pertinent to each region's particular local challenges and needs.</p>	<p>Should and will be addressed by Board's strategic plan.</p>	
<p>The Board of Trustees challenges the Trust's leaders effectively by focusing on pupils' progress, standards and improving the quality of teaching. However, the support and challenge provided for academies by the Trust's leaders have not yet had a consistent impact on improving standards, especially at Key Stage 4.</p>	<p>This is both a school improvement and governance issue; ODST provides effective challenge from Board level through ODST's personnel.</p>	
<p>The Trust's website outlines the roles and responsibilities of the Trust Board, the Chief Executive Officer (CEO), local governing bodies, and executive and academy Principals. However, insufficient information on governance is provided on the academy websites.</p>	<p>ODST should provide more detail, eg scheme of delegation, articles (which are there); we have links to all the academies' websites which have details of LGB governance.</p>	<p>Actioned as detailed above. Action ongoing to improve Trust website roles and responsibilities</p>
<p>The inspections of the secondary (.....) academies that were judged to be less than good identified common weaknesses: leaders, including governors, had not been</p>	<p>a leadership and governance issue, resolved through better training and challenge</p>	

<p>quick enough to ensure that pupils, including the most disadvantaged, were achieving well; Increased scrutiny across the Trust and heightened accountability of how academy leaders tackle poor behaviour have led to some improvements and a reduction in the number of pupils excluded.</p>	<p>Board and committee level scrutiny at ODST is effective.</p>	
<p>Trust set up 'Raising Achievement Boards' (RABs) to replace local governing bodies for all inadequate academies, or those where governance was judged to be weak. RABs have tried to focus clearly on academy leaders' accountability for the standards achieved by pupils in all phases, identify barriers to success and seek solutions. Nevertheless, improvement has been slow in too many academies, particularly in the secondary phase</p>	<p>ODST takes similar action with executive models for X and X academies plus quickly recruiting/replacing governors where governance is struggling</p>	
<p>The Board of Trustees has undergone a significant turnover of members in the last year; all but one of the seven members have changed. Trustees have conducted regular audits of their areas of expertise in order to inform future recruitment decisions. They are well qualified and bring a wealth of expertise to the Trust. The Board's strategic plans are underpinned by a clear rationale for development and change. For example, it has established a clear line of responsibility and communication for leadership and governance in the proposed regional structure. Trustees have challenged the Trust and the national directors effectively by focusing adeptly on pupils' progress, standards and improving the quality of teaching. They have commissioned a professional programme to recruit and develop staff from the point of qualifying as teachers to becoming future leaders. Trustees seek their</p>	<p>ODST Board turnover is not a significant issue - but recruitment of new Directors etc with appropriate skills is. This is being addressed by the Board, Nominations Committee and new skills audit. We are developing Director links to hubs.</p>	

own information and evidence, and provide substantial support for local governance.		
Trust's website includes the scheme of delegation and this outlines the roles and responsibilities of the Board of Trustees, the CEO, local governing bodies, and executive and academy Principals. However, there is no distinction made between the roles and responsibilities of the members and the trustees. A review of a sample of academy websites indicates that very little information is provided on governance other than the names of governors and an overview of their roles. Few academy websites link to the Trust's master funding agreement.	Need to ensure that the scheme of delegation is back on the website. Articles are on the website and these make the clear distinction between members and trustees, but it could be put on the site in simpler terms. The ODST academies' websites are generally good on compliance but the weak area is governance information. Clerks have been urged to ensure gaps are filled. The master funding agreement needs to go on our website.	Actioned as above.
<p>The Trust has not fully addressed all the recommendations from the previous focused inspections in June 2014. Weaknesses remain inaspects of governance relating to the leadership of improvement</p> <p>Inconsistent support and challenge from the Trust: the Trust's website states that almost all procedural and statutory powers in relation to the operation of each academy are delegated to its Educational Advisory Board (a sub-committee of the main Trust Board) and Principal, through a published handbook and scheme of delegation. A review of a sample of academy websites indicated widely differing information about governance arrangements. None of the academy websites reviewed had an obvious link to the Trust's master funding agreement. .</p>	ODST has adopted principle of maximum delegation to LGBs – which has worked; once again, need to ensure that governance structures are clear on the website; the schools take responsibility for their websites having their governance information	Actioned as above
Concerns identified in June 2014 around aspects of governance remain. Not all Education Advisory Boards are represented at each		

<p>“keeping in touch” meeting between senior Trust officers and Principals. Such absences, while infrequent, increase the potential to diminish the impact of these important strategic meetings at individual academy level when the leadership of monitoring, challenge and support are discussed.</p> <p>Variability in the Trust’s impact is a consistent theme..... insufficient challenge from Trustees around the progress of disadvantaged pupils, and a lack of sharply-focused support to tackle wide ranging inadequacies are highlighted in other inspection reports.</p> <p>Recommendation to ensure that all planned Trust/individual academy meetings, where the focus is on aspects of academy performance, always include the Chair or a suitable representative from the Education Advisory Board..</p>	<p>ODST’s Hub meetings and Leadership briefings are good safeguards.</p> <p>ODST Directors and officers effectively question and challenge in these respects</p> <p>Not an issue for ODST to address because we have different governance arrangements: Board, committees (one of which is specifically concerned with academy improvement), LGBs</p>	
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ADMISSIONS CONSULTATION GUIDANCE 2016

Admission authorities must consult at least once every 7 years (s1.42 School Admissions Code). If material changes are proposed, other than PAN (published admission number) admissions authorities must consult. Increases to PAN only require VA schools and academies to notify LA and publish information on school website. Decreases in PAN require full consultation. Minor changes to definitions, dates, etc. do not trigger the need to consult.

IF IN DOUBT, IT IS BEST TO CONSULT!

CONSULTATION STEPS FOR 2018

(Admissions Policies 2018/19)

(Consult with ODST before anyone else!)

Jul/Sep 16	Consider any changes needed to 2016 policy
No later than mid-Sep 16	Consult with Diocese and take into account any advice received, <u>particularly on faith-based criteria</u>
Between: 1 Oct 16 – 31 Jan 17	<p>Consult more widely for a minimum of <u>6</u> weeks between 1 October 2016 and 31 January 2017. <u>It is best to start before the Autumn Term half term holiday</u></p> <ul style="list-style-type: none"> • Parents of children between 2 and 18 • All other admission authorities in “relevant area” – normally the whole of the LA¹ (primary schools need not consult secondary schools) • LA • Other persons in “relevant area” who might have an interest, e.g. nurseries, play groups, local councils, etc. • Adjoining neighbouring LAs where admission authority is the LA • Must publish draft admission arrangements on school website with details of how and to whom to comment, preferably drawing attention to major changes • Suggest send copies to LA for possible publication on LA website • Suggest send email to all other admissions authorities in “relevant area” • Suggest provide copies to nurseries, play groups, etc. • Must send copies on request to anyone listed in s1.44 ^{note1} • Keep records/evidence (paper trails) of all those consulted as the OSA will require this information if your policy is referred

¹ Several schools within the diocese join together to put an advertisement in a local newspaper alerting any interested parties that their admissions policies are out for consultation and can be viewed on the admission authority’s websites, LA website and that copies are also available from the individual school.

<p>By 28 Feb 17</p>	<p>DETERMINATION</p> <p>All admission authorities must determine their policies by 28 Feb 2017 even if no changes and no consultation needed</p> <ul style="list-style-type: none"> • Must notify all those consulted <u>plus GBs of community and VC schools in “relevant area”</u> • Must send copy to ODST • Must send a copy to the Diocese (CE schools only) • Must publish copy of determined arrangements on school website and also give details of how to refer objections to Schools Adjudicator (by 15 May 2017) • Must send copy to LA no later than 15 Mar 2015) • Clearly mark the policy as your ‘Determined Policy 2018’
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Notes:

¹Section 1.44 School Admission code (2015)

- a) parents of children between the ages of two and eighteen;
- b) other persons in the relevant area who in the opinion of the admission authority have an interest in the proposed admissions;
- c) all other admission authorities within the relevant area (except that primary schools need not consult secondary schools);
- d) whichever of the governing body and the local authority who are not the admission authority;
- e) any adjoining neighbouring local authorities where the admission authority is the local authority; and
- f) in the case of schools designated with a religious character, the body or person representing the religion or religious denomination.

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ADMISSION ARRANGEMENTS <ODST> SCHOOL 2018/19



<Statement of school ethos>

A paragraph setting out the school's ethos. E.g. "XYZ School has a distinctive Christian ethos which is at the centre of school life. We provide an inclusive, supportive and caring environment, shaped by Christian values in which children can learn and flourish. We welcome applications from all members of the community without reference to ability or aptitude, and irrespective of whether they are of the Christian faith, another faith or no faith, but we expect parents to respect the Christian ethos of our school." or "XYZ School values highly its Christian ethos, its close links with local churches and the Diocese of Oxford. We provide a distinctively Christian, yet inclusive, environment in which each child is motivated to acquire skills for life and a love of learning. As a church school, we welcome applications from Christian families, and those of other faiths or none. We ask all parents applying for a place at our school to respect this ethos and its importance to the whole school community."

The governors have made every effort to ensure that these arrangements comply with the School Admissions Code 2014 and all relevant legislation including that on infant class sizes and equal opportunities.



Admission arrangements to the Reception Year in September 2018

At our school, pupils are normally admitted at the beginning of the school year (1 September – 31 August) in which they reach their fifth birthday. Parents¹ whose children were born between 1 September 2013 and 31 August 2014 may apply for them to be admitted to the Reception Year in September 2018. There are **X** places (the published admission number) available. Our policy is not to offer admission in September 2018 to children who were born on or after 1 September 2014.

Parents of a child whose fifth birthday falls between 1 September 2018 and 31 March 2019 may request that their child is not admitted until later in the school year 2018/19 (no later than the term, using three term year, after the child's fifth birthday, when s/he reaches compulsory school age). The school will hold any deferred place for the child, although, in the majority of cases, we find that children benefit from starting at the beginning of the school year, rather than part way through it.

For children whose fifth birthday falls between 1 April 2019 and 31 August 2019 (summer-born children), parents who do not wish them to start school in school year 2018-19, but to be admitted to the Reception Year in September 2019, should proceed as follows. They should apply at the usual time for a place in September 2018 together with a written request that the child is admitted outside his or her normal age group to the Reception year in September 2019. NB parents would need to provide strong supporting reasons for seeking a place outside the normal age group and should discuss the position with the head teacher as early as possible. If their request is agreed, and this should be clear before the national offer day (16 April 2018), their application for the normal age group may be withdrawn before any place is offered and they should reapply in the normal way (no later than 15 January 2019) for a Reception place in September 2019. If their request is refused, the parents must decide whether to wait for any offer of a place in September 2018 (NB it will still be subject to the over-subscription criteria below) or to withdraw their application and apply in the second half of the summer term 2019 for a Year 1 place in September 2019. Parents should be aware that the Year 1 group may have no vacancies as it could be full with children transferring from the 2018-19 Reception Year group.

Until the child reaches compulsory school age, parents may also request that s/he attends part-time. In such cases, detailed arrangements should be discussed with the head teacher.

Parents¹ wishing to apply for the Reception [Foundation] Year in September 2018 must complete the common application form provided by their home local authority (the home LA). The home LA is the LA in whose area the parents live at the time of the application. The form must be returned to that LA no later than 15 January 2018. Applications received after this date will normally only be considered after all those received on or before the cut-off date. Offers and refusals of places will be posted by the home LA on 16 April 2018.

Over-subscription criteria

Children with a Statement of Special Educational Need or with an Education, Health and Care (EHC) plan naming **<ODST>** School will always be offered places. If there is then greater demand for admission than there are places available, the following criteria will be applied in the order set out below:

- 1 Looked-after children² and children who were previously looked after but ceased to be so because, immediately after being looked after, they became subject to an adoption, child arrangements or special guardianship order.
- 2 Families who have exceptional medical³ or social needs that make it essential that their child attends **<ODST>** School rather than any other. These needs must be fully supported by written evidence from the appropriate professional person involved with the family.
- 3 Children with a normal home address in the catchment area and with a sibling⁴ on the roll of the school at the time of application or whose parent has accepted an offer of a place at the school and who is expected still to be in attendance at the time of entry to the school.
- 4 Children with a normal home address⁵ in the catchment area (see appendix 2)

- 5 Children with a normal home address outside the catchment area and with a sibling on the roll of the school at the time of application or whose parent has accepted an offer of a place at the school and who is expected still to be in attendance at the time of entry to the school.
- 6 Other children.

Proximity of the child's home, as measured by the straight line distance between the home and the school⁶ with those living nearer being accorded the higher priority, will serve to differentiate between children in criteria 1 to 6 should the need arise. In the event that two distance measurements are identical, the school will use random allocation to decide which child should be offered the place. The process will be conducted in the presence of a person independent of the school.

All Other Admissions

Admission to the school during the school year depends on whether or not there are places available. All year groups at the school have ___ places. Applications must be made directly to the school on a form available from the school [There may be voluntary co-ordination arrangements in place in ABC Local Authority, in which case the school will need to decide whether to participate in these.].

Admissions outside the normal age group will be dealt with as indicated below.

- If there is a vacancy, and there is no child on the relevant waiting list with a higher priority (according to the over-subscription criteria 1-6 above), a place will be offered.
- In-year admissions or admissions at the beginning of school years other than Year 3 will only be considered by the Governing Body up to half a term [using three term year] in advance of the desired date for entry. For example, for entry in January, the application will not be considered until after the October half term break. Please note that <ODST> School does not have a normal point of entry to Year 3 – applications for entry at the beginning of Year 3 are treated as indicated in this section.]

If parents are moving house, the school will ask for evidence of the move, before considering any application for a place. Documentary evidence in the form of a solicitor's letter to confirm exchange of contracts, a rental agreement for at least a period of six months will be required (Armed Forces personnel are exempt). If you are returning from elsewhere, to live in a home that you own, we will require evidence to show that you have returned. We will also ask for evidence that any previous house owned has been sold or is being sold. We would not accept an address where the one given is that of a second home with the main home being elsewhere. If there are two or more homes, we will check which is the main home, and may refuse to base an allocation of a place on an address which might be considered only temporary. Nor would we accept an address where the child was resident other than with a parent or carer unless this was part of a fostering or formal care arrangement. We would not normally accept an address where only part of a family had moved, unless connected with a divorce or permanent separation arrangement, in which case we would require proof.

Admission outside normal age group

Requests from parents for places outside a normal age group will be considered carefully, e.g. for those who have missed education due to ill health. Each case will be considered on its own merits and circumstances. However, such admissions will not normally be agreed without a consensus that to do so would be in the pupil's interests. It is recommended that parents discuss their wishes with the head teacher in advance of applying for a place. The governors may ask relevant professionals for their opinion on the case. It should be noted that if a place in the requested age group is refused, but one in the normal age group is offered, then there is no right of appeal.

Waiting Lists

The school maintains waiting lists for those children who are not offered a place, and the parents ask for the child's name to be added to the waiting list. The order of priority on the waiting list is the same

as the list of criteria for over-subscription, and does not depend on the date on which an application is received. No account is taken of length of time on a waiting list. The school periodically seeks confirmation that parents wish a child to be kept on the waiting list.

Multiple births

In cases where there is one place available, and the next child on the list is a twin, triplet, etc., we would admit both twins (and all the children in the case of other multiple births) even if this meant exceeding the agreed admission number of <XX> for Reception 2018-19 or the number of places (XX) in other year groups.

Fair Access

The school participates in the <local authority> Fair Access Protocol. Children qualifying under the Fair Access Protocol may be offered a place even if there are no places available in the relevant year group and may take priority for admission over children on the waiting list.

Appeals

There are established arrangements for appeals against non-admission. Details are available from the school, including the date by which an appeal should be submitted. It should be noted that, in the event of an unsuccessful appeal against non-admission to the school, the school does not consider any further application in the same school year (1 September – 31 August), unless there has been a material change in circumstances, for example a change of address which results in a move from outside the catchment area to inside it.

Parents who wish their children to attend the school are most welcome to visit. Arrangements can be made through contacting Mrs <XX> – Headteacher's PA (XXX) at the school.

Admissions in September 2017

The school received XX applications expressing a preference for admission to the Reception Year in 2017 by the closing date in January 2017. These were ranked as follows:

Children with statements naming the school

Criterion i

Criterion ii

Criterion iii

Criterion iv

Criterion v

Criterion vi

XX places were offered, with the cut-off coming under criterion X at a distance of X miles

Further information

Further information can be obtained from the Headteacher's PA at the school (contact details – phone and email).

Appendix 1

Appendix to the Admissions Policy

The following are detailed notes referring to the definitions in use for this school's policy

1. "Parent" is defined in law (The Education Act 1996) as either:
 - any person who has 'parental responsibility' (defined in the Children Act 1989) for the child or young person; or
 - any person who has care of the child or young person.

If you are in any doubt, please contact the school for advice.

2. By a "looked-after child" we mean one in the care of a local authority or being provided with accommodation by a local authority in the exercise of its social services function. An adoption order is one made under the Adoption Act 1976 (Section 12) or the Adoption and Children Act 2002 (Section 46). A 'child arrangements order' is one settling the arrangements to be made as to the person with whom the child is to live (Children Act 1989, Section 8, as amended by the Children and Families Act 2014, Section 14). A 'special guardianship order' is one appointing one or more individuals to be a child's special guardian/s (Children Act 1989, Section 14A). Applications under this criterion must be accompanied by evidence to show that the child is looked after or was previously looked after (e.g. a copy of the adoption, child arrangements or special guardianship order).
3. When applying under criterion ii (exceptional medical or social needs), you must include supporting evidence from an independent professional person who is aware of the situation and supports your reasons for preferring <ODST> School. This supporting evidence must clearly demonstrate why the school is the most suitable and must illustrate the difficulties that would be caused if your child had to attend another school. The person supplying the evidence should be a doctor, health visitor, social worker, etc. who is aware of your child's or your own case. The school reserves the right to ask for further evidence or clarification where necessary and may seek the advice of appropriate educational professionals where necessary.
4. By sibling we mean a brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent's/carer's partner where the child for whom the school place is sought is living in the same family unit at the same address as that sibling. It is helpful if parents make it clear on the application form where the sibling has a different family name. Where there is more than one sibling at the school, only the youngest should be listed on the application form.
5. By normal home address, we mean the child's home address. This must be where the parent or legal carer of the child lives with the child unless it is proved that the child is resident elsewhere with someone else who has legal care and control of the child. The address should be a residential property that is owned, leased or rented by the child's parent/s or person with legal care and control of the child.

To avoid doubt, where a child lives with parents with shared responsibility, each for part of a week or month, the address where the child lives will be determined having regard to a joint declaration from the parents stating the exact pattern of residence. If the residence is not split equally, then the relevant address used will be that at which we are satisfied that the child spends the majority of the school week. Where there is an equal split or there is any doubt about residence, we will make the judgment about which address to use for the purpose of determining whether or not to offer a place. We will take into account, for example, the following:

- any legal documentation confirming residence
- the pattern of the residence
- the period of time over which the current arrangement has been in place
- confirmation from any previous school of the contact details and home address supplied to it by the parents
- where the child is registered with his/her GP
- any other evidence the parents may supply to verify the position.

We may ask for evidence of the normal home address in the form of a recent bill. This could be, for example, the most recent Council Tax bill, utility bill no more than three months old, a current TV licence, buildings and contents insurance, mortgage statement or rent book which shows the address concerned. Parents who are unable to provide this evidence should contact the school to discuss what evidence might be acceptable. If it becomes clear or if there is any doubt that the parents and child are not living at the address given on the application form, the school may seek further evidence. The school works closely with the LA to ensure that places are not obtained at the school on the basis of false addresses, and, in cases of doubt, will take steps to verify the information provided. If a place at

the school is offered, and it later becomes clear that the offer was made on fraudulent or misleading information (e.g. a false claim to living in the catchment area), and the school has denied a place to a child with a stronger claim, the school will withdraw the offer of a place. The offer can also be withdrawn even after the child has started at the school.

We regard a child's home address to be where he or she sleeps for the majority of the school week (Monday to Friday). We may ask to see official documentation, such as a child benefit book or medical card if there are reasons why a child does not live at his or her parent's address. For example, if he or she is resident with a grandparent, this needs to be made clear on the application form. If such arrangements are not declared or a relative's address is used on the application, we may consider that a false declaration has been made, and withdraw the offer of a place. Childcare arrangements are **not** sufficient reason for listing another address.

If parents move house after the application has been made, but before any offer of a place has been made, the home LA must be informed.

If parents are moving, we will ask for evidence of the move, before considering any application for a place under the co-ordinated scheme.

We would not accept an address where the one given is that of a second home with the main home being elsewhere. If there are two or more homes, we will check which is the main home, and may refuse to base an allocation of a place on an address which might be considered only temporary. Nor would we accept an address where the child was resident other than with a parent or carer unless this was part of a fostering or formal care arrangement. We would not normally accept an address where only part of a family had moved, unless connected with a divorce or permanent separation arrangement, in which case we would require proof.

6. The straight line distance used to determine proximity of the home to the school will be measured by the <local authority> Geographical Information System as described in the local authority admissions booklet. [NB ABC LA may not use straight line distance, in which case the school must decide whether to use the LA method or define its own way of measuring straight line distance.]



Appendix 2 - catchment area description & map

Appendix 3

Objections to and referrals about determined school admission arrangements

Members of the public can make an objection to the Office of the Schools Adjudicator (OSA) if they think that the admissions arrangements of a maintained school or an academy do not comply with the 'School Admissions Code' (the Code) or other legislation relating to school admissions.

All admissions authorities must determine their admission arrangements by 28 February every year, even if they have not changed from previous years and a consultation has not been required. Complainants have until 15 May to contact the adjudicator if you have an objection.

If people wish to make an objection they must complete the ['school admission arrangements objection form'](#)

Further guidance is available on the [Office of the Schools Adjudicator web site](#)



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. Election of Chair and Vice Chair
2. Opening Prayer/Reflection *(Timings and initials)*
3. Welcome, Apologies
4. Notification of any urgent business
5. Declarations of interest: includes renewal of all Governors' declarations to meet statutory and website requirements (there are new requirements from DfE for the national EDUBASE2); ensure DBS checks in place.
6. Review of committees, terms of reference, membership and appointment of Chairs
7. Minutes of the last meeting *(date)*
8. Matters arising from the minutes *(not covered elsewhere)*

Reports (for action)

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

ODST Governor Services' business

15. School's statutory policy reviews and renewals: agree a schedule for updating school and statutory policies. *(LGBs should also note the list of required policies that staff are required to receive and sign (particularly the staff conduct policy) and ensure that theirs are up to date and meet statutory requirements).*
16. Local authority and parish parochial council business items
17. Other recommended and/or statutory matters for determination
 - *School inspection update September 2016 – to receive and note*
 - *Receive and action the guidance on the Keeping Children Safe in Education (2016) changes and*
 - *Receive & note the updated Single Central Record briefing (2016) and as an action to review the school's single central record in line with changes to the checks to be made on employees and leaders.*
 - *Agree Headteacher appraisal/performance management panel and process/timescales*
 - *Receive report on teacher appraisal process and ensure that pay panel has made/confirmed pay decisions on all teachers*
 - *Confirmation of whistleblowing procedure*
 - *Approval of statement on use of pupil premium*
 - *Admissions policy to be agreed*
 - *Receive annual safeguarding report if not already having done so.*
18. Any other business

Standing items

19. Health and safety
20. Safeguarding

For information

21. Date and time of next meeting



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Becoming a Governor at an ODST academy

AUGUST 2016 (REVISED)



INTRODUCTION

A great deal of good practice exists around the induction of new governors, (also often referred to as directors or members) and this booklet describes some of the support available from ODST



WELCOME TO BEING A Local Governing Body (LGB) GOVERNOR

School and academy governance has never had a higher profile than it does today; it is firmly in the spotlight of Ofsted inspections and expectations are high and rising. Whilst governors are unpaid volunteers they are expected to behave as committed professionals.

Your commitment to your school and the time and effort that you devote is valued by the school, the parents and ODST Trustees and is vitally important to the children and young people who attend your school.

Being an effective governor is not easy but you will not be alone. You will not, for example, be expected to make any decisions on your own, because an individual governor does not have that power. But as part of the local governing body, or one of its sub-committees, you will be able to express your views and help the LGB make corporate decisions.

The next sections attempt to predict and answer some questions you may have, providing much needed information and suggestions about other forms of help.



WHY DO ODST SCHOOLS HAVE LGBs?

Schools in a Multi Academy Trust (MAT) do not need, by law, to have a separate governing body as the functions could be covered by the Board of Trustees. However, ODST realises that the strength of our schools is linked to the way each one reflects the local needs of parents, pupils and the community in which it exists. We recognise that the careful support and challenge needed to raise standards is one best driven by a group of governors, local to the school, aware of the context in which it works and able to focus consistently on the information for an individual school. For this reason, the Trustees have

devolved powers to LGBs to ensure that our schools have the very best opportunities to grow, thrive and provide outstanding chances for pupils.

LGBs are not the same as Governing Bodies as they are set up by Trustees with a specific set of powers and responsibilities which are devolved to them, very much like a committee of a governing body. LGBs have 'terms of reference' set out in a scheme of delegation to guide their work and because they are a 'committee' of the Board of trustees they are appointed by trustees. This means that governors who become members of a LGB will notice some changes to the scope of their authority, for example with certain centrally decided policies and in the functions for employing staff. However, their central role in ensuring the quality of education on offer through the quality of teaching, learning and assessment, curriculum choices and the management of the school's resources remains almost unchanged.

The purpose of a LGB of the Trust is to "conduct the school with a view to promoting high standards of educational achievement at the school" by focusing on three core functions:

- ***ensuring clarity of vision, ethos and strategic direction;***
- ***holding the Headteacher to account for the educational performance of the school and its pupils;***
- ***overseeing the financial performance of the school and making sure its money is well spent.***