

BELS Director's Report to Governors

SUMMER 2023

CONTENTS

- 1. MESSAGE FROM BELS CHIEF EXECUTIVE AND DIRECTOR OF EDUCATION AND LEARNING**
- 2. NEW GOVERNANCE AUDIT**
- 3. SCHOOLS SAFE**
- 4. GOVERNOR TRAINING PROGRAMME**
- 5. SEND AND AP STRATEGIC PARTNERSHIP BOARD – CALL FOR NOMINATIONS**
- 6. OUTCOME OF SEND RESTRUCTURE CONSULTATION**
- 7. DFE ENCOURAGES SCHOOLS TO PUBLISH GOVERNOR DIVERSITY DATA**
- 8. NGA SURVEY**
- 9. MARTYN'S LAW (PROTECT DUTY)**
- 10. SUPPORTED INTERNSHIPS**
- 11. NATIONAL LEADERS OF GOVERNANCE (NLG) PROGRAMME TO BE SCRAPPED**

***DEVELOPING
THE
EFFECTIVENESS
OF
YOUR
GOVERNING
BOARD***

1.	MESSAGE FROM BELS CHIEF EXECUTIVE AND DIRECTOR OF EDUCATION AND LEARNING
Summary	<p>Welcome to the last term of this academic year. This year has flown by again and has, once more, brought huge challenges to the education sector, not least with regards to funding. Despite the increases in school funding in 23/24, which was certainly helped by the announcements in the Autumn Statement of an additional Supplementary Grant to all schools, I am aware that budget setting for schools for the 23/24 financial year has proved extremely challenging. We will have the school budgets in by the end of this month so will have a better understanding of the extent of the financial issues, but the results of the survey carried out by the Nursery and Primary Headteacher Forum was extremely concerning. The survey was just to Barnet nursery and primary schools and about two thirds of schools responded. This showed 78% of the schools did not have sufficient funding in 23/24 to meet the increased costs, so have an in-year deficit. Clearly some schools have been relying on money carried forward from previous years but, as we know, this money is now dwindling. In fact, only 57% of the schools had funds to carry forward from 22/23 into 23/24. This has led to 48% of the schools setting deficit budgets for 2023/24 (this figure may change when we get the final budgets in).</p> <p>Also, it is concerning that the survey responses showed only 34% of schools were full, with 66% of the schools having spaces. 34% of schools had a decreased roll this year, compared to last year (although 27% did report an increased roll this year).</p> <p>BELS and the council finance team will continue to offer advice and support to schools who face financial difficulties over the next year and falling rolls.</p> <p>On a more positive note, I can report some successful recruitments into the BELS team over the last few weeks:</p> <ul style="list-style-type: none"> • Feray Souleiman has been appointed to the post of Head of SEND – Assessment and Placements. Feray was previously a Senior SEN Caseworker leading on Tribunals and Mediations and has been carrying out the Head of Service role on an interim basis, since Linda Orr left in March. Following an external recruitment process Feray demonstrated she was the best person to take on the role permanently. • Amielcah Clarke has been appointed as the new Prevent Education Officer. Amielcah previously worked in the Prison Service. If your governing body needs any support, advice or training regarding the Prevent Duty please contact her at ameilcah.clarke@barnet.gov.uk • We are pleased that we have been able to secure funding and retain Tanya Glazer as our Home/School Liaison Offer for Ukrainian Families until the end of this academic year. She has been an incredible support to newly arrived Ukrainian families in finding and settling their children into Barnet schools. • At the end of this year we will see some changes in the Learning Network Inspector (LNI) team. Geraldine Pears, who has been seconded as an LNI for two years (3 days/wk) is returning to her school (Blessed Dominic) next year. Helen Cheung, who has been seconded this year from her BPSI Early Years Adviser role (also 3 days/wk), is also returning to that role next year. And finally, Louise Yarwood, who has been an LNI for the last six years (also 3 days/wk) is taking a well-earned retirement in the Summer. However, we are keeping her on as a BPSI adviser so will still be able to support Barnet schools as a consultant. Geraldine, Helen and Louise have all done a fabulous job as LNIs and will be greatly missed by BELS and the schools. However, following a successful external recruitment process, we have appointed a full time LNI to start in September as well as seconding two part-time Barnet headteachers into the role. Once all these people

	<p>have told their current schools we will let you know their names. They will all join Katie Dawbarn and Helen Morrison (Co-Heads of School Improvement and LNIs) to form the new LNI team for September.</p> <p>A reminder that the Director's Meeting with Chairs and Vice-Chairs is taking place on Thursday 18th May 6.00-8.00pm. Agenda items will include:</p> <ul style="list-style-type: none"> - BELS staffing update - School budget update - Governance Effectiveness Audit - Emerging themes & launch of new Audit - SEND Update - Support with the Letting of the School Building - Exclusions and Attendance of Looked After Children and Children with a Social Worker - Ofsted Update - Ofsted Experiences <p>Please also diarise Thursday 5th October at 6pm for the Autumn Term Director's Briefing.</p> <p>I hope you have an enjoyable and successful final term of the year.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>Neil Marlow Chief Executive and Director of Education and Learning Barnet Education and Learning Service (BELS) Email: neil.marlow@barnet.gov.uk</p>

2.	NEW GOVERNANCE AUDIT
Summary	<p>This term, we are launching our new Governance Effectiveness Audit (see Appendix 1). The Audit has been cut down from 45 questions, which many of you reported was time-taxing, to just 8 RAG-rated themes.</p> <p>We ask all governing boards of maintained schools to complete and return the audit to george.peradigou@barnet.gov.uk by the end of term (Friday 21 July). We also welcome responses from academies and free schools. If submitted on time, written feedback will be offered.</p> <p>The audit should be used to self-evaluate the effectiveness of governance year-on-year and track improvements with clear evidence to support each judgement.</p> <p>Audits should be undertaken as a collective exercise by the whole Governing Board or a delegated sub-set of Governors, rather than being undertaken solely by the Chair or Headteacher. Please refer to any action plan, either separate from, or as part of, the School Improvement Plan to support improvements in identified areas.</p> <p>We recommend carrying out the audit in real time based on the current state of the governing board as opposed to retrospectively analysing the previous year.</p> <p>As well as helping us understand the effectiveness of governance, emerging themes also help determine governor training requirements.</p>

	<p>On 18th May, at this term's Director's Briefing to Chairs and Vice Chairs, we'll be recapping on the emerging themes from last year's audit and offering some suggestions on how to overcome challenges.</p> <p>In response to some of these emerging themes, we've introduced a new governor training course on 'Action Planning and Evaluation for Governing Boards' and aim to run this every Summer Term. This course launches on Thursday 6th July at 6pm via MS Teams (register here).</p> <p>This course will provide guidance on how governing boards can reflect and evaluate their effectiveness and develop a governance action plan to monitor improvements and areas for development. Participating governors will be encouraged to share best practice and examples from their own governing boards.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	George Peradigou Governor Services Barnet Education and Learning Service (BELS) Email: george.peradigou@barnet.gov.uk

3.	SCHOOLS SAFE
Summary	<p>Schoolsafe is a statutory service provided to schools in Barnet. To receive information and updates, all schools must ensure that nick.burr@barnet.gov.uk has the Designated Safeguarding Lead email and phone contact.</p> <p>All staff need to be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g., people loitering nearby or unknown adults conversing with pupils. Schools have followed the 'Schoolsafe' procedure over the last few years and this has proved to be effective since its implementation. Please continue to report any incidents though schoolsafe@barnet.gov.uk stating the police CAD number (we cannot process without the CAD number which is issued by the police). This is received through contacting the police via 101 or 999 (depending on the seriousness of the call).</p> <p>What happens when you contact 'Schoolsafe'?</p> <ol style="list-style-type: none"> 1. The school Police Sergeant for Safer Schools is contacted to confirm the details of the referral, using the CAD number. 2. Agreement from the police is sought on the level of response needed (general message to all school, specific to a geographical area, for schools and parents or just schools or no response required). 3. A draft message is sent to the Barnet Communication Team to check wording and to ensure the message will not give rise to unnecessary distress or misinformation being spread.

	<p>4. The message is sent to schools.</p> <p>Schoolsafe often send generic messages requesting that schools remind pupils of the 'staying safe rules' when travelling without supervision or playing outside, as there have been more incidents than usual of pupils being approached by strangers. Please continue to provide practical advice and lessons to ensure pupils can keep themselves safe outdoors.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>Liam Foote School Safeguarding Lead Barnet Education and Learning Service liam.foote@barnet.gov.uk</p>

4.	GOVERNOR TRAINING PROGRAMME
Summary	<p>As usual, subscribing schools have access to training and advice, including procedural and constitutional guidance, compliance, termly newsletters containing information on current hot topics, support with elections, governor recruitment, chair mentoring, etc.</p> <p>This term's Governor Training programme has been published and can be found at www.bels.org.uk/governor-services. Please click on the below flyers to register:</p> <p>CE's Briefing to Chairs and Vice Chairs - 18.05.23 Induction for Newish Governors – Parts 1 & 2 22.05.23 Safeguarding Forum: Safeguarding Compliance 24.05.23 Discussion Forum for Chairs and Vice Chairs 07.06.23 The New Ofsted Framework 13.06.23 Managing Allegations against Staff and the Role of the LADO 14.06.23 The Role of the Parent Governor 19.06.23 SEND Forum – Focus: Good Practice 03.07.23 Ofsted Interview Prep Session for Governors expecting an inspection 04.07.23 Action Planning and Evaluation for Governing Boards 06.07.23 Safeguarding for Governors 10.07.23 Suspensions & Exclusions: the role of the Governor – date TBC.</p> <p>Non-subscribing schools will be charged the pay-as-you-use rate as outlined within course flyers.</p> <p>Please continue to take advantage of the local intelligence on offer through this programme and circulate these links to your Governors.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	<p>George Peradigou Governor Services Barnet Education and Learning Service (BELS) Email: george.peradigou@barnet.gov.uk</p>

5.	SEND AND AP STRATEGIC PARTNERSHIP BOARD – CALL FOR NOMINATIONS
<p>Summary</p>	<p>In response to the DfE’s SEND and Alternative Provision (AP) Improvement Plan (follow up to Green Paper) and the new Local Area SEND and AP Inspection process we are setting up a SEND and AP Strategic Partnership Board. This board will have oversight of the local area’s actions in terms of its provision and arrangements for children and young people with SEND and AP. As well as headteacher representatives we are looking for two governors; one from a primary and one from a secondary school (or all-through school). This will involve three meetings a year, but additional meetings may be convened by agreement. Subgroups may also be established to work on specific tasks and feedback into the main group. The Board Administrator will support the meeting, arranging dates and minutes etc. Notice of the meeting with the agenda will be circulated no later than 5 working days prior to the meeting.</p> <p><u>Roles and responsibilities of board members.</u></p> <p>All members of the SEND and AP Strategic Partnership Board are required to agree to undertake the following:</p> <ul style="list-style-type: none"> • Attend all meetings (or send a replacement representative). • Champion the objectives of the Board. • Share relevant data and information with colleagues within and outside of the Board where agreed. • Feedback to relevant member groups and forums and follow up on any agreed key messages and actions. • Hold each other and ourselves to account. <p>If you have a governor who would be willing to be on this Board please contact Karen Flanagan or George Peradigou.</p>
<p>Governors’ Role</p>	<p>To note the above information.</p>
<p>For action by</p>	<p>All Governors</p>
<p>Contact</p>	<p>Karen Flanagan Director of SEND and Inclusion Barnet Education and Learning Service (BELS) karen.flanagan@barnet.gov.uk</p>

6.	OUTCOME OF SEND RESTRUCTURE CONSULTATION
<p>Summary</p>	<p>In January 2023 a proposed revised staffing structure of the SEN Team was consulted on. The following arrangements were then agreed.</p> <p><i>For the Educational Psychology Team:</i></p>

- The 2 x 0.8 FTE current Interim Principal Educational Psychologist (PEP) roles were made permanent.
 - These roles were matched to the interim post holders – Amanda Ryzman and Marina Costa.
- The three Senior Educational Psychologist (SEP) roles were made permanent. The post holders were confirmed as
 - Nina Robinson.
 - Sophie Driver.
 - Janchai King.
- The 2 x Senior Practitioner roles were deleted.
- A new permanent main grade Educational Psychologist post was confirmed and is being advertised externally.

For the Specialist Teacher and Inclusion Team:

- A full-time role of Head of Service was confirmed.
 - The new postholder is Kim Miller.
- A new 0.2 interim post of strategic lead for the Inclusion Advisory Team (IAT) was agreed.
 - This post was matched to Joann Moore.
- A new FTE Lead Advisory Teacher (LAT) for IAT was confirmed.
 - The new post holder is Lucy Baker. As Lucy currently works 0.7 for BELS it was agreed to increase the FTE Lead Advisory Teacher post to 0.7 (from 0.6)
 - Lucy's current position (SEMHS inclusion advisory teacher) is being advertised externally at 0.6 (instead of 0.7).

Change of Team names

- The Visual Impairment Team has been renamed the Specialist Teaching Team, Vision (STTV).
- The Hearing Impaired Team has been renamed the Deaf and Hard of Hearing Support (DHHS) Team.
- The Physical Difficulties team has been renamed the Physical Support and Complex Needs (PS&CN) Team.

We have also recruited the following additional staff:

BEAM TEAM

- 2.4 FTE Specialist Support Workers have been recruited. Hayley Regan 0.4FTE, Tanja Fernandes 1 FTE and Stefano D'Odorico 1FTE.
- Jennifer Shill is employed for 0.1 as an Autism Advisory Teacher to cover the management time.

Autism Advisory Team Primary

- 2 FTE Autism Advisory Teachers have been recruited. Melanie Waite 1 FTE and Kelly Scannell 1 FTE.

	<ul style="list-style-type: none"> Luci Rose has extended her hours from 0.5FTE to 0.6FTE to cover the extra management time.
Governors' Role	To note the above information.
For action by	All Governors
Contact	Karen Flanagan Director of SEND and Inclusion Barnet Education and Learning Service (BELS) karen.flanagan@barnet.gov.uk

7.	DFE ENCOURAGES SCHOOLS TO PUBLISH GOVERNOR DIVERSITY DATA
Summary	<p>Following previous updates to help governing boards increase the diversity of their members to reflect their local communities, the DfE are now encouraging schools to collect and publish diversity data related to the members of their Governing Boards. Board members can opt out of sharing their information, including protected characteristics, at any given time including after publication.</p> <p>Schools must ensure that individuals cannot be identified through the publication of such data, particularly when board member levels are low. Read more about this in the data protection toolkit for schools and Equality Act 2010: advice for schools.</p> <p>There is no prescriptive way to collect diversity data from volunteers; this needs to be done on a voluntary basis so schools may prefer to adopt a similar approach to how they collate the diversity data of pupils.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	George Peradigou Governor Services Barnet Education and Learning Service (BELS) Email: george.peradigou@barnet.gov.uk

8.	NGA SURVEY
Summary	<p>The NGA have released their annual governance survey. If you would like to contribute, click here to complete it by 30 May. The annual survey helps the NGA understand the current challenges within school governance.</p> <p>The survey examines critical themes, including financial challenges, governance workload, staff recruitment and retention, and wellbeing. By taking part, you help campaign on the issues that matter to you, amplifying the voice of governors across the education sector.</p> <p>This is your opportunity to add your voice to a valued source of information on the views, demographics, and experiences of the largest volunteer force in England - those governing schools.</p>

Governors' Role	To note the above information.
For action by	All Governors
Contact	George Peradigou Governor Services Barnet Education and Learning Service (BELS) Email: george.peradigou@barnet.gov.uk

9.	MARTYN'S LAW (PROTECT DUTY)
Summary	<p>On Monday 19 December, the Government announced details for the Protect Duty, now to be known as 'Martyn's Law' in tribute of Martyn Hett, who was killed alongside 21 others in the Manchester Arena terrorist attack in 2017.</p> <p>What will Martyn's Law do?</p> <p>The terrorist threat we currently face is multifaceted, diverse, and continually evolving. As such, it remains difficult to predict which locations could be targeted by terrorists with attempts being harder to spot and harder to stop.</p> <p>We need to improve security and ensure robust, proportionate, and consistent measures at public places to make sure we can better prepare and improve public security, in light of possible future attacks.</p> <p>Martyn's Law will keep people safe, enhancing our national security and reducing the risk to the public from terrorism by the protection of public venues.</p> <p>It will place a requirement on those responsible for certain locations to consider the threat from terrorism and implement appropriate and proportionate mitigation measures.</p> <p>The legislation will ensure parties are prepared, ready to respond and know what to do in the event of an attack. Better protection will be delivered through enhanced security systems, staff training, and clearer processes.</p> <p>How will it work?</p> <p>These proposals have been developed taking into account the 2021 Protect Duty public consultation exercise which asked the public for views on scope and application of the proposed duty, as well as the views expressed by stakeholders at over 80 consultation events.</p> <p>Proportionality is a fundamental consideration for Martyn's Law. It will therefore establish a tiered model linked to activity that takes place at a location and its capacity. This will prevent undue burden on premises in scope.</p> <p>A standard tier will apply to locations with a maximum capacity of between 100 and 799. The aim is to drive up use and engagement with existing resources that help teams undertake low-cost, simple yet effective activities to improve preparedness. This will include training, information sharing and completion of a preparedness plan to embed practices (such as locking doors to delay attackers progress, or knowledge on lifesaving treatments that can be administered by staff whilst awaiting emergency services). Nearly all places of worship will be placed within the standard tier, regardless of their capacity.</p>

	<p>An enhanced tier will focus on high-capacity locations in recognition of the potential consequences of a successful terrorist attack. Locations with a capacity of over 800 people at any time will additionally be required to undertake a risk assessment to inform the development and implementation of a security plan to assess the balance of risk reduction against the time, money and effort required to achieve a successful level of security preparedness - a recognised standard in other regulatory regimes (including Fire and Health and Safety).</p> <p>What will this mean for the education sector?</p> <p>The Department for Education and the Home Office agree that the existing safety and safeguarding policies in place at most educational settings are sufficient to warrant special consideration. In recognition of these existing measures, such sites will be placed into the standard tier, regardless of their occupancy. This means that Early Years, Schools and the majority of Further Education providers (with a few exceptions) will sit within the standard tier.</p> <p>Given the nature of higher educational settings, which are by design much more publicly accessible, and often housing dangerous, restricted materials and occasionally weapons on site, these will be treated on a case-by-case basis, and as such will fall within the standard or enhanced tiers depending on their capacity.</p> <p>The Department for Education is working closely with the Home Office on the development of the legislation to understand what Martyn's Law will mean in practise for the education sector.</p> <p>A programme of engagement across the sector will continue as legislation develops. The Home Office will also be undertaking stakeholder engagement events in the new year. If you would like to be involved, please contact dfeprotectandprepare@education.gov.uk.</p> <p>Next Steps</p> <p>The Government will establish an inspection and enforcement regime, promoting compliance and positive cultural change and issuing credible and fair sanctions for serious breaches. This will take account of inspection and enforcement frameworks that already exist in different sectors, to ensure that any new regime is proportionate.</p> <p>Dedicated statutory guidance and bespoke support will be provided by the Government to ensure those in scope can effectively discharge their responsibilities. Expert advice, training and guidance is already available on the online protective security hub, ProtectUK.</p> <p>Legislation for the proposed duty will be brought forward as soon as parliamentary time allows. Martyn's Law will extend to and apply across the whole of the United Kingdom.</p> <p>The proposals are outlined in considerable detail in the written ministerial statement which was issued on December 19th 2022 Written statements - Written questions, answers and statements - UK Parliament.</p> <p>Martyn's Law Factsheet provides a summary of the proposed legislation.</p>
Governors' Role	To note the above information.
For action by	All Governors

Contact	Perryn Jasper Prevent Coordinator and Hate Crime Lead Assurance Group – Community Safety Team London Borough of Barnet Email: perryn.jasper@barnet.gov.uk
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10.	SUPPORTED INTERNSHIPS
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Summary	<p>Supported Internships are an alternative offer of employability-based programmes for Young People with Learning Disabilities/Learning Difficulties/Autism, who have an Education Health and Care Plan (EHCP).</p> <p>If a placement has not yet been secured for September 2023, we may be able to assist you to access a Supported Internship. Please email the School Internships Team to express an interest: supported-internships@barnet.gov.uk.</p> <p>This opportunity is not suitable for learners with profound learning disabilities as the provision is not appropriate.</p> <p>The average length of each programme is one year. The aim of these programmes would be to provide supportive opportunities for young people to develop job skills, develop their independence, self-esteem and obtain a work placement which could lead to paid employment.</p> <p>As part of the programme, young people will be offered a supportive work placement in safe secure environments supported by organisations who are committed to the safeguarding and wellbeing of young people. Each placement would be tailored to the needs of the individual young person.</p> <p>There would also be opportunities for young people to access appropriate training in English, Maths, and IT whilst on these programmes and it may also be possible to access appropriate travel training as part of the programme.</p> <p>Throughout the programmes the young people will receive individual support and coaching whilst at the end of the programme they will receive ongoing support from a Job Coach to assist them towards paid employment opportunities.</p> <p>Assessment slots are available with MENCAP as soon as possible and include pre-internship spaces.</p>
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Governors' Role	To note the above information.
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For action by	All Governors
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Contact	Mamonyia David SEN Pathway Coordinator Barnet Education Learning Service Email: mamonyia.david@barnet.gov.uk
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11.	NATIONAL LEADERS OF GOVERNANCE (NLG) PROGRAMME SET TO BE SCRAPPED
Summary	<p>The Department for Education (DfE) is set to scrap the National Leaders of Governance (NLG) Programme just two years after its reform.</p> <p>A decade-long government programme supporting struggling schools to improve their governance is set to be scrapped as ministers bid to slash spending. The Department for Education-funded national leaders of governance (NLGs) scheme was first launched in 2012, and reformed in 2021, to help governance boards judged to be weak by regional directors.</p> <p>The National Governance Association (NGA) – which manages the initiative – said it has provided “much-needed rigour and focus” to the sector. But ministers have now confirmed the project will be axed when the contract comes to an end in late October.</p> <p>The NGA said it was left “disappointed” by the announcement, as chief executive Emma Knights stated the programme had “led to more secure schools and trusts”.</p> <p>‘We have had to take difficult decisions’</p> <p>The DfE noted it “extended the contract with NGA from June 27, 2023, so that schools and trusts awaiting an external review of governance may receive one”.</p> <p>The programme “will not take any new commissions going forward”. Communications to schools and trusts are also said to be “forthcoming”, as officials work with the NGA to confirm plans through to October.</p> <p>A DfE spokesperson also insisted “we have had to take difficult decisions over how taxpayers’ money is spent and should only step in where support is most needed”.</p> <p>External Review of Governance</p> <p>BPSI offer External Reviews of Governance for Governing Bodies as part of the consultancy offering for subscribing schools. These reviews cost 10 BPSI hours. An experienced Chair of Governors voluntarily accompanies the Lead Reviewer to support the process.</p>
Governors’ Role	To note the above information.
For action by	All Governors
Contact	George Paradigou Governor Services Barnet Education and Learning Service (BELS) Email: george.peradigou@barnet.gov.uk

Appendix 1

GOVERNANCE EFFECTIVENESS AUDIT

Name of school	Name of Chair and Vice Chair	Email addresses	
Theme	RAG Rating (Red, Amber, Green)	Provide evidence for the RAG rating and identify actions required	
<p>1. Effective Governance:</p> <ul style="list-style-type: none"> - Understanding the roles and responsibilities of the board and its three core functions. - Governors challenge and support the headteacher to ensure that pupils receive a high-quality education. - Minutes effectively capture the key points of meetings, particularly the quality of challenge. - Progress towards strategic goals is monitored routinely. - Governors stay informed about key themes of national education policy and the local education context. - Agenda setting is driven by the strategic planning cycle and develops the school's vision and ethos. - Governors contribute actively to school improvement. - Governors abide by the principle of collective decision-making and stand by the decisions of the board, even where their own view differs 			
<p>2. Governance Leadership:</p> <ul style="list-style-type: none"> - The Chair provides effective leadership. - The board is reflective and pro-active in identifying areas for development. 			

<ul style="list-style-type: none"> - Succession planning and induction prepares governors well for new roles. - Annual individual skills audits identify skills gaps and inform recruitment and training. - The Board formally evaluates its performance to inform a governance development plan. - Regular review of designated governor areas of responsibility. 		
<p>3. Commitment to the Role:</p> <ul style="list-style-type: none"> - Regular review and adherence to the Board’s Code of Conduct. - Commitment to Training and Ongoing Professional Development. - Every Governor makes a regular contribution. - Regular visits to the school. - Strong attendance at meetings - Willingness to take on governance leadership roles - Attendance at Induction training and Safeguarding for Governors within the first 6 months in the role. - Read the regular circulars from the LA and DfE on statutory and legal responsibilities 		
<p>4. Governance Regulations:</p> <ul style="list-style-type: none"> - Governors understand the legal, regulatory, and financial requirements. - All statutory requirements are fulfilled. For example, safeguarding requirements under Keeping Children Safe in Education (KCSiE) 2022 and responsibilities under the Equalities Act 2010. - The governance structure of the organisation is understood. - The size, composition and committee structure of the governing body is fit for purpose. - The board and committees are correctly constituted, and chair and committee chairs are re-elected each year. - There is clear delegation of governance functions. 		

<ul style="list-style-type: none"> - Effective monitoring of risk. 		
<p>5. Quality of Education:</p> <ul style="list-style-type: none"> - Governors hold leaders to account for the quality of education within the school and know what is being done to improve it. - Governors understand and monitor the school's curriculum. - They know the rationale for the curriculum and how it has been adapted to the needs of the school. - Governors understand how internal assessment informs pupil next steps and how the school is enacting these 		
<p>6. Behaviour:</p> <ul style="list-style-type: none"> - The school's behaviour policy is understood, and governors receive regular monitoring data. - Robust monitoring of attendance and attendance data. - Governors dealing with exclusions undertake appropriate training and understand the law around this. 		
<p>7. Resource Management:</p> <ul style="list-style-type: none"> - Understanding of the financial policies, procedures, and financial accountability of the organisation. - Utilisation of funding streams, including robust monitoring of pupil premium and sports premium and ensuring the best value for money. - Oversight of organisational staff performance management. - Approval of annual pay recommendations for all staff. - Conducting the headteacher's annual performance management. 		
<p>8. Community Engagement:</p> <ul style="list-style-type: none"> - Governors champion wellbeing across the whole school community and take positive steps to improve and manage wellbeing and mental health. - Governors maintain positive working relationships with staff. 		

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| - The board is proactive in consulting and responding to the views of stakeholders so that these views inform decision-making. | | |
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Local Authority Feedback: Written feedback will be sent to all Governing Boards which have submitted their audit by the given deadline.