

BELS Director's Report to Governors

SUMMER 2024

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***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, once more, brought huge challenges to the education sector. Those challenges have driven our new Draft Education Strategy 2024-2027 which is currently getting approval by the Council's Cabinet before going out to consultation with stakeholders.</p> <p>We are committed to ensuring that Barnet is the most family friendly borough in London. To assist us in achieving this we are focussed on building resilience in children, families and schools. The cost of living, falling rolls in part of the Borough, budgetary challenges and the rise in the number of children with complex needs is putting a huge strain on the system. This requires an effective strategic response. The new Education Strategy and the supporting sub-strategies for School and Settings Improvement, Post 16 and SEND and Alternative Provision (AP) describe some of the key recent developments and the measures proposed to counter the negative impact of deficit budgets and falling rolls and the additional challenges faced by a changing contextual background of pupils. In addition we have revised our SEND Transport Policies. The Draft Education Strategies and these Draft SEND Transport and Travel Assistance Policies will be circulated to you in the next couple of weeks. We would welcome your comments and feedback. In the meantime you can access them through the Council's website at:</p> <p>Agenda for Cabinet on Tuesday 14th May, 2024, 7.00 pm (moderngov.co.uk)</p> <p>Barnet is well known for the excellent quality of its schools and settings and the diversity of its educational offer. These are at the heart of Barnet's continuing success as a desirable place where people want to live, work and study. Excellent educational outcomes and ensuring children and young people are successful as they move into adulthood, equipped to meet the needs of employers and able to participate in their communities are vital to Barnet's future success. I would like to thank you, once again, for the role you play as governors/trustees of our Barnet family of schools, in ensuring that your schools are able to deliver the best possible education to your pupils.</p> <p>It is fair to say that all areas and agencies related to the delivery of education are facing huge financial challenges currently and everyone is having to make the necessary savings in order to be financially sustainable. School budgets are stretched, the Dedicated Schools Grant is stretched, particularly the High Needs Block, and Councils do not have the necessary resources. To add to the challenges, the make up of our schools is becoming more complex, with greater and more complex needs to have to meet, and the responsibilities and duties (both statutory and moral) are becoming greater for local authorities without the increased funding to be able to meet these. Barnet Education and Learning Service's (BELS) income primarily comes from the Council (around 88%) with a small amount coming from Traded Services and Grants that we have been successful in receiving. Due to inflation we have had to increase the price of our Traded Services to schools by 3.5%. We recognise that this has a knock-on effect on your schools, and we know we run the risk of losing trade simply because your schools cannot afford to buy our services. However, this then has a knock-on effect on us. The Council has a significant budget gap so does not have the available resources to make up these losses. The Council values education and is proud of the quality of its schools and settings but it has so many other areas of expenditure that are equally as important. As you can appreciate, budget setting is becoming just as hard for BELS as it is for schools, for settings and for the Council. The Satisfaction Surveys, that we send out every October, demonstrates how</p>

	<p>much you value the services we provide, both statutory and traded. We really do appreciate you continuing to trust in BELS, and working in partnership with us, to deliver the best possible services to you.</p> <p>This Director's Report to Governors and the Briefing with Chairs and Vice Chairs on the 16th May includes some really important items which hopefully support you in the role that you undertake with governors. We would welcome feedback on anything that you think we have not covered or you need more support with. Please send any comments to george.peradigou@barnet.gov.uk</p> <p>A reminder that the Director's Meeting with Chairs and Vice-Chairs is taking place on Thursday 16th May 6.00-8.00pm. Agenda items will include:</p> <ul style="list-style-type: none"> - BELS staffing updates - Online Safety – Funded Project (Breck Foundation) - Finance Processes for Maintained Schools - School Leadership Structures, Amalgamations, Federations and Academisation - Health and Safety in Barnet School Buildings - Religious Education in schools - SEND Update - Ofsted Update - Ofsted Experiences <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	Neil Marlow Chief Executive and Director of Education and Learning Barnet Education and Learning Service (BELS) Email: neil.marlow@barnet.gov.uk

2.	GOVERNOR TRAINING PROGRAMME
Summary	<p>The Governor Training Programme has been updated with the new batch of courses for the coming terms and can be found HERE. Please see Appendix 1 for help to create an account and begin registering for courses. If you require assistance, please contact BELS.Training@barnet.gov.uk.</p> <p>Courses this term:</p> <p>The Headteacher's Performance Management & Appraisal Process – Mon 13 May 18:00</p> <p>Director's Briefing to Chairs and Vice Chairs - Thu 16 May 18:00-20:00</p> <p>Curriculum – What Governors Need to Know - Mon 20 May 18:30-19:30</p> <p>Action Planning and Evaluation for Governing Boards - Thu, 23 May 18:00-19:30</p> <p>The Ofsted Framework - Tue, 04 Jun 18:00-19:30</p> <p>Safeguarding for the Designated Safeguarding Governor - Wed, 05 Jun 18:00-20:00</p> <p>The Role of the Committee Chair - Thu, 06 Jun 18:00-19:30</p> <p>Induction for Newish Governors - Mon, 10 Jun 18:00-19:30</p>

	<p>Safeguarding: Safer Working Practices and Reporting Concerns - Tue, 11 Jun 18:00-19:30</p> <p>Ofsted Ready: Interview Prep - Wed, 19 Jun 18:00-19:00</p> <p>Safeguarding Forum: Safeguarding Compliance & Prevent Duty - Tue, 25 Jun 18:00-19:30</p> <p>Discussion Forum for Chairs and Vice Chairs - Wed, 26 Jun 18:00-19:30 (in person)</p> <p>Evaluating SEND to ensure Good Practice - Mon, 01 Jul 18:00-19:30</p> <p>Safeguarding for all Governors - Mon, 08 Jul 18:00-19:30</p> <p>Exclusions and Suspensions: The role of the Governor - Wed, 10 Jul 18:00-19:30</p> <p><i>Any price shown on the portal for subscribing schools will reduce to zero upon checkout.</i></p> <p>The DfE lists a lack of training as grounds for suspension of a governor. This reflects how important it is to ensure your governors are upskilling. Your Governing Board's code of conduct should also highlight expectations around governor training. For new governors, our induction training will also cover this. Please continue to take advantage of the local intelligence on offer.</p> <p>By ensuring governors are upskilling, the Chair will build an effective board, from which future leaders will naturally emerge to aid with succession planning. A training log can be kept to monitor this (usually updated at board meetings where governors are given the opportunity to report back on training they've undertaken). The annual Governance Audit / skills audits can also be used to evaluate skills gaps and training needs. Appointing a Designated Governor for Training to keep track of this is advised.</p> <p>Subscribing schools also have access to our advice service, including procedural and constitutional advice, termly governor updates, support with elections, governor recruitment, chair mentoring, etc.</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.	GOVERNANCE EFFECTIVENESS AUDIT
Summary	<p>As usual, this Summer term we are circulating the Governance Effectiveness Audit (see Appendix 2). As announced last summer, the new audit has been cut down to just 8 RAG-rated themes (from the previous 45 questions, which many reported was too time-consuming).</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 26 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 (e.g: referring to the School Improvement Plan).</p>

	<p>Audits should be undertaken as a collective board exercise or a delegated sub-set of governors, rather than by the Chair or Headteacher alone. We recommend carrying out the audit in real time, based on the current state of governance.</p> <p>As well as helping us understand the effectiveness of governance, emerging themes also help determine governor training requirements.</p> <p>At next term's Director's Briefing to Chairs and Vice Chairs, we will summarise emerging themes and offer suggestions to help overcome the main challenges identified.</p> <p>You may recall that, in response to last year's emerging themes, we introduced a new governor training course on Action Planning and Evaluation for Governing Boards. This session will take place at 6pm on 23 May via MS Teams. This course will provide further guidance on how governing boards can reflect and evaluate their effectiveness and develop a governance action plan to monitor improvements and areas for development.</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

4.	SCHOOL LEADERSHIP STRUCTURES
Summary	<p>The Chairs and Vice Chair's Briefing on 16 May will feature a presentation on strategic options for school governing boards. This presentation was triggered by a remark Neil Marlow made during the last briefing during his review of the current state of Barnet schools' finances.</p> <p>He mentioned that one of the options may be to consider structural change, and it occurred to me that some governing bodies may not know quite where to start.</p> <p>As I've done something similar with two small federations within Barnet, and a titan primary in Brent, I hoped it might be helpful to prepare a model PowerPoint of the various options before our schools.</p> <p>This presentation sets out to enable schools contemplating structural change to consider, first, the current state of play and, then, the various choices they have. For each of these, I set out some indicative pros and cons that will – at the very least – help you and your colleagues to eliminate some that don't appeal.</p> <p>The overall aim is to empower you to begin the process of strategic re-evaluation with something more than a blank piece of paper in front of you.</p> <p>At the end, you'll find three options for next steps, should you wish to take them: request a workable version of the PowerPoint, express an interest in forming a group where Chairs</p>

	can discuss their particular challenges among a confidential peer group, or seek a one-to-one session with me to spin your wheels in complete confidence.
Governors' Role	To note the above information.
For action by	All Governors
Contact	Ian Phillips Chair Mentor Clew Education Email: ian@cleweducation.uk

5.	BRECK FOUNDATION – FUNDED ONLINE SAFETY BRIEFINGS FOR SCHOOLS IN BARNET
Summary	<p><u>Who are we?</u> We are a Southeast-based charity, founded in 2014 in response to the tragic loss of Breck Bednar, a 14-year-old boy who was groomed and murdered by an online predator. We reach thousands of children and young people in schools and other community settings with Breck's story every year. Our talks and educational resources empower children to be better digital citizens and protect their wellbeing whilst staying safe from online abuse, exploitation, and grooming. Our founder, Lorin LaFave Gordon, believes that if her son Breck had heard the talks we deliver he would still be alive today.</p> <p><u>We help cover the UK curriculum</u> Our main teaching for all ages shows how to spot the signs of grooming and how to report concerns but for different age groups we also touch on related topics such as Nude Selfies, Grooming through gift-giving, and County Lines Gang Recruitment – we can also deliver satellite presentations on Fake News, Wellbeing and Digital Citizenship. If your school has a specific issue you would like us to incorporate, we can do so. We have tailored age-appropriate presentations for ages 5 and upwards till the end of year 13. Our speakers get brilliant feedback from children, teachers and parents.</p> <p><u>FULLY FUNDED Projects and Talks for schools in the Barnet area</u> We deliver powerful, inspiring online safety presentations to children, parents, teachers, governors and other school staff. Breck's story is relatable, topical, moving, and has the power to reach people of all ages – and persuade them to act - in a way that traditional online safety talks do not. We tend to deliver sessions for two-year groups at a time as all our presentations are adapted to be age-appropriate.</p> <p>We currently have funding available for schools in the Barnet area – this means that your school can qualify to receive these presentations at no extra cost. If you are interested in booking with us or just finding out a little more, please do not hesitate to contact us via the details below.</p>
Governors' Role	To note the above information.
For action by	All Governors
Contact	Yanika Bateikina Project Manager

Breck Foundation
Email: yanika.bateikina@breckfoundation.org

6. HEALTH AND SAFETY - BARNET SCHOOL BUILDINGS

Summary

Colleagues may be aware that the Health and Safety Executive have recently carried out visits to schools in Barnet to assess arrangements for the management of Asbestos. We felt this an opportune time to remind Governing Bodies of their responsibility for Health and Safety, and for community schools, the shared duty with the council as the employer.

For LA maintained schools, funding arrangements mean that local authorities provide a delegated budget to each of those schools in order that they can take control of day-to-day issues. In the case of community schools, the local authority is still the employer and therefore retains certain legal responsibility under health and safety law. For non-community schools the responsibility sits solely with the Governing Body and Headteacher.

For community schools in Barnet (LBB), the responsibility for maintenance and upkeep of the building is delegated to Governing bodies, as well as the associated funding as agreed in the education funding scheme. This includes all the required statutory tests and inspections, as well as actions arising thereof. As the employer, the council's duty extends to ensuring the arrangements for managing risks in our schools are sensibly implemented. This requires LBB to set authority wide health and safety policies and procedures and communicate these. We also provide some competent advice and monitor schools to check policies and procedures are implemented and working.

As the employer in **community schools**, LBB is responsible for ensuring that each of our schools has arranged access to additional competent health and safety advice, to assist them in identifying and managing significant health and safety risks. This extends to ensuring schools have competent advice and support to identify and manage premises related risks such as Asbestos, or Legionella, etc. As funding for this is delegated, governing bodies may select sources of advice and guidance from other providers - or purchase this as a service from the local authority. It is important to note that obtaining health and safety advice in this way does not mean that schools can overlook the authority's health and safety policies or fail to provide LBB with information to enable them to monitor compliance.

For **non-community schools**, it is essential that you have access to competent advice, not only to advise you on significant health and safety risks and how to minimise those, but also on building management and compliance. The council can provide this for you as part of a traded service or we can advise you on what you may need.

It is vital that all schools review arrangements for managing premises compliance, and where you obtain your services and advice from. Schools should also review actions arising from statutory tests and inspections to ensure they are carried out. In addition, please ensure that your school fully cooperates with requests from the council to provide information on health and safety, and premise compliance; this is a requirement for community schools.

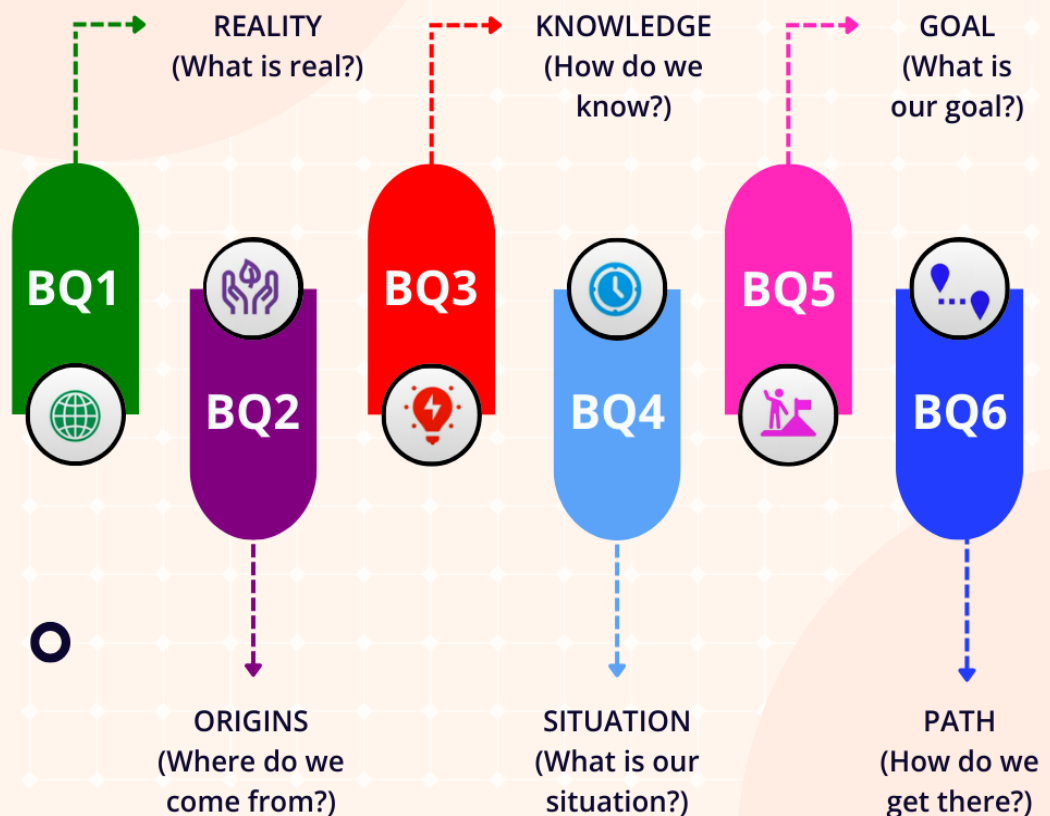
The Safety, Health and Wellbeing service is available to discuss this with you, and offer any support we can to assist you in meeting these requirements – shaw@barnet.gov.uk

Governors' Role	To note the above information.
For action by	All Governors
Contact	Mike Koumi Head Of Safety Health And Wellbeing (SHaW) Adults & Health - Public Health & Prevention Barnet Local Authority Email: michael.koumi@barnet.gov.uk

7.	THE STATE OF RELIGIOUS EDUCATION IN ENGLAND – OFSTED REPORT, APRIL 2024
Summary	<p>Head Teachers, Governors and the wider community should be made aware of Ofsted's increased scrutiny of the Religious Education curriculum. The Ofsted report released in April 2024 examines the state of religious education (RE) in England, focusing on the curriculum, teaching, and assessment in schools. It highlights the challenges and shortcomings of the current RE curriculum and provides recommendations for improvements:</p> <ul style="list-style-type: none"> • Make sure there is a distinct curriculum in place for teaching RE at all key stages. This should be rigorous and challenging and it demonstrably build on what pupils already know. • Leaders in secondary schools should design the curriculum to meet or exceed exam board specifications, rather than be driven by them. • Make sure that all teachers have the subject and pedagogical knowledge that they need to teach RE well. • Organise the timetable for RE so that gaps between teaching are minimised. • Provide opportunities for pupils to review and build on important knowledge over time. Pupils should be able to use the knowledge that they gained in previous years as the curriculum becomes increasingly more complex and demanding. <p>The full report can be accessed here: https://www.gov.uk/government/publications/subject-report-series-religious-education/deep-and-meaningful-the-religious-education-subject-report</p> <p>Barnet SACRE Agreed Syllabus Conference is preparing to launch a new RE curriculum.</p> <p>Considering the increased interest and concern in the state of religious education nationally, it is timely that Barnet SACRE and the wider Barnet community had already identified this need and have been working hard since 2021 to produce a ground-breaking research based syllabus for RE.</p> <p>A group of religious education specialists consisting of teachers, head teachers, primary writers, secondary writers, religious education advisors and highly regarded academics have been engaged in this epic task of creating a curriculum fit for the children and community in Barnet for 2024/25. The syllabus is founded on the principles of Ann Taves, a highly regarded academic in the religious education academic community.</p>

The syllabus will have a 'soft launch' at the 25th June 2024 SACRE meeting at Ashmole Academy 4.30-7.00pm: all welcome to attend. Book your place at: <https://www.eventbrite.co.uk/e/891115830437?aff=oddtcreator>

Bringing the high-level academic religion and worldviews approach of Anne Taves into the RE Classroom



Governors' Role	To note the above information.
For action by	All Governors
Contact	Jan McGuire Independent National Religious Education & SMSC Trainer School Adviser to Barnet SACRE janmcguire@btinternet.com

8.	SAFEGUARDING UPDATE
Summary	<p><u>Israel / Iran Conflict – Guidance for Schools</u></p> <p>Many young people will have a strong personal interest in these issues, and I am aware that in some schools this may lead to political activity by older pupils. Schools should ensure that political expression by pupils is done sensitively, avoiding disruption and feelings of intimidation or targeting for other pupils and staff. Schools should also make every effort to ensure that this activity does not extend to discriminatory bullying or involve the expression of antisemitic, anti-Muslim, or other discriminatory views. Where this does happen, the Department for Education expect schools to deal with these incidents with all due seriousness, in line with their behaviour policy.</p> <p>Depending on the circumstances, safeguarding leads may also look to determine whether abusive and discriminatory views expressed or shared by pupils are representative of a wider susceptibility and consider the appropriateness of engaging with support through the Prevent programme. Teachers and other staff should exercise their professional judgment about whether a referral is appropriate, as they do for all other safeguarding risks. Further training and more discussion around radicalisation will help in addressing this, and advice and guidance is available on Educate Against Hate and GOV.UK or Barnet Prevent lead perryn.jasper@barnet.gov.uk, 020 8359 7371, in making these decisions.</p> <p>Schools should also be mindful of their legal duties regarding political impartiality and should always avoid working with organisations that promote antisemitic, anti-Muslim or any other discriminatory views. The Department for Education has published clear and comprehensive guidance to help those working with and in schools to better understand legal duties on political impartiality. The guidance can be found here: https://www.gov.uk/government/publications/political-impartiality-in-schools</p> <p><u>DfE Call for Evidence – Safeguarding Practice Development and Direction</u></p> <p>The DfE are launching a 12-week call for evidence to take the views of schools, colleges, and other professionals on safeguarding practice development and direction, in advance of keeping children safe in education (KCSIE) 2025.</p> <p>They are seeking your views on:</p> <ul style="list-style-type: none"> • the role of designated safeguarding leads • child safeguarding information • safer staff recruitment • filtering and monitoring • supporting children following reports of sexual violence and harassment • protecting children in boarding and residential special schools • quality assuring safeguarding • children bringing their own devices to schools • artificial intelligence <p>Information of how to get involved can be found here.</p>
Governors' Role	To note the above information.

For action by	All Governors
Contact	Perryn Jasper Prevent Co-ordinator and Hate Crime Lead Assurance and Public Protection Email: perryn.jasper@barnet.gov.uk

9.	FINANCE PROCESSES FOR MAINTAINED SCHOOLS
Summary	<p>Internal Audit</p> <ul style="list-style-type: none"> • The Council's Internal Audit service undertake audits of all Barnet's maintained schools • Requirement of Scheme for Financing Schools, which sets out the financial relationship between the authority and the maintained schools which it funds • Visit each school every 3-5 years on a risk basis • Scope of the audits: <ul style="list-style-type: none"> • Governance • Financial Planning • Budget Monitoring • Purchasing • Contracts • Income • Lettings • Banking & Petty Cash • Payroll • Tax • Voluntary Funds • Assets • Insurance • Data Security • Pupil Premium • Safeguarding (<i>Scope limited to confirmation as to whether the school has completed a Safeguarding audit tool and whether any issues were noted over its Single Central Record</i>) • Schools Financial Values Standard (review of school's SFVS self-assessment to confirm if any discrepancies in judgements) • Issue audit reports with ratings of Substantial / Reasonable / Limited or No Assurance • Outcomes reported to the Governance, Audit, Risk Management and Standards (GARMS) Committee • Summary detail reported to GARMS if audit is Limited or No Assurance • Link also published to full audit report • Where critical or high priority actions are agreed, Internal Audit follow-up to confirm these actions have been implemented and report the outcome to GARMS • Escalation protocol in place with the BELS Chief Executive and Director of Education and Learning: <ul style="list-style-type: none"> • If Internal Audit conduct two follow-up visits and critical or high priority actions remain not implemented, this is escalated to BELS and LBB Finance. • Meeting arranged to discuss with Governors.

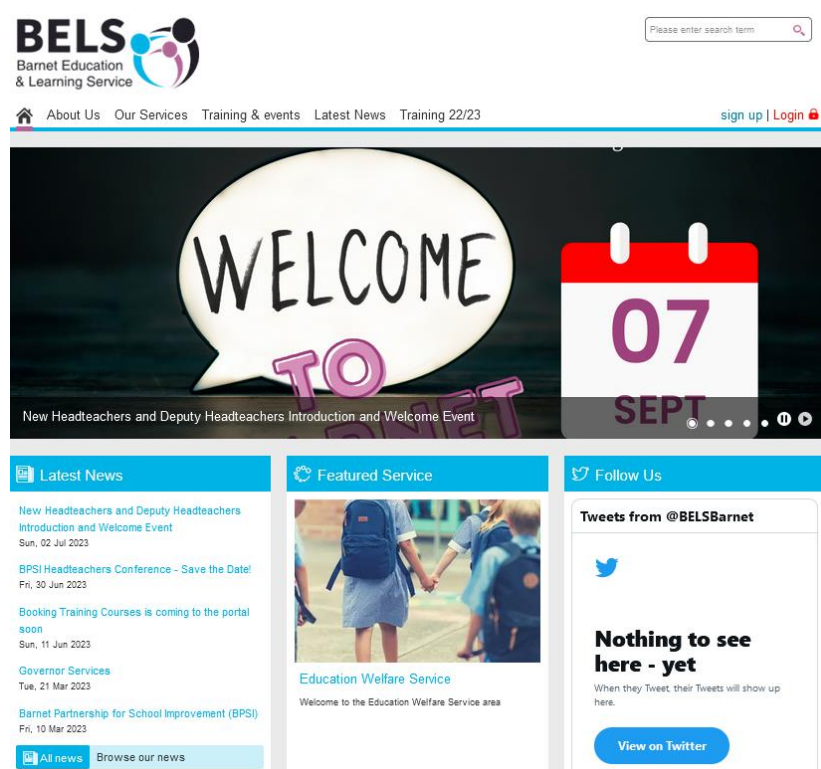
	<ul style="list-style-type: none"> • Chair of Governors / Chair of Finance Committee then invited to attend GARMS Committee as answerable to the Council about plans to bring budgetary procedures and control into order. • If this invitation is refused, the Director of Education and Learning will issue a Warning Notice. • If issue not then resolved, the Director of Education and Learning will issue a further Warning Notice. • If issue still not then resolved, the Director of Education and Learning will Withdraw Delegation <p>Corporate Anti-Fraud Team (CAFT)</p> <ul style="list-style-type: none"> • Schools should report all suspicions of fraud to the Corporate Anti-Fraud Team (CAFT) • If the suspicion relates to a member of staff at the school, please contact CAFT before contacting HR as otherwise potential prosecutions could be compromised • Contact: Yvette Lynch, CAFT Manager yvette.lynch@barnet.gov.uk • Fraud hotline: 020 8359 2007
Governors' Role	To note the above information.
For action by	All Governors
Contact	Caroline Glitre Head of Internal Audit – Assurance & Public Protection Internal Audit & Corporate Anti-Fraud Team (CAFT) London Borough of Barnet Email: Caroline.Glitr@barnet.gov.uk

Appendix 1

BELS Online Portal Guide

Logging on for the first time.

www.BELSTradedServices.uk



- Click on Login at the top right of the website.

The login button will take you to the login page with Username and Password fields. This is the same page that everyone uses to login to the SLA Online system and you are now within a secure area.

Logging in for the first time

An account has been set up with your email address but on your first visit to the portal, you will need to re-set your password.

- Click Forgotten Password?
- Enter your email address in the top box
- Click the Reset button

The system will forward a temporary password to the email address entered above (if this is a registered address).

Client Login

xxxx@xxx.xx

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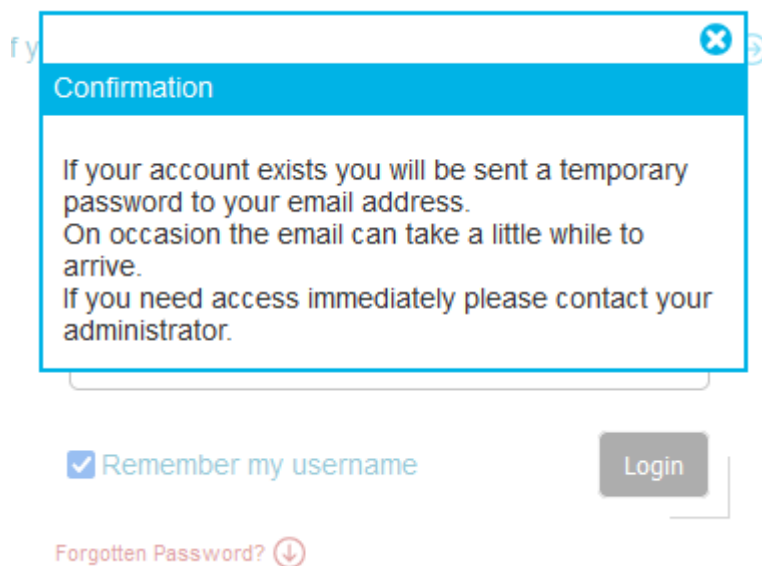
Remember my username

Forgotten Password?

Reset Password

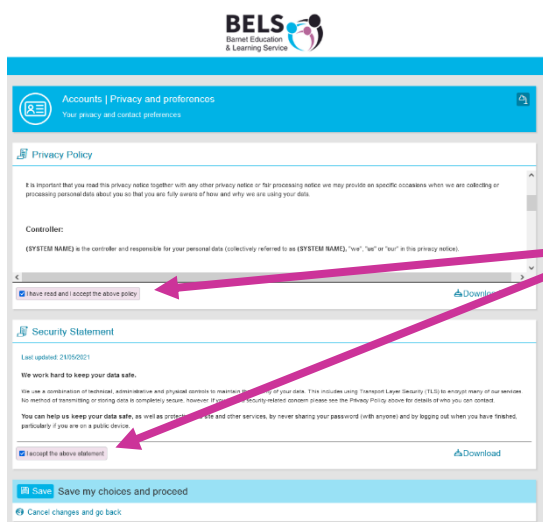
Click the button below to have a new temporary password resent to your email address as entered above.

This will be delivered from **BELS | Barnet Education and Learning Service** <support@frontlinedata.co.uk> so you may wish to save this as a contact to ensure the notifications don't go into your junk!



You will receive a confirmation message that you have been sent a temporary password.

- Please copy the temporary password and return to the website
- Paste the temporary password in the password box and hit Login
- You will be prompted to enter a new password and then Hit 'Save'



Privacy and Security Statement

On your first log-in you will be asked to tick that you have read the Privacy and Security Policies. Both can be view and downloaded if you choose.

Welcome to the portal - you are now logged on!

If you have any issues with logging on, please contact BELS.Training@barnet.gov.uk

BELS
Barnet Education & Learning Service

Settings ? Logout

Sample Maintained Primary Sc... [dropdown]

Home Services Store Training Communication Resources Setup [Basket]

Welcome | Carrie @ Sample Maintained Primary School

Enter your keywords here and then click enter to search [Search]

2023 BPSI RESIDENTIAL HEADTEACHERS CONFERENCE

Speakers include Miranda Perry, Greg Bottrell and Clare Sealy

BPSI Headteachers Conference - Save the Date!

Quick options

- My profile Contact details and preferences
- Manage purchases
- View purchases report
- View billing statements
- Browse training and other events

Upcoming events

July 2023

Mon	Tue	Wed	Thu	Fri	Sat	Sun
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Traded Services 2023/24

- Shop now through the Store
- Annual order for 2023 / 24

Appendix 2

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. 					

<ul style="list-style-type: none"> - The board is reflective and pro-active in identifying areas for development. - 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. 		

- 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.