



ODST GOVERNANCE HANDBOOK 2024

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Welcome



Anne Dellar
Chief Executive, ODST

Welcome to the 2024/25 edition of the ODST Governance Handbook. As we embark on another year working together to support the children and young people in our ODST schools, I am grateful to each one of you for all you do. We hope that the information in this handbook is useful to you, but as ever, please do not hesitate to get in touch if there is anything about which you are unsure.

We are proud of our Common Vision for the Common Good. Each one of you makes a difference, not only to the pupils in your care, but also to your colleagues, to parents and to the community in which your school is embedded. Many of you are increasingly supporting colleagues in other schools to ensure all pupils across the Trust can thrive – this is an amazing community effort. Thank you!

Strategically, the central team is working this year on increasing our support for governance, recognising the vital role that our LGB members play in the organisation; we are continuing to work on improving outcomes for our pupils and will continue the writing project across the Trust; we are rolling out our review project (Growing Great People) in all our schools to consider how we might improve our appraisal system going forward; we are working hard to mitigate the financial challenges being faced by the sector as a whole and we are seeking to develop our systems in a number of key areas, including health and safety, procurement and safeguarding.

Our vision as an organisation is rooted in our belief that all children matter, that we can positively influence their lives to help them become the best they can be, and that by working together we can make the biggest difference. We therefore couldn't achieve anything as an organisation without the professionalism, commitment, ability and love that you bring to your roles. I passionately believe that the thing that makes us special is those who work and volunteer for us. Thank you.

Vision & Values

ODST's vision for education centres on our sense of a community which works for the common good.



ODST's vision and values guide our strategic planning. Everything above is put into practice through centrally produced policies and procedures, and we aim to embed it in our culture, in the way we approach every decision. We encourage all schools to consider how this vision is implemented locally, and how it complements school-specific values.

ODST Church of England schools should also be familiar with the National CofE Education Office vision for education, which centres on wisdom, hope, community and dignity. We are also committed to supporting our schools without a religious designation to develop their vision and values appropriate for their unique school setting.

Mutual Accountability

ODST operates on a principle of mutual accountability – we all work together towards our Common Vision for the Common Good.

We appreciate the many and varied roles played by each individual, each with their own set of accountabilities and key tasks, some of which we will outline in this handbook.

We are stronger together than we are as individuals, however, and we recognise that roles and responsibilities overlap and what we are achieving as an organisation is fundamentally a collective rather than an individual endeavour.

Safeguarding

Safeguarding and promoting the welfare of children is everyone's responsibility. *Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interest of the child.*

Schools must use the ODST Safeguarding Standard (2023-2024) to ensure standardisation and follow the relevant guidance. The guidance is supported by training and materials for schools within a 'must', 'should' and 'could' structure, so that there is clarity and support around what is necessary, what is good practice, and what materials are available to supplement schools' systems and structures. Where schools are not able to follow the Safeguarding Standard, Schools must ensure that this has been done in consultation with the relevant ODST link personnel

All Trustees and LGB Members must complete the mandatory Generalist (Level 2) safeguarding training and must also be familiar with the most recent [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education). All staff, LGB Members, and volunteers must have read the Child Protection and Safeguarding Policy and know who the named DSL's are in their school.



Role of Staff and Volunteers.

ODST staff and volunteers create a positive culture where safeguarding is regarded of paramount importance and is a part of everyday life, backed up by training at every level.

Role of Trustees and LGBs

They bear the ultimate responsibility for safeguarding and should ensure, in conjunction with the headteacher that the Single Central Record (see below) is up to date and staff training is maintained. The LGB will ensure that the school will safeguard and promote the welfare of pupils and work together with agencies to ensure that the school has adequate arrangements to identify, assess and support those children who are suffering or where significant harm is suggested.

Role of Designated Safeguarding Lead (DSL).

This is a single point of contact within the school who is qualified to handle abuse referrals and collecting and collating the ensuing relevant information. A DSL has the status and authority within a school to commit resources to safeguarding actions and issues. They are also required to support and direct staff on safeguarding issues.

Prevention of Terrorism

The Prevent duty requires all schools to "have due regard to the need to prevent people being drawn into terrorism", under the [Counter-Terrorism and Security Act 2015](#). The duty covers all types of extremism, whether political, religious or ideological.



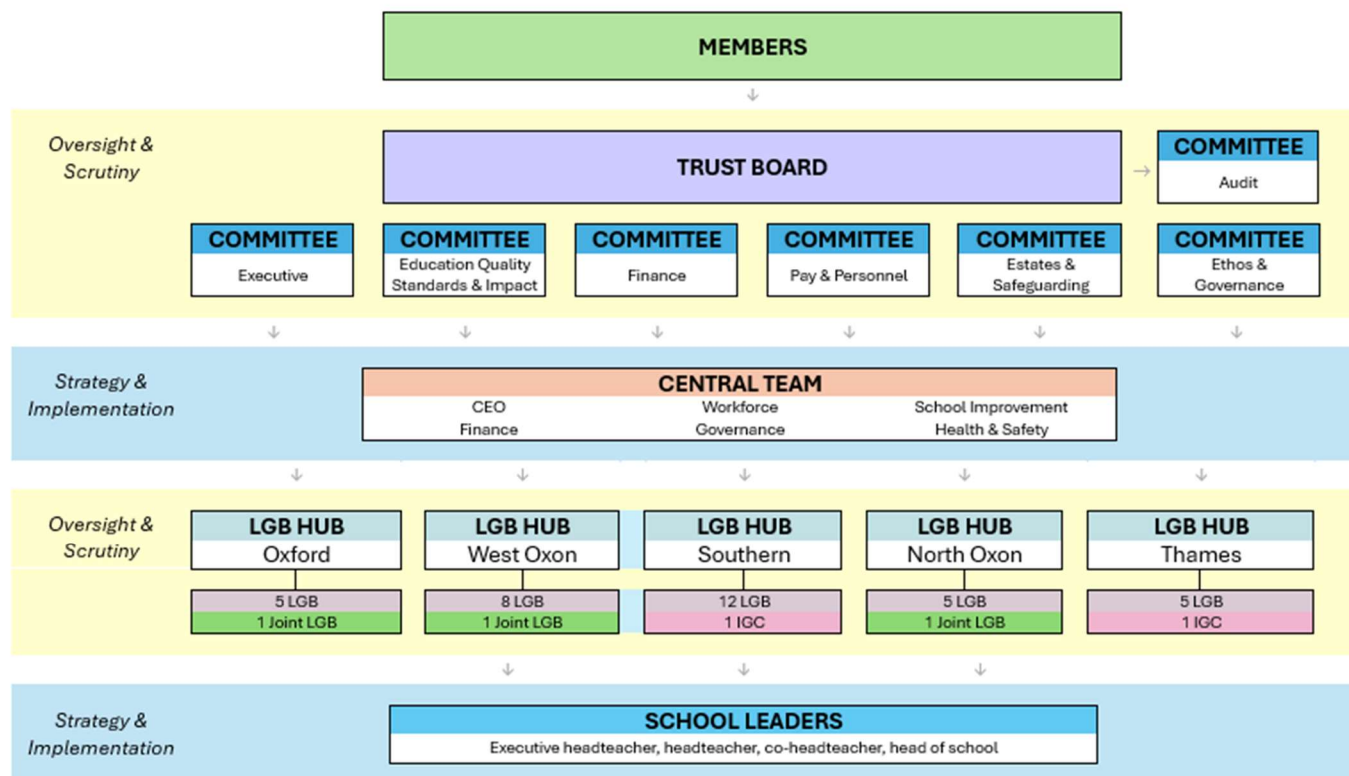
What does it mean for my school?

Your school needs to protect pupils from the risk of radicalisation, as part of its wider safeguarding duties and duty to promote community cohesion.

To do this, your school should:

- ✓ Promote the fundamental British Values in its curriculum
- ✓ Make sure it's a safe space for pupils to discuss sensitive topics, including terrorism and extremism
- ✓ Make sure it has robust safeguarding procedures to identify children at risk
- ✓ Engage with your local authority's (LA's) risk assessment to determine the potential risk of individuals being drawn into terrorism in your local area
- ✓ Make sure it has measures in place to protect pupils from harmful online content, including setting up appropriate filtering systems
- ✓ Make sure staff receive training to help them identify pupils at risk, challenge extremist ideas, and know how to act if they have a concern
- ✓ The designated safeguarding lead **must** have Prevent awareness training
- ✓ All LGB Members must complete the e-learning on Prevent Duty

Organisational Structure



Members



- Signatories to the Articles
- Appoint Trustees and can remove Trustees in specific circumstances
- Guardians of the public asset and ethos

Members play a limited but crucial role in safeguarding the ODST governance and are not involved in the day-to-day business of ODST.

They assure themselves that

- the governance of ODST is effective
- the trustees are acting in accordance with ODST's charitable object(s)

The Members do have powers to step in if governance is failing. They have an important role based on a number of key powers set out in articles of association and in company law but are not expected to act as if they are trustees, making operating decisions. Their main responsibilities are to appoint the trustees and the auditors.

The Members themselves are all appointed by the Diocesan Board of Education, which is itself a member in its corporate capacity.

The Trust Board



- Charity Trustees/Company Directors
- Determine vision, values, strategic direction
- Define Scheme of Delegation
- Appoint committee members/LGBs

ODST has an experienced Board of Trustees, which governs the work of the organisation, ensuring educational excellence, financial success and an effective and well-supported workforce, in line with the organisation's core vision.

The trustees are accountable to external government agencies including the Charity Commission and the Department for Education (including any successor bodies) for the quality of the education they provide and they are required to have systems in place through which they can assure themselves of quality, safety and good practice. For all the ODSST academies that are designated as Church of England schools, the trustees are also accountable to the Oxford Diocesan Board of Education (the "DBE") under the provisions of the Diocesan Boards of Education Measure 2021 and to the land trustees of the school site to ensure that such schools are conducted as a Church of England school.

The Board is chaired by Kathy Winrow, MBE, and meets five times a year with an additional strategy day to discuss key issues and set priorities for the future based on up-to-date contextualised data and other information from all the schools in the trust alongside evidence from national, local authority and diocesan partners.

The Board has overall responsibility, and the trustees are the ultimate decision-making authority for all the work of the Company, including the establishing and running of Church of England schools. This is largely exercised through strategic planning and the setting of policy. It is managed through business planning, monitoring of budgets, performance management, the setting of standards and the implementation of quality management processes. Trustees have the power to direct change and set policy where required (again in accordance with the terms and parameters set out in this Scheme and subject to their powers under the Articles) but exercise this power together with the Local Governing Body in accordance with the terms and parameters set out in this Scheme.

They have a legal duty to act in the fulfilment of the Company's Objects. They also have a duty to the DBE to uphold the Anglican character of Church schools and to have regard to the advice of the DBE in that regard.

In general terms, the responsibility of the trustees in so far as the business is concerned is to determine the policy and procedures of the Trust and its schools and to consider and respond to strategic issues. The trustees are expected to decide what constitutes a strategic issue, having regard to all the circumstances.

This Scheme may be terminated by the trustees at any time by giving notice in writing to Local Governing Bodies and the trustees also have the right to review this and to alter any provisions. Trustees are committed to working collaboratively with LGBs and will have regard to and give due consideration of their views.

ODST Trustees are accountable to the Secretary of State via the Regional Director for the performance of ODSST schools and the Trust's performance as a charity and as a company. While functions are delegated to LGBs (see below), Trustees may intervene, where necessary.

For information on our ODSST Trustees visit [Oxford Diocesan Schools Trust - Trustees \(odst.org.uk\)](https://odst.org.uk)

Committees of the Trust Board

Our strategy and guidance is managed through a network of committees, which meet regularly throughout the year. Further details and a list of current postholders can be found on our website; [Oxford Diocesan Schools Trust - Key MAT information \(odst.org.uk\)](https://www.odst.org.uk)

COMMITTEES OF THE TRUST BOARD

- Trust Board determines the remit and membership of committees; Audit, Executive, Education Quality, Standards & Impact, Finance, Pay & Personnel, Estates & Safeguarding, Ethos & Governance

Audit

To assist the ODST Board in fulfilling its oversight responsibilities with particular reference to strategic financial reporting, internal control, risk management and external audit.

Education, Quality Standards and Impact

To oversee the academic effectiveness, including curriculum delivery, of all our schools and the Christian distinctiveness of CE schools.

Estates and Safeguarding

To monitor premises and health and safety work in the Trust.

Ethos and Governance

To monitor the spiritual and pastoral care of all members of our school communities, ensuring that leaders are supported and trained. To oversee governance across all the Local Governing Bodies, including the appointment of LGB members.

Executive

To consider, oversee, determine or make any recommendations to the Main Board and subject to the Board's reserved powers.

Finance

To monitor the work of the Trust in terms of its financial control.

Pay and Personnel

To make appropriate recommendations on people-related matters, including procedures.

Local Governing Body

LOCAL GOVERNING BODY

- Must comply with the Trust's Scheme of Delegation
- They are committees of the Trust Board
- They have no Legal recognition but are full and formal part of the Trust's governance structure

An ODST Local Governing Body (LGB) has delegated powers to act on behalf of Trustees as the school's accountable body through the Scheme of Delegation. It is responsible for the conduct of the school and for promoting high standards. The LGB aims to ensure that children are attending an effective school which provides them with a good education and supports their well-being. ODST trustees recognise that over recent years the responsibilities of LGBs have grown to encompass pupil outcomes, school's responsibility for pupils' behaviour, children and young peoples' health and well-being in the community, and for a wide range of extended services provision out of school hours.

Role of the LGB

The LGB has oversight and scrutiny responsibilities, they ensure that statutory policies are in place and that they can hold the school leadership team to account

THE LGB OVERSEES THE PERFORMANCE OF THE SCHOOL BY



- ensuring there is clarity of vision, ethos and strategic direction
- ensuring that the school's foundation is respected and continues to be lived out
- holding executive leaders to account for the educational performance of the organisation and its pupils and the performance management of staff
- overseeing the financial performance of the organisation and making sure its money is well spent
- ensuring the voices of stakeholders are heard

THE LGB CONTRIBUTES TO IMPLEMENTATION OF TRUST



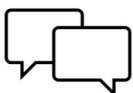
- ensuring the effectiveness of safeguarding for pupils
- setting and monitoring progress towards targets
- ensuring that provision for children with SEND and from disadvantaged groups is of high quality
- engaging with the performance the headteacher alongside central team colleagues
- monitoring the performance management and associated salary decisions for staff
- engage fully with the process of the appointment of a Headteacher
- engaging with stakeholders
- fostering a greater understanding of and promotion of all forms of equality and respect
- ensuring the highest expectations for behaviour
- overseeing the school's self-evaluation and engaging with external evaluation (eg. Ofsted and SIAMS)

THE LGB ENSURES FINANCIAL PROBITY BY



- recommending an appropriate budget to trustees to ensure vision and ambition for the school
- monitoring spending against the budget
- ensuring the effective use of grants and additional funding
- ensuring value for money is obtained
- ensuring risks to the organisation are managed

THE LGB ENSURES THAT OTHERS IN THE SCHOOL COMMUNITY GET THEIR VOICES HEARD BY



- gathering the views of pupils, parents and staff and reporting on the results
- reaching out to the school's wider community including the local church where appropriate and inviting them to play their part
- using the views of stakeholders to shape the school's culture and the underpinning strategy, policies and procedures

Accounting Officer

The Accounting Officer is the key individual who links the accountability and governance structures of ODST. They must assure the Board of the Trust's compliance with the requirements of Academies Trust Handbook, its funding agreement and all relevant aspects of company and charitable law.

Company Secretary

The Company Secretary is accountable for supporting high standards of governance, including organising and clerking Board and committee meetings; keeping accurate records of actions and decisions arising from meetings; and supporting the effective induction of new Members and Trustees.

Central Team

The ODST Central Team is here to help and support those working at school level, providing central services and guidance, and reporting regularly to the ODST Board of Trustees.

The Central Team is also responsible for liaison with regional and national legislative bodies such as Local Authorities, Regional Schools Commissioner, Department for Education and Ofsted.

Key Central Staff

| | |
|--------------------------------|----------------|
| Chief Executive Officer | Anne Dellar |
| Deputy Chief Executive Officer | Ian Frost |
| Chief Financial Officer | Andrew Jeffrey |
| Company Secretary | Helen Mitchell |
| Data Protection Officer | Julian Hehir |
| Communications Officer | Jennifer Payne |

Key Area of Responsibility

| | |
|------------|--|
| Governance | Frances Bartlett, <i>Interim Governance Lead</i> |
| Education | Lisa Austin, <i>Principal Schools Adviser</i> |
| Workforce | Mark Jones, <i>Head of HR</i> |
| Finance | Andrew Jeffrey, <i>Chief Financial Officer</i> |
| Operations | Ian Frost, <i>Deputy Chief Executive Officer</i> |

Our Schools

ODST is mixed multi academy trust. This is part of the Trust vision of inclusivity. This means that any school; community, VA or VC, can chose to join.

Community schools.

Former community schools joining the Trust will be required as part of its funding agreement to maintain a local governing body and preserve the non-religious nature of the school.

Voluntary-aided schools.

Former VA schools will maintain a local governing body with a majority of foundation LGB members appointed by the Trust Board. The Trust will ensure that the characteristics of the former VA schools are preserved in the areas of teaching of RE and the provision of collective worship.

Voluntary-controlled schools.

Former VC schools will maintain a local governing body with a minority of foundation governors appointed by the Trust Board.



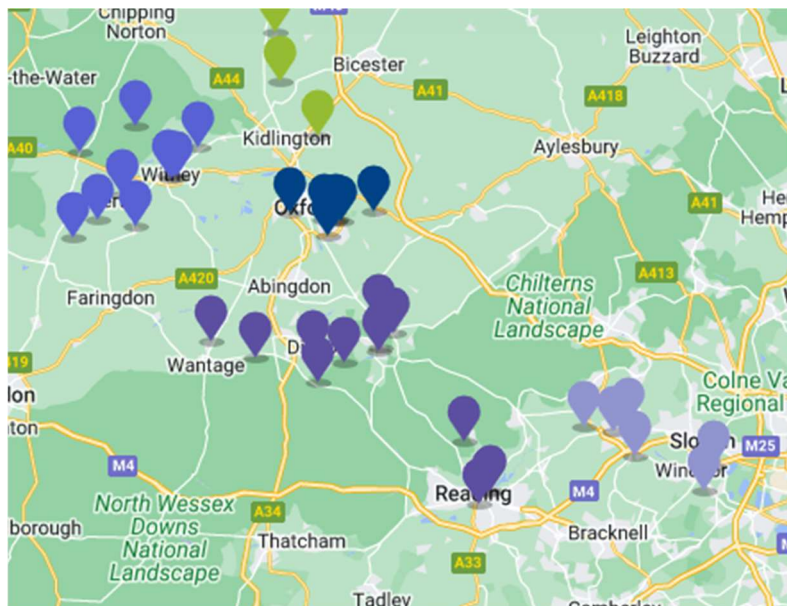
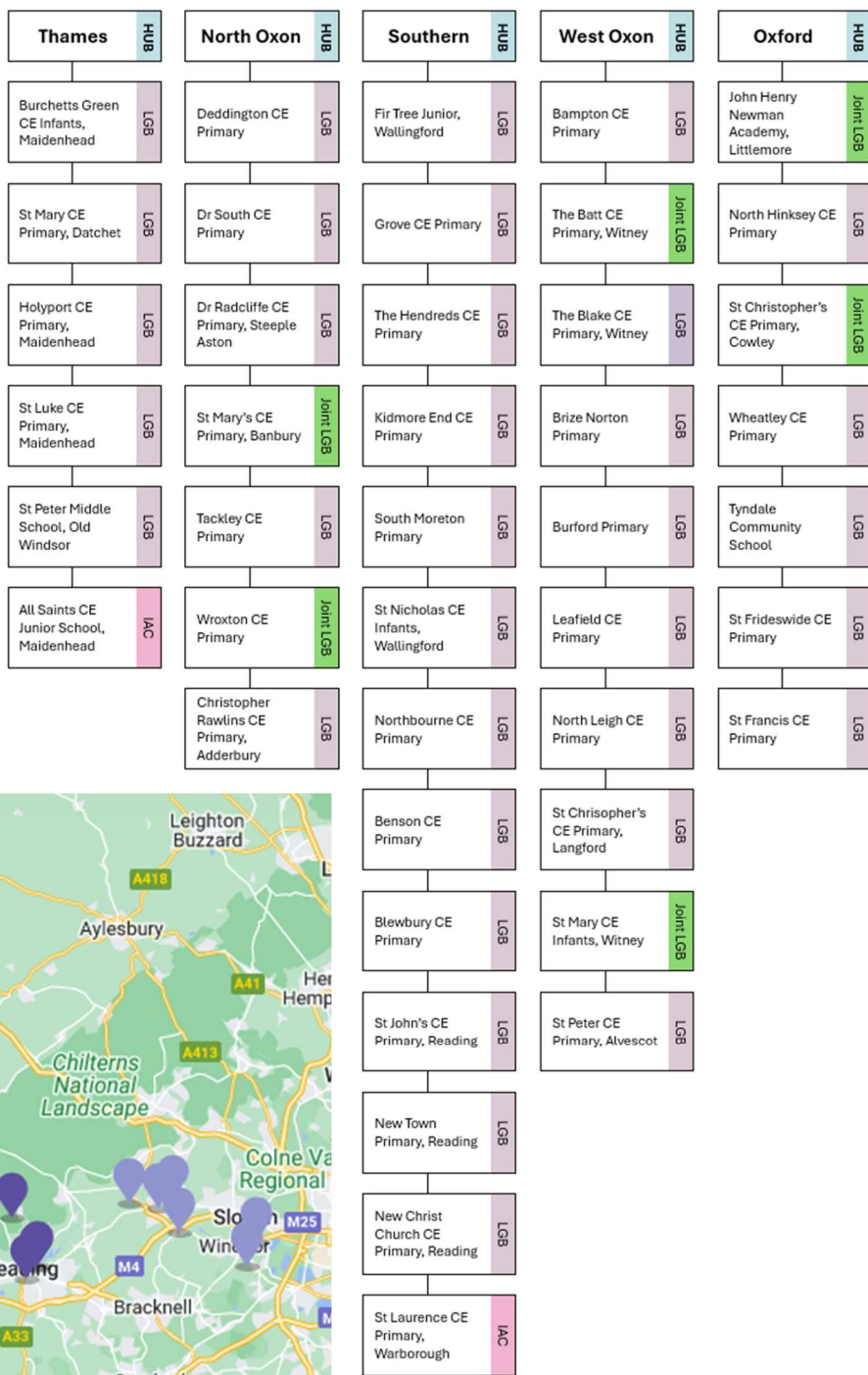
Our Hubs

Our schools are organised into five geographical hubs;

Thames
North Oxon
Southern
West Oxon
Oxford

The hubs support school-to-school collaboration and promote professional development at school level, as well as supporting our vision for a community of schools that work together for the Common Good.

We will continue to evaluate our hub model to enable us to develop it in the most effective way.



Essential Documents

[Master Funding Agreement - ODST.org.uk](https://www.odst.org.uk)

The Master funding agreement is the contract between the Secretary of State for Education under section 2, of the 2010 [Academies Act](#) and ODST. The funding agreement specifies how the academy trust and schools within the academy trust should be run.



Supplemental Funding Agreement
per individual school



[Academy Trust Handbook - Guidance - GOV.UK](https://www.gov.uk)

The Academy Trust Handbook sets out core governance and financial management obligations, as well as action that may be taken when obligations are not met. It is updated annually by the Department for Education (DfE) and all trusts must comply with the handbook as a condition of their funding agreement.

[Annex A - Trust Quality Descriptions \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

In the Schools White Paper, the Department published five pillars of quality for multi academy trusts. The first three pillars covered:

1. High-Quality and Inclusive Education
2. School Improvement
3. Workforce

This has been expanded to cover:

4. Finance and Operations
5. Governance and Leadership



[Academy trust governance guide - Guidance - GOV.UK](https://www.gov.uk)

The Department for Education (DfE) governance guides serve as the DfE's primary source of governance information, replacing the Governance Handbook. The Academy Trust Governance guide is structured around the new Trust Quality Descriptions and now better aligns with the Academy Trust Handbook.

The role of the guide is to:

- distinguish between governance in academy trusts and maintained schools (with separate guides for each)
- summarise and clarify the board's role in relation to legislative and contractual requirements
- provide a clear and concise statement of governance best practice in trusts
- enable stakeholders and the sector to take more ownership of best practice over time



[Opportunity for all: strong schools with great teachers for your child - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

This white paper demonstrates how the education system can deliver on the government's priority to level up across the country. The economic benefits of meeting the white paper's ambitions, and the case for a fully trust led system, are also set out.



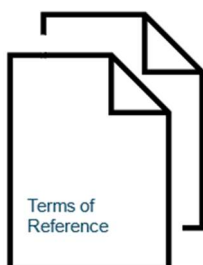


[Articles of Association - ODST.org.uk](https://www.odst.org.uk)

The ODST Articles of association stipulate the charitable purpose and governance structure of the trust, including types of trustees and how they will be appointed or elected.

[ODST Scheme of Delegation](#)

The ODST Scheme of Delegation sets out how accountability and decision-making works within a multi academy trust. It details which tasks are carried out by the trust board, LGBs and the executive team.



[ODST Local Governing Body Terms of Reference](#)

[ODST Resources Committee Terms of Reference](#)

The Terms of Reference for the LGB and Resources Committee set out the scope and limitations of the activities delegated to these committees. They are used in conjunction with the Scheme of Delegation.

[ODST Governance Code of Conduct](#)

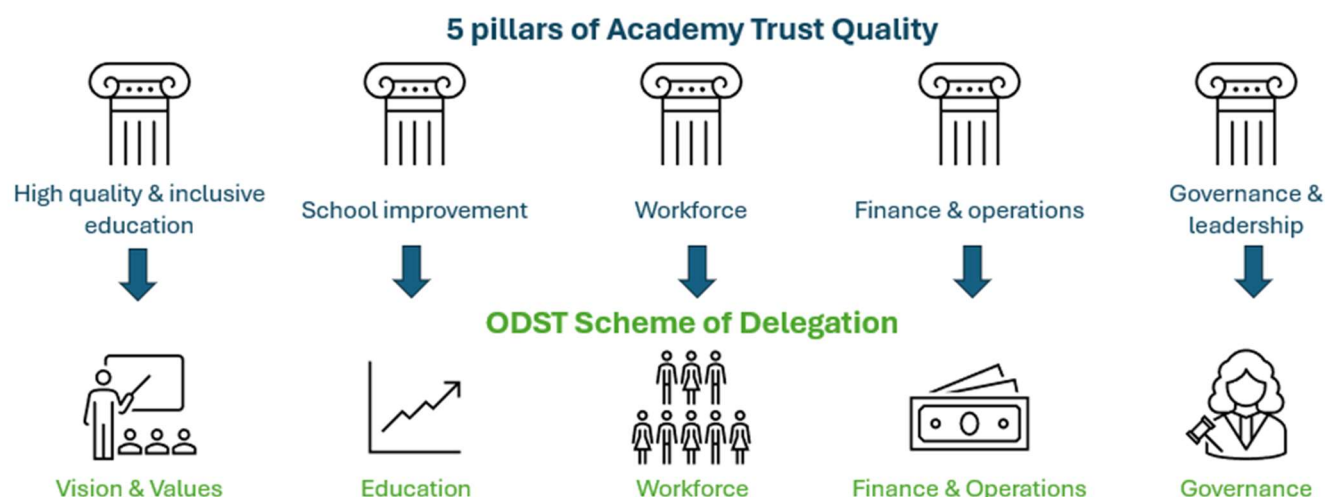
The ODST Governance Code of Conduct outlines the standards expected of all Members, Trustees and LGB Members within ODST. Everyone connected with Governance must agree to abide by the Code of Conduct on an annual basis.



ODST Scheme of Delegation

The Trust Board is clear about the governance functions which are delegated to Local Governing Bodies. LGBs do not automatically have the same functions as the governing body of a maintained school. The Scheme of Delegation is intended to help LGBs understand their roles and responsibilities.

The ODST Scheme of Delegation has been developed around the five pillars of Academy Trust Quality. The schedule sets out the way in which decisions are taken and the extent and level of delegation.



The ODST Scheme of Delegation is structured using 2 functions;

The Trust Board and LGBs are responsible for;

| | |
|---------------------------------|---|
| Oversight & Scrutiny | Ensure that statutory policies are in place and that they can hold the school leadership team to account Decides on the task |
|---------------------------------|---|

The CEO and Central Team, along with school leaders are responsible for;

| | |
|--------------------------------------|---|
| Strategy & Implementation | Operational accountability for the running of ODST and the individual schools lies with central team officers and with school leaders |
|--------------------------------------|---|

Effective Governance

Governance is part of all maintained schools and multi-academy trusts. In trusts, the purpose of governance is to provide;

- Strategic leadership
- Accountability and assurance
- Strategic engagement

The 5 pillars of trust quality descriptions cover;

| | |
|---|---|
| Pillar 1 High-quality and inclusive education | The core of what the DfE expects and the starting point for considering a trust's effectiveness |
| Pillar 2 School improvement | Demonstrates the capacity the trust has to offer |
| Pillars 3, 4 and 5 Workforce, finance and operations, and governance and leadership | Demonstrate the resilience and sustainability of the trust's operating model |

The Academy Trust Governance Guide has been structured around the governance and leadership pillar. It is for;

- trustees, executive leaders, LGB members, governance professionals and academy trust members
- academy trusts including free schools and university technical colleges
- foundations, sponsors and others, such as diocesan authorities, with an interest in the governance of trusts
- organisations supporting boards to develop effective governance

The National Governance Association outline 8 key elements to effective school governance;



Strategic Governance

Effective governance is strategic, not operational. LGBs are responsible for maintaining the effective oversight of their school, and informing the Board of Trustees. Strategic governance includes duties such as:

- Being a point of consultation and representation in the development of Trust strategy and policy.
- Being recipients of detailed information about how their school is managed.
- Scrutinising management information and providing assurance to trustees that the school is operating within the values, agreed policies and targets of the trust.
- Engaging with stakeholders and acting as an ambassador for the trust
- Channelling the views of the school and its stakeholders and offering challenge to the trust
- A meaningful contribution to school improvement, scrutinising pupil progress and attainment
- Monitoring strategies such as safeguarding and pupil premium
- Carrying out panel work when required
- Contributing to the recruitment and performance of key leaders including the head

Governance Support

ODST's commitment to effective local governance is exemplified by our provision of support for school leaders and LGBs.

For school leaders and LGBs our Governance team provides;

- Support for the appointment process for all LGB members to ODST schools
- Policy advice, resource materials and model documents
- Support for Independent Review Panels, disciplinary, capability or grievance hearings
- Telephone and email access to advice as needed
- Briefings on relevant statutory changes
- Admissions policies, support and training (via ODBE)

Data Protection Officer

The role of a DPO is to independently and objectively advise the school leadership and staff about their data obligations, monitor compliance, advise on when data protection impact assessments are needed, and act as a point of contact for communication with the Information Commissioner's Office.

The DPO will need to be able to report directly to the highest level of management in the school.

For ODST the DPO is Julian Hehir. dpo.odst@oxford.anglican.org

GovernorHub



GovernorHub

ODST Schools use GovernorHub, designed to help LGBs run efficiently. It enables school leaders, trustees, LGB members and clerks to communicate, share documents, update membership details, access meeting schedules and other information in one secure GDPR-compliant place.

GovernorHub also gives members access to ODST policies, information, documents, training presentations and resources.

The LGB clerk will provide login details, or the Governance Team can also support this.

LGB members are expected to record and maintain the following information on GovernorHub. The information is used to report to the Trust Board on such matters as compliance, training and diversity.

Checklist for GovernorHub

Each LGB member must ensure that the details listed in the checklist below are completed and maintained on GovernorHub.

| Record | Details | Frequency | ✓ |
|--------------------------|--|---------------------|---|
| Contact details | Must include a telephone number | At least annually | |
| DBS | Confirm DBS check has been completed Record the DBS certificate number | Once | |
| Code of Conduct | Agree to abide by the ODST Governance Code of Conduct and check confirmation | Annually | |
| Declarations of Interest | Record any Declarations of Interest and check confirmation | Annually | |
| KCSiE | Read KCSiE and updates from DfE and check confirmation | Annually | |
| Safeguarding | Record safeguarding training and upload certificate | Annually | |
| Personal Information | Complete the profile <i>Only the account holder can see this information, but it may be used to create an anonymised report</i> | Once | |
| Training Records | Record any training attended and upload certificates (if provided) | As soon as possible | |

Further information on how to use GovernorHub is located in Appendix A.

Governance Code of Conduct

All governance in ODST must comply with the **7 Nolan principles of public life**:

1 SELFLESSNESS

Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other material benefits for themselves, their family, or their friends

2 INTEGRITY

Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties

3 OBJECTIVITY

In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit

4 ACCOUNTABILITY

Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office

5 OPENNESS

Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands

6 HONESTY

Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest

7 LEADERSHIP

Holders of public office should promote and support these principles by leadership and example

The ODST Governance Code of Conduct is reviewed and approved by the Trust Board at their final summer meeting each year. The Code must be adopted by LGBs and all LGB members must agree to abide by it.

The full ODST Governance Code of Conduct can be found on the ODST website.

LGB Constitution

There are 3 types of LGBs within ODST;

Local Governing Body (LGB)

Governs one school

Joint Governing Body (JGB)

Governs across 2 schools in the case of executive leadership structure.
The JGB will maintain a total of 12 members

Interim Governance Committee (IGC)

Temporary governance structure intended to bring about rapid school improvement

Membership

LGB and JGB have 12 members with a specific constitution depending on the category of school before academisation. In the case of schools with a co-headteacher arrangement both headteachers will be full LGB members, making a total of 13.

Members are appointed according to the directions outlined on the next page. The appointing body may also remove members when required.

| Member | Former VA | Former VC | Former Community | Joint LGB |
|---------------------|-----------|-----------|------------------|-----------|
| Foundation | 7 | 3 | 0 | 5 |
| Community | 1 | 5 | 8 | 3 |
| Staff | 1 | 1 | 1 | 1 |
| Parent | 2 | 2 | 2 | 2 |
| Headteacher/Co-head | 1 | 1 | 1 | 1 |
| Co-opted | 2 | 2 | 2 | 2 |

LGB Members

Foundation Term of office: 4 years from ratification

Foundation LGB members and trustees are appointed by ODST Trustees and approved by ODBE Trustees. They ensure that the school/trust character of the school is upheld.

There are no ex-officio arrangements for Foundation LGB members. Applications should be made in consultation with the local incumbent and with the Chair of the LGB (who will endorse the application before submission). Trustees will make a recommendation to ODBE for appointment. Foundation LGB members are appointed with the additional responsibility to support and promote the Christian foundations of the school.

Parent Term of office: 4 years from date of election

Parent LGB members have parental responsibility for, or are carers of, pupils at the school. They provide a overarching parental perspective.

Parent LGB members are elected by parents, following which the candidate will fill out the ODST Parent nomination form. ODST Governance will confirm the appointment in a letter of welcome, on behalf of Trustees, with the term of office beginning on the date of the election. In the case where the number of parents standing for election is less than the number of parent LGB member vacancies, Trustees may *appoint* a parent LGB member, following the same procedure for the appointment of community LGB members.

Community Term of office: 4 years from ratification

Community LGB Members are appointed by Trustees. Applications should be endorsed by the LGB Chair.

Staff Term of office: 4 years from date of election

Staff LGB members are employed to work at the school and offer a staff perspective but do not represent the staff body.

Staff LGB members are elected by staff, following which the candidate will fill out the ODST Staff nomination form. ODST Governance will confirm the appointment in a letter of welcome, on behalf of Trustees, with the term of office beginning on the date of the election.

Co-opted Term of office: 2 years from ratification

Co-opted LGB members and trustees are appointed by Trustees based on their skills, experience and perspective. They often have specialised knowledge in areas like HR, finance, law, data and education.

Co-opted LGB members are additional Trust-appointed LGB members (though not including employees of the Trust) who have the necessary skills set will be considered in exceptional circumstances where the Trust decides that the LGB requires additional capacity. These will be appointed by Trustees for a period of 2 years. The procedure for co-opting an additional LGB member will be via discussion with the LGB Chair and submission of the Co-opted LGB member nomination form. Trustees will make the decision to appoint such LGB members following this process. The appointment will be confirmed in writing. (Please note that LGBs have permission to bring additional members beyond the LGB onto the Resources Committee, without having to formally co-opt).

Headteacher Term of office: Ex-officio

Ex-officio members have a place on the LGB because of the position they hold.

LGB Recruitment and Retention

Finding new LGB members is not always an easy task. ODST will support with the recruitment of new LGB members but ultimately this must be carried out at a local level. Summarised below are the key stages of the recruitment process to create a diverse LGB and retain volunteers.

Need

- Regularly review composition. An effective LGB is no larger than necessary; if the LGB has vacancies on paper but is running efficiently there may be no urgency to fill vacancies.
- A smaller LGB can be more cohesive and dynamic.

Skills

- LGB members should bring a diverse range of skills, experiences, qualifications, characteristics and perspectives. A range of backgrounds will have a positive impact on setting the strategic direction for the organisation.
- All LGB members should have relevant skills and experiences to contribute to the work of the LGB along with the necessary commitment of time and energy.

Diversity

- A diversity of thought, voices and perspectives is essential to good governance and the effective running of any organisation.
- The DfE highlights the importance of diversity and wants LGBs to be increasingly reflective of the communities they serve.
- Monitoring and evaluating the diversity of the LGB may highlight a need for targeted recruitment to address specific gaps in experience and potential 'blind spots'

Advertise

- A brief introduction to ODST and the school, including the ethos, values and vision
- Description of the role and what it involves (meetings, reading, training, school visits and attending panels)
- The time commitment, when meetings take place and length of office
- Specific skills, knowledge, attributes and characteristics that are sought
- A list of channels which could be used for advertising are listed on the next page

Recruitment Services

- Do-it – a national database of volunteering opportunities and potential volunteers [Home do it](#)
- Governors for Schools – finds, places and supports skilled volunteers [Governors for Schools - Effective Governors, Excellent Schools](#)
- Reach Volunteering – allows organisations to post vacancies and search their community to find new volunteers [Recruit volunteers | Reach Volunteering](#)
- The National Black Governors Network (NBGN) represents Black people seeking to become trustees and governors across all levels of education [Welcome to the National Black Governors Network \(NBGN\)](#)

Retention

- Retaining LGB members can be difficult given the level of commitment required for the role and the competing demands of work and family life. Here are some ideas to make it easier for volunteers to manage the commitment and continue on the LGB
- Being clear from the outset about what is expected of those governing and the level of commitment that is required
- Discussing the LGBs shared sense of purpose so individuals are clear about the difference they are making
- Providing opportunities remotely and ensuring that the technology and management of meetings allows this to happen
- Discussing the times and dates of meetings and identifying the days and times that work best for most people
- Providing support and encouragement for those governing to build their confidence and increase their contribution through training and mentoring
- Publicly acknowledging the contribution that the LGB makes to the school,
- such as on the website or at events.
- Maintaining a positive approach to meetings and communication whereby people are listened to, and differences of opinion are dealt with openly and honestly.
- Raising awareness around the opportunities for LGB member to network with others outside of the school
- Learning from exit interviews that have been conducted with previous members.
- One to one conversations between the chair (or vice chair) and each LGB member
- Ensuring that training and development around the governance role is encouraged with the ability to undertake the training through various methods
- Allowing opportunities for everyone's voice to be heard and drawing on the expertise of individuals to support the role of the LGB

Governance Workload

The heightened intensity of governance is posing a threat to its sustainability, straining even the most dedicated volunteers and adding to recruitment difficulties. Increasing numbers of exclusions and complaints, accompanied by the challenges from the wider system such as funding have led to higher levels of governors considering resigning.

The NGA has been monitoring governor workload over many years and this year conducted a survey to gather further evidence to gauge the prevalence of workload pressures on volunteers, identify contributing factors, explore potential areas for responsibility reduction, and propose solutions.

[Shining a light on governance workload and pressures | National Governance Association](#)

ODST would like to thank all our volunteers for all they do to help children to flourish in all our schools.



Advertising for Volunteers

Below are some of the channels which could be used to promote LGB vacancies



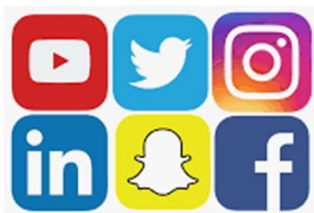
School Communications

Place a prominent advert on the school or trust website

Send a letter home to parents/carers or include information in the school newsletter

Place adverts/posters around the school to reach school staff

Have a LGB presence at school events to talk about vacancies



Social Media

Post on the school's social media, monitor and respond to any comments

Share the social media post in local community or social groups and encourage existing LGB members to share your posts

Try including photographs from the school or a short video

Set up a 'job' on LinkedIn (search LinkedIn to find people who have the skills or experience needed)

Local Media

Submit an article to a local newspaper or parish magazine

Local radio stations may report community stories and appeals

Send a press release to you're a local publication about an achievement at the school, including an appeal for volunteers



Neighbouring Schools

Ask local schools or schools that are part of the trust if any of their staff would be interested in joining another LGB: an attractive CPD opportunity

Find out if LGB members at neighbouring schools are coming to the end of their term and would like to join a different LGB

Community Spaces and Events

Community spaces like places of worship, shops, libraries, and social clubs often have noticeboards to place an advert

Community events (outside the school) are a good opportunity to meet and speak to local people



People Searches



- | | |
|---|---|
| Headhunting | <ul style="list-style-type: none"> • Identify individuals who contribute to the local community (perhaps through charities and volunteering). • Approach via organisations such as sports clubs and community centres • Be clear that this is seeking interest and candidates still need to apply and be interviewed formally |
| Alumni | <ul style="list-style-type: none"> • Contact former pupils – they are often keen to give back to the school • Alumni provide valuable insight into the challenges and opportunities of growing up in the local area |
| Employers and Professional Groups | <ul style="list-style-type: none"> • Local employers can help to access candidates with transferable skills to bring from their professional life • Some areas have mentoring or development schemes for different professions or underrepresented groups • Many employers/industries have networks for people from underrepresented groups |
| Key Stakeholders and Existing Networks | <ul style="list-style-type: none"> • Engage with community stakeholders (such as the LA, the police, public health, neighbourhood forums and faith groups) and ask for their support • If the school has a university nearby, ask them to share vacancies with their staff, students and alumni • Invite existing LGB members to share the vacancy through any networks or groups they have links with |

LGB Appointments Process

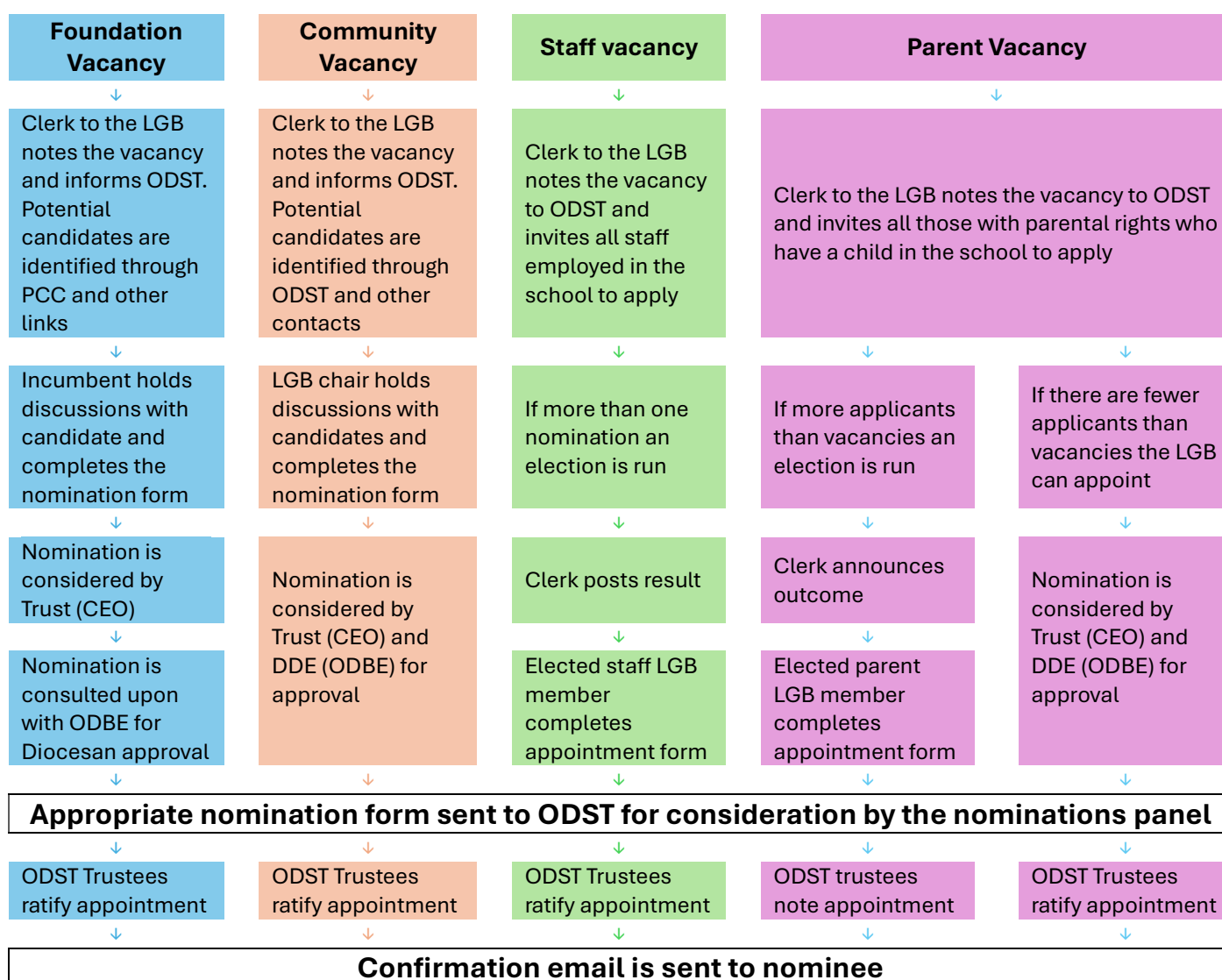
All LGB member appointments and reappointments at the end of a term of office must be carried out via the ODST approval pathway. All applications must be administered via the nominations panel, which includes the ODST CEO and ODBE for Diocesan approval which meets termly.



There is no automatic renewal at the end of a term of office
Extensions to a term of office or reappointments **cannot** be made by the LGB or LGB chair

The Articles of Association state that the appointing body can also remove that member.

Below is an outline of the process for appointing new LGB members and re-appointments at the end of a term of office. ODST must be notified of all changes to the LGB constitution.



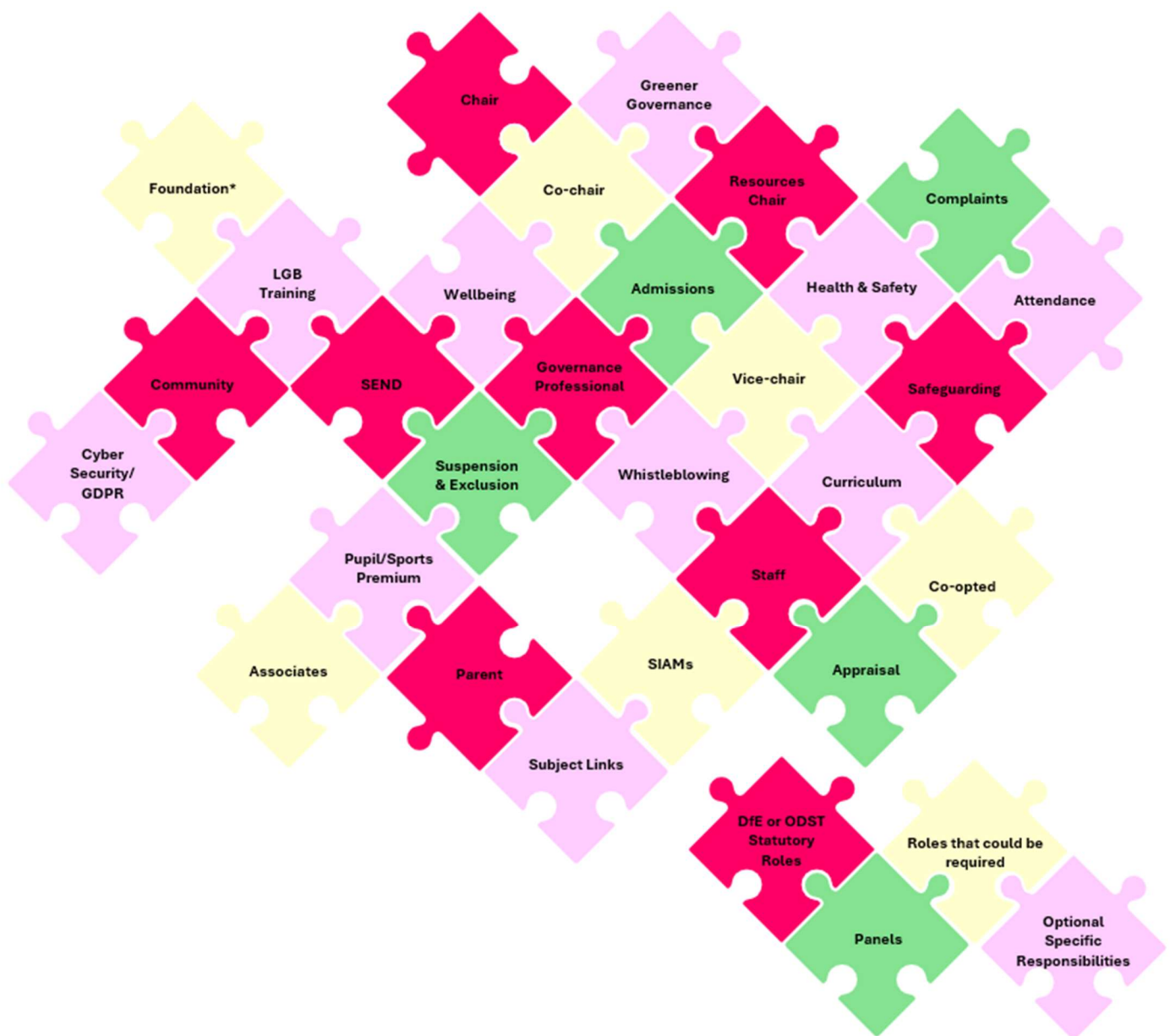
LGB Member Roles

There can be numerous roles and specific responsibilities delegated to LGB members. Some of these roles are statutory; either a DfE or ODSST requirement. The statutory roles are outline in further detail below. The other roles can be decided by the LGB and may depend on the size of the LGB or the experience of the members.



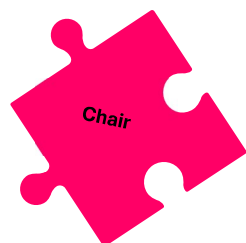
The statutory roles listed below must be recorded on GovernorHub and reported to ODSST at the beginning of the academic year

There are outline role descriptions for the statutory named LGB members on the next pages. Detailed role descriptions can be found in the appendix.



Statutory Roles

Chair



The chair of the LGB is one of the most important leadership roles in education. The chair provides leadership to the board and is responsible for ensuring it functions effectively and remains focused on its core strategic functions.

Chairs work closely with their governance professional and the headteacher to maintain the efficient conduct of business and compliance.

Chairs must engage and report to ODST Trustees and the Central Team when required.

Chairing Arrangements

The elected LGB chair is often an individual, with a vice-chair appointed as a deputy, but more frequently co-chair arrangements are used. Sharing the role of chair can be a useful option, especially where individuals have the necessary skills but not the time. Not only can this make the role practical for some people who would otherwise not be able to find the time, it can also strengthen the leadership of the board by having another person's valued judgment to draw on.

In order for co-chairing to work, there needs to be a clear understanding of what is required from both co-chairs. As with any job-share, both parties need to decide how the work will be divided and ensure that the division is fair.

Governance Professional (Clerk)



The LGB governance professional or clerk is someone other than a trustee, principal or senior executive leader of the trust. A trustee can undertake the role for a specific meeting if the governance professional is unable to attend.

Where the LGB does not directly employ the governance professional, it may choose to use a traded service or someone who is self-employed.

Governance professionals receive direction from, and are accountable to, the board. This will normally be through the chair.

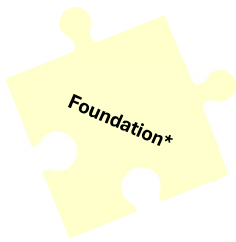
ODST Governance offer support and induction for all ODST clerks and act as the Trust Governance Professional.

Appraisal

Governance professionals working at all levels should have an annual appraisal. The chair, or designated member of the LGB, should be involved in the appraisal of the governance professional at a maintained school, and the lead governance professional in a MAT.

ODST are working towards an appraisal process for Governance Professionals.

Foundation



Foundation LGB members are appointed by ODBE and ODBE Trustees. They ensure that the school/trust character of the school is upheld.

This is a statutory requirement for Church of England schools, the proportion of foundation LGB members will depend on the school's status prior to academisation.

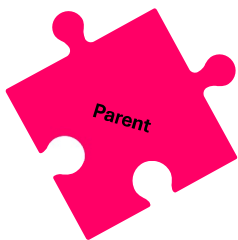
Community



Community LGB members will form the majority in ex-community schools.

Community LGB Members are appointed by Trustees. Applications should be endorsed by the LGB Chair.

Parent



The role of the parent LGB members is to bring a parental perspective to the issues discussed – they are not there to speak 'on behalf' of the parent body. Their perspective as a parent will help the LGB understand a parent's viewpoint. This will help the LGB make good decisions and maintain a link between governance and the parent community.

The parent LGB member can help other parents understand that they are not there to:

- Speak on their behalf
- Bring up their individual issues in meetings
- Solve problems for them

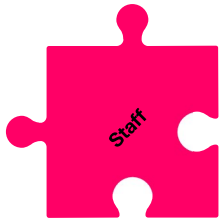
They should understand the school's complaints procedure and staff list, so they can direct parents to how and where they can raise their issue. They will not agree to raise issues at LGB meetings or directly investigate complaints. The parent LGB member should be aware of the separation of the role as an LGB Member from the role as a parent and aim to think about all pupils, not just their child.

Conflicts of interest

Most of the time, there is no need to declare a personal interest in all agenda items that could have an impact on their child, but this should be done where:

- The matter would affect their child individually (an exclusions panel where the child was the victim of a behaviour incident, for example)
- They feel too close to the matter to be impartial
- Where there is a dispute about whether they should withdraw, the other LGB Members may make this decision

Staff



The staff LGB member brings a unique staff perspective to the LGB. The role is not to represent staff, nor to be held to account by the LGB.

The staff member;

- Cannot be chair or vice-chair of the governing board, but can chair committees
- Must withdraw and not take part in discussions relating to the appraisal or pay of any school employee, including the Headteacher's appraisal
- If another member of staff approaches you with a grievance, refer them to your school's staff grievance
- If many members of staff approach with the same grievance – workload concerns, for example –they should first raise the issue with the senior leadership team.

Safeguarding



The LGB member with responsibility for safeguarding should take the lead on safeguarding. However, the governing board retains collective responsibility for making sure that safeguarding procedures are properly followed.

They will work with the headteacher and DSL to ensure the school is creating safe environments for pupils through robust safeguarding practices.

The LGB member with responsibility for safeguarding must complete level 3 (Designated Safeguarding Lead) training which must be repeated every 2 years, in line with the ODST Safeguarding Standard.

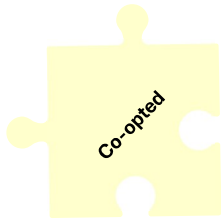
SEND



The law requires LGBs to use their 'best endeavours' to ensure that pupils with special educational needs and disabilities (SEND) get the support they need. Statutory guidance, the SEND code of practice, is clear that LGBs should appoint a link LGB member to lead on the monitoring of support for pupils with SEND. However, the LGB itself retains collective responsibility.

In practice, the LGB member with responsibility for SEND works closely with the special educational needs coordinator (SENCO) in their school.

Co-opted



Co-opted LGB members are appointed by ODST on the recommendation of the LGB based on their skills, experience and perspective. They often have specialised knowledge in areas like HR, finance, law, data and education.

Their term of office is 2 years.

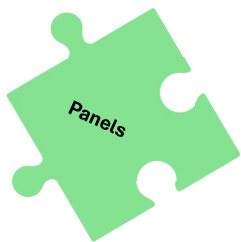
Associate Members



Associate members of the LGB can be appointed for their specific skills and expertise. They are not appointed to the LGB as a member and hence do not hold voting rights. The majority of the LGB or committee must be full members.

Associate members can be appointed by the LGB.

Panels



There are different types of panels. These are mainly set up on an ad-hoc basis to hear appeals related to matters such as: Suspensions and exclusions (for example, if parents are unhappy with the school's decision to suspend or permanently exclude their child) and parent complaints.

ODST LGB members are expected to assist where they are able with panels for their own and other ODST schools. Training for panel work will be provided by ODST and the ODST Governance team will support schools to convene a panel where required.

Other Roles



Some LGBs allocate specific responsibilities to individual members. This can help to spread the workload and allocate tasks or school visits appropriately. The whole LGB remain ultimately responsible for the monitoring or compliance.

GDPR

The whole LGB needs to understand the law. This is because the LGB have collective responsibility for data protection. Everyone needs a strong baseline knowledge of the school data protection duties, and what the rules introduced by the UK GDPR mean.

The UK General Data Protection Regulation (UK GDPR) works with the Data Protection Act 2018 (DPA 2018) to form the UK's data protection framework. It determines how a person's personal data is processed and kept safe, and the legal rights individuals have over their own data. 'Personal data' means information that can identify a living individual.



EU vs UK GDPR

UK GDPR was created in 2021, when the EU GDPR was incorporated into UK legislation by this piece of legislation. The key principles, rights and obligations remain the same as under the EU version of GDPR, but there are some amendments, mainly around international data transfers.

Key principles

The UK GDPR sets out the key principles that all personal data must be processed in line with.

- **Data must be:** processed lawfully, fairly and transparently; collected for specific, explicit and legitimate purposes; limited to what is necessary for the purposes for which it is processed; accurate and kept up to date; held securely; and retained only for as long as is necessary for the reasons it was collected

There are also **rights for individuals** regarding their own data.

- The individual's rights include: to be informed about how their data is used; to have access to their data; to rectify incorrect information; to have their data erased; to restrict how their data is used; to move their data from 1 organisation to another; to be able to object to their data being used at all; and not to be judged solely by automated data decisions that significantly impact the person

Role of the LGB

- ensure that good data protection practice is embedded into the culture of the school they govern
- monitor arrangements in place in relation to data protection, especially regarding the GDPR key principles
- be satisfied that the necessary steps have been taken/or are being taken to ensure compliance with the GDPR and the UK DPA 2018
- ensure there is a training programme in place for all staff and LGB members, including any new members as part of their induction.











LGB members should

- Be aware that ODST have a Data Protection Officer; details are included in the DPO description.
- Check whether a data asset register, or equivalent, has been drawn up and is regularly reviewed and updated as necessary
- Check up to date privacy notices are in place and published, and they are periodically reviewed
- Review and update relevant policies and procedures to reflect any changes in legislation as well as practice in school

Implications for LGB members as individuals

- LGB members should consider using an email address issued by the school for LGB business. When sending personal data/information (e.g., pupil exclusion letters) by email, personal data should be kept to a minimum in the body of the email (use initials rather than full names) and attachments should be encrypted or password protected. Any hard copies containing personal information circulated at meetings should be returned to the school at the end of the meeting for safe disposal.
- When LGB members reach the end of their term of office, any information they have at home should be returned to the school for disposal/safe keeping.
- Schools could consider using a GDPR-compliant cloud platform for access and storage of governing board documents that can also be used as a communication tool by LGB members. This strengthens data security through a reduction in the use of emails, which is where accidental disclosure of personal data occurs most commonly across all organisations, including schools.
- For any hard copy documents, the school could consider offering the governing board a secure facility (such as a drawer in a lockable filing cabinet) for the storage of any documents that contain personal data. It would be important to record this in the school's data asset register to ensure that this is monitored, and the data dealt with appropriately.

Example Questions to Monitor GDPR

-  What is the impact on the individual of any new policy, system or initiative?
-  Has a Data Protection Impact Assessment been carried out to assess any risks to personal data and identify actions that could be taken to reduce these?
-  Can it be demonstrated that the GDPR principles have been considered and met? (Undertaking a DPIA is a great way of evidencing this)
-  Have the risks associated with any processing of personal data been identified? What has been done (or will be done) to mitigate any risk, or bring it to an acceptable level?
-  Are individuals given information about how their personal data will be used by the school/trust when it is first collected, as well as what their rights are in relation to this (this is usually via access to the privacy notices)?
-  Is the school/trust confident that any suppliers/contractors are GDPR compliant?
-  Are there data sharing agreements in place covering any regular sharing of personal information (such as with external professionals/agencies)?
-  Have there been any subject access requests (SARs); were they dealt with in line with the school's procedure?
-  Have there been any data breaches or potential data breaches; were these dealt with in line with the agreed procedure; what actions were taken; were there learning points for the future and have these been shared with staff?
-  Is everyone's data protection training up to date?

New LGB Member First Steps

This is a summary of the essential step each LGB member must complete on appointment. The detailed “New LGB Member Checklist” can be found in the appendices. The LGB chair and clerk will guide members through this process.



Look at the school website to get an overview of the school, essential documentation and information about staff and the LGB



Ask the Head of School for a tour of the school. This will give a feel for the school, it's pupils and staff and the general ambience



Arrange a school email account; this email address must be used for any communication relevant to LGB business



Log on to GovernorHub (the Clerk will provide details), update contact details and review LGB documents



Complete a Declaration of Interest on GovernorHub



Sign the confirmations on GovernorHub



Complete a DBS check; it is a statutory requirement that all governance complete a DBS check on becoming an LGB member. The Clerk will provide you with further details on how to complete this



Complete a Right to Work in the UK check



Complete the mandatory training, upload the training records and certificates to GovernorHub

Induction



Safeguarding

Prevent Duty e-learning

Cyber Security e-learning

Training

ODST is committed to empowerment for schools through engagement with our central team. We develop and support strong, accountable LGBs made up of highly skilled, well-informed and well-trained LGB members, who ensure statutory duties are met, set a standard of excellence, and are focussed on improving teaching and learning outcomes for all pupils.

ODST expects all LGB members to complete compulsory training modules at the start of their term of office and repeat these when required. Additional training should be carried throughout the term of office in order to fulfil specific responsibilities or to fill skills gaps.

ODST



ODST-led sessions are designed specifically for ODST schools. It is funded centrally and provided free of charge for LGB members, senior leaders, and clerks. These are mainly run remotely but there are opportunities for in person meetings throughout the year.

ODST training can be complemented by training and support available from the Oxford Diocesan Board of Education (ODBE), Local Authorities, and governance training providers such as the National Governance Association and Governors for Schools.

We strongly recommend that even where other providers are used, that each LGB attends the equivalent ODST training to ensure ODST systems and expectations are understood.

Training resources are posted to GovernorHub and all sessions can be booked via [Eventbrite](#). The full training schedule is available in the appendices.



All ODST training is free and LGB members can book directly via [Oxford Diocesan Schools Trust Events | Eventbrite](#)

National Governance Association



All ODST LGB members and Trustees have access to [Learning Link e-learning](#) from the NGA. This provides high quality and interactive e-learning modules which can be completed at a time and pace suitable for everyone. The recommended modules are listed in the LGB Training Schedule.



All training must be recorded on GovernorHub and where available certificates are to be uploaded

Policies

Schools are complex learning communities, involving many different roles and functions. For schools to be safe, supportive environments where students can learn and thrive, there needs to be clear procedures, structures, and expectations in place. Policies are a formal way of documenting the procedures and values of a school and ensure that values are applied consistently, define clear expectations, and help provide a framework for employees and students alike.



Staff, LGB members and Trustees are responsible for familiarising themselves with ODS and school policies, and for following the procedures contained within them. The ODS Policy Directory can be found in the appendices.

The key purposes of school policies include to:

- Create a safe and productive environment for pupils and staff
- Communicate the schools' core values and principles clearly to staff, parents, LGB members, and other bodies (including Ofsted)
- Help staff carry out their duties effectively
- Help to attract prospective parents, pupils, staff, and LGB members to the setting
- Ensure the smooth running of the school – define the school's rules, regulations, and procedures
- Ensure a consistent approach in key areas of school life, for example, behaviour

Types of Policy



Statutory Policies

Schools are required by law to have these policies and documents in place; the Department of Education also defines whether the approval of these policies can be delegated by the Board of Trustees to committees. The list of DfE statutory policies is contained in the Academy Trust Governance guide: [Academy trust governance guide - Statutory policies for trusts](#).

The policies are provided centrally for adoption by schools with minimal amendment to the core text. Changes are allowed to the text where indicated.



Central Policies

These are provided by ODS and are applicable at trust and school levels. Schools may not make any changes or adaptations. These include human resources and finance policies.



School-level Policies

ODS has delegated some policies to LGB level; these are colloquially known as school-level policies. It is the role of the Headteacher to update these policies, and the LGB will then review and approve these policies. The clerk supports the LGB by ensuring that policies are reviewed at the required time.



ODS Policies and the Policy Directory can be found on GovernorHub, under ODS Resources. The LGB chair will ensure members can locate and read school policies.

Risk Protection Arrangements

The arrangement covers the main things all academies need:

| Type of risk | Limit |
|---|--|
| Material damage | Reinstatement value of the property |
| Business interruption | £10 million any one loss |
| Employers' liability | Unlimited |
| Third party liability | Unlimited |
| Governors' liability | £10 million any one loss and any one membership year |
| Professional indemnity | Unlimited |
| Employee & third party dishonesty | £500,000 |
| Money | Various, including cash on premises or in transit £5,000 |
| Personal accident | Death and capital benefits £100,000 |
| United Kingdom travel | Baggage and money £2,000 per person. Cancellation £1,000 per person |
| Overseas travel including winter sports | Includes: baggage £2,000 in total per person (inner limits apply), money £750 per person, medical expenses £10,000,000, cancellation £4,000 per person. Check the membership rules for more. |
| Legal expenses | £100,000 any one loss and any one membership year |
| Cultural assets | £10,000 on any one cultural asset or £250,000 any one multiple loss |

School Improvement

ODST schools have a strong culture of continuous improvement, striving to provide a high quality, enriching education for children. We offer a very strong package of support, development and challenge to help create real impact throughout the year, and a comprehensive CPD package.

Our approach to school improvement



Focus areas and school improvement priorities



Data and evaluation



Support and a listening ear

The ODST School Improvement service is made up of a core team of School Improvement Advisers (SIAs) who are all experienced and successful former Headteachers, and a group of current ODST Headteachers who spend one day a week supporting other ODST schools.

The SI team have an annual cycle of school visits and work closely with school leads on interviews and recruitment for Headships and SLT or brokering other leadership support, coaching, supporting with inspection, curriculum and assessment and aspects of governance. They are also on hand for 1:1 discussions as needed.

Centrally Funded Core School Improvement Service

Staged Intervention

ODST provides a staged intervention and support programme in proportion to the support required by each school and the risk provided to the Trust. Officers, LGB members and school leadership teams will consider the following risk assessment criteria when conducting this categorisation process:

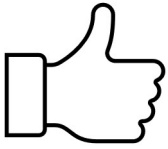
- current standards of teaching and learning, informed by (at least) termly SIA visits and reports
- the evaluation summary from the final visit of the year (the Visit 6 form)
- pupils' academic achievement over time, taking account of both attainment and progress
- pupils' attendance
- the outcomes of any inspections
- the views of parents, including those shown by Parent View or other parent questionnaires
- complaints about the school referred to the trust by parents/Ofsted/DfE/EFSA
- any other significant issues including information from other ODST and ODBE officers who have information about the provision, outcomes or safeguarding of pupils in the school.

Our initial annual meeting where we allocate support, will use the above criteria as a baseline for the categorisation of the school. Regular contact and monitoring with school leaders allows officers to assess the risk each school presents to the Trust at a range of points in the annual cycle of visits. Officers act promptly to categorise the risk so that we provide support in proportion to that risk. SIA visits throughout the year will be bespoke, depending on the needs of the school.

Allocated Support

There are three categories of school which determine the level of allocated support:

1. *Stable:*



Schools receiving standard School Improvement Support package (up to 6 days of ODST resourced support). Here the school has demonstrated significant strengths over time (evidenced through a combination of school improvement adviser visits, inspection and there is an uncompromising drive for improved progress for all pupils (especially disadvantaged pupils). The school has capacity to provide system leadership to the Trust (e.g. executive headship, HT SIA work, presenting Leadership Seminars).

2. *Supported:*



School requiring additional support – here, because of additional need (e.g., Ofsted window, leadership change, gap in specialism e.g., EYFS, improve outcomes of a specific group) schools will be allocated additional SI resource, such as additional visits (up to an additional 6 days) for a specific period, until the gap has been filled, outcomes improved or the ‘window’ closed. The school SIA will identify which support is required and will along with the Linked Adviser, monitor the progress of this area.

3. *Focus:*



Focus School allocation – where areas of weakness have been specifically identified, over time, the Deputy CEO/Principal Schools Adviser will designate this as a Focus School and draw up a plan which will allocate ODST resources to tackle these issues. A series of calendared Focus School meetings with key stakeholders (e.g., Chair of LGB, SIA, HR officer, Finance lead, Deputy CEO) then focus on tackling the key weaknesses identified and monitor progress. This is time -bound for a specific period.

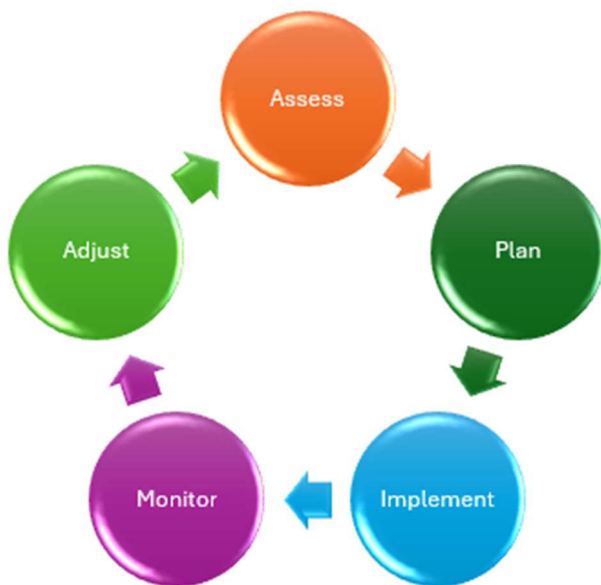
It is key that school leaders, LGB members, ODST Board members and central team members have clarity over these three categories stages, the milestones for each school to be able to measure progress and the period of time for enhanced support.

School Development Plan

The School Development Plan (SDP) or School Improvement Plan (SIP) is a roadmap of where the school expects to be by the end of the academic year and how it'll get there. It sets out:

- The school's objectives
- The actions to be taken
- Deadlines
- Who is accountable

It is expected that LGBs should be involved with the writing of the SDP and with its continuing review. This is the master plan for the school; and underneath it should sit all of the other action plans which detail exactly how the identified priorities will be achieved. The staff's appraisal objectives should link to the priorities for the school, and the CPD programme should support these targets and objectives, whilst relating directly to them.



The school will carry out an in-depth evaluation of its performance, identifying strengths and areas for improvement from which a plan is developed ensuring that it matches the conclusions identified in the evaluation and the actions which need to be taken.

The evaluation will include statutory assessments, examination and test results for all pupils and then for groups of pupils and for differing abilities, the school's internal data about different year groups and subjects, attendance and behaviour are also included before the school improvement plan can be drawn up.

The plan should be based around the four Ofsted judgement areas:

- quality of education
- behaviour and attitudes
- personal development
- leadership and management

as well as including details about how the school will deliver effective provision for spiritual, moral, social and cultural development. The plan is not a list of everything which the school will do during the year; instead, it is a list of the key objectives which school leaders need to address if the school is to retain or move towards excellent outcomes for pupils.


The plan should include:

- Overall success criteria (which will usually relate to pupil outcomes)
- Objectives and targets for improvement. These must be SMART (*specific, measurable, achievable, realistic and time-framed*) and crucially, the majority must be focused on outcomes for pupils
- Details of the actions which will be taken and the outcomes which will be achieved as a result of each action
- Details of who is responsible for each of the action
- A timeline for implementation with key dates and/or milestones

Headteacher's Report

Headteacher reports are an essential element of the LGB's monitoring routine. An effective report:

- equips the board to ask the right questions
- supports robust accountability
- helps identify issues that need to be prioritised by the board
- The governing board determines the scope, content and frequency of the report. This should be kept under review to ensure that the information requested is useful and effective. Boards should remain mindful of workload implications for school leaders.



Headteacher's Report to the LGB [Insert School Logo]

Headteacher Summary – Leadership & Management

*Bullet point in brief the successes and challenges of the term (since the previous HT report)
Choose a new colour for each long term to make a cumulative annual report*

*Any upcoming challenges/national updates/trust messages
Could include a SWOT if relevant, change colours as above*

| | | |
|-------------------------|------|-------|
| Last Ofsted | Date | Grade |
| Current Self-evaluation | Date | Grade |

| Overall Effectiveness | Current SEF Grade |
|---|-------------------|
| Quality of Education | |
| Behaviour & Attitudes | |
| Personal Development | |
| Leadership & Management | |
| Safeguarding | |
| Early Years Provision | |
| Spiritual, Moral, Social & Cultural Development | |

| School Improvement Priorities | | |
|-------------------------------|--|-----|
| Objective 1 | | RAG |
| Narrative | | |
| Objective 2 | | RAG |
| Narrative | | |
| Objective 3 | | RAG |
| Narrative | | |
| Objective 4 | | RAG |
| Narrative | | |
| Objective 5 | | RAG |
| Narrative | | |
| Objective 6 | | RAG |
| Narrative | | |

External Visits

Summarise any visit input and any actions ongoing as a result

ODST Headteacher's Report to the LGB
April 2024

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School Contextual Data

| NOR | FS | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
|---------------------|----|----|----|----|----|----|----|-------|
| Autumn | | | | | | | | |
| Spring | | | | | | | | |
| Summer | | | | | | | | |
| Predicted next year | | | | | | | | |

Admissions

*Any changes since last term's report
Variations from school PAN
Trends*

Groups

| | Total | Girls | Boys | % | | Total | Girls | Boys | % |
|---------------|-------|-------|------|---|--------|-------|-------|------|---|
| Pupil premium | | | | | Forces | | | | |
| FSM | | | | | LAC | | | | |
| EAL | | | | | Other | | | | |

Pupil Premium Allocation

Data for current year with any relevant update to the PP Report

SEND

| | SEN | EHCP | Comments |
|--------|-----|------|----------|
| Autumn | | | |
| Spring | | | |
| Summer | | | |

Staffing

| Year Group | Class Name | Teacher | Number of Children |
|------------|------------|---------|--------------------|
| FS | | | |
| 1 | | | |
| 2 | | | |
| 3 | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

ODST Headteacher's Report to the LGB
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The report covers:

- an executive summary
- an update on strategic priorities
- key metrics on safeguarding, attendance and behaviour
- pupil progress and attainment measures
- staffing, risk management, health and safety and estates
- stakeholder engagement

The Headteacher will provide a report at each LGB meeting; three written reports and three verbal reports per academic year. A report template is available on GovernorHub.

Data

It is important everyone on the LGB understands the performance data for their school or so they can hold school leaders to account. The following should underlie LGB questioning of the data:



- What do we know
- How do we know it
- How are we measuring it
- What are we doing about it
- What effect has it had

Effective challenge for the person presenting the data could include:



- Was the effect what we expected
- What plans do we have in place to make the improvements suggested by the data
- Do we know what we're trying to achieve
- When will we review the data to see if there's improvement? Do we have milestones
- How will we know we got there

INSIGHT



INSIGHT is a data reporting program that is used across all ODST schools. Trust Leaders have access to all Trust schools' outcomes, and outcomes are benchmarked across the Trust and nationally. Each school can choose when, what and how assessments are being made, within the Trust assessment expectations. The standardised tests show what year groups or cohorts need additional support and for which areas.

School Inspection Data Summary Report (IDSR)

The IDSR is a web-based page for Ofsted inspectors to use when preparing for and during inspection. It is intended as a tool for inspectors, which summarises and analyses available data about that school to support the inspection. The IDSR is also designed to align with the school inspection handbook, to inform inspection conversations. It is not intended to be an exhaustive profile of the school or to, in itself, provide any judgement or assessment of a school

National Data

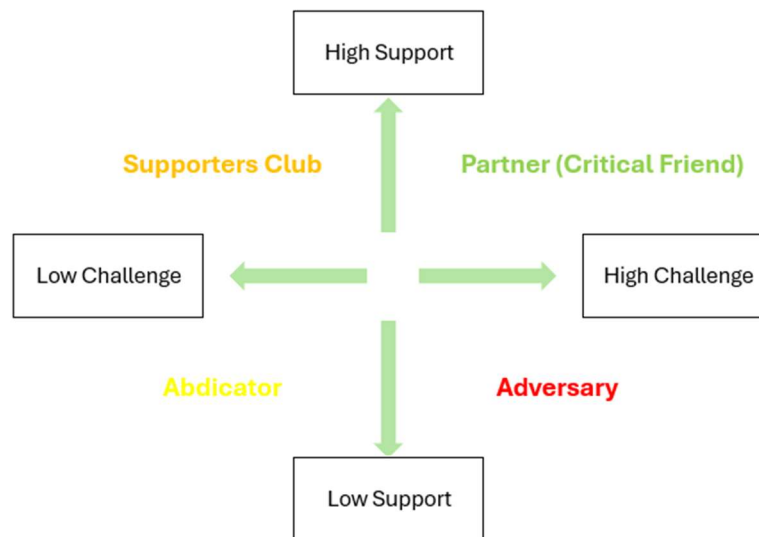
The Department of Education requires primary school children to take national tests at key points in their primary education. The outcomes of these tests are then released nationally, and schools can then compare their results to the national outcomes. LGBs need to support the Headteacher in celebrating good outcomes (i.e. data that is in-line or above national) and challenge the Headteacher if data is below national outcomes, looking at the year group as a whole, and groups of children within such as SEN, Pupil Premium, etc.

| Age of Child | Year Group | Key Stage | Test Type |
|-----------------|--|-------------|--|
| 4-5 | Reception | Early Years | Pupils are assessed against a range of Early Learning Goals (ELGs). |
| Outcomes | If a child meets the Prime areas of learning and specific areas of maths and literacy, they are deemed to have a Good Level of Development | | |
| 5-6 | Year 1 | KS1 | Phonics Screening Check |
| Outcomes | If a child correctly answers at least 32/40 questions, they are deemed to have passed their year 1 phonics test. Pupils who do not reach the required level are re-tested at the end of Year 2. | | |
| 6-7 | Year 2 | KS1 | Optional KS1 SAT's: National tests in English, Reading and Maths. Teacher assessments in maths, science, and English reading and writing |
| Outcomes | Pupils' results are reported as <i>scaled scores</i> . This helps test results to be reported consistently from 1 year to the next, as the difficulty of the test may alter slightly between years. Scaled scores are based on raw scores, which are translated into a scaled score using a conversion table. A scaled score of 100 always represents the expected standard. Pupils' scaled scores can range between 85 and 115. | | |
| 8-9 | Year 4 | KS2 | Multiplication Tables Check (MTC) |
| Outcomes | Schools receive the raw score as a mark out of 25 for each pupil. Comparisons with the percentage of children scoring full marks and an average score out of 25 is reported. | | |
| 10-11 | Year 6 | KS2 | KS2 SAT's: National tests in English reading, maths, and grammar, punctuation and spelling. Teacher assessments in English writing and science |
| Outcomes | Any child scoring over 100 is deemed to be working at 'Age Related Expectation' (ARE); any child scoring over 110 is considered to be working at 'Greater Depth'. Writing – Teachers assess pupils' writing and submit a judgement as to whether the child is 'below', 'working towards', 'ARE' or Greater Depth. | | |

For more detailed information see: [Understanding your data: a guide for school governors and academy trustees](https://www.gov.uk/guidance/understanding-your-data-a-guide-for-school-governors-and-academy-trustees) - GOV.UK (www.gov.uk)

Monitoring & Challenge

Monitoring should be about seeking reassurance that operational activity is realising ODST and the school's vision, checking that the ethos and culture of the school is as intended, and that policies are being implemented effectively. Holding to account is achieved mainly by asking questions, but asking a question in the right way is important.



Effectively fulfilling the role of Critical Friend is of paramount importance for the LGB to be instrumental in helping raise standards in the school, but it can be very difficult to achieve the fine balance of being supportive and encouraging while asking searching and sometimes challenging questions. The task is made easier if it is built on a foundation of trust; trust that the staff will be honest about what is happening and trust that the LGB will be supportive if things are not going to plan.










The LGB must not try and micro-manage the school. It is the staff's job to teach and the Headteacher's job to run the school and ensure the staff perform satisfactorily.



LGB members must also avoid "observing" lessons, other than to gain a better understanding of matters such as implementation of policies, or a new teaching resource etc. As stated above, it's the Heads job to evaluate the staff, not the LGB

Headteacher's Report Challenge Questions

The following are examples of the types of questions which will provide the LGB with the information needed to ensure effective monitoring. Questions relevant to the SIAM's framework are within this; but even if the school is not a Church school these questions can still be relevant. The vision of the school is an essential driver of outcomes for children for both Church and Community schools, and so these questions can be adapted to suit a community school Headteacher report.

| | |
|---|---|
|  Vision | SIAMS Question: Can you give an example where you have applied the school's vision to a decision that you and your staff have made since the last report? |
|  Attendance | Looking at the data provided, the school's persistent absence for pupils in [year group/groups] is above the national rate. Is there a particular year group / pupil sub group (i.e. SEND/ Pupil Premium) that this is higher in? What are you doing to reduce this? |
|  SEND | How are you ensuring that the needs identified on a child's EHCP are being met? What external agencies is the school linked with at this present moment in time to support the pupils? SIAMS Question: As a result of the theologically rooted Christian vision, what effective strategies are in place that help SEND pupils? |
|  Pupil Premium | On the School's Pupil Premium Strategy document, it states that the school aims to improve [insert aim here] What have you put in place to date to support this activity and what impact is it having? What have the recent Pupil Progress meetings told you about the standards and progress of the Pupil Premium children? Have you changed anything because of the recent meetings? |
|  Quality of Education | What evidence have you got that the reviews are taking place in lessons? Have the [insert scheme here i.e. Read Write Inc/White rose Maths] interventions at [enter year group/ Key stage] begun? How are the interventions progressing? What impact are you seeing from any of the interventions being delivered in school? |
|  Behaviour and Attitudes | Has anyone needed to apply the Team Teach approach in school? If / when you do apply Team Teach what needs to be recorded? SIAMS Question: How does the Team Teach approach fit with our vision and values? |
|  Personal Development | What activities are going to take place in mental Health week? How are staff being prepared to support children with any issues that may arise as a result of the activities? SIAMS Question: In which ways is the schools Christian vision shaping our extra-curricular offer? |

| | | |
|---|-------------------------------------|--|
| ? | Leadership and Management | What areas of development / next steps were identified as a result of the Deep Dives? |
| ? | Continuing Professional Development | <p>Have there been any actions / activities put in place as a result of recent staff CPD?</p> <p>What impact can be seen because of CPD that has been provided?</p> <p>What key messages were provided from your recent [name of course attended]?</p> <p>Is there anything that the LGB need to be specifically aware of and involved in?</p> |

The NGA have many further examples: [NGA Questions to Ask](#)

Additionally, parent LGB members must be aware of not bringing issues from the parent community directly to the LGB. Here are some examples of how questions could be raised.

| | ✓ Do ask | ✗ Don't say |
|------------------------------|---|--|
| School uniform change | <p>'Have parents been consulted on the proposed uniform changes? If not, why not?'</p> <p>'How have the proposed changes been explained to parents?'</p> <p>'Has the cost of this change to parents been considered?'</p> | <p>'As a parent, I've spoken to other parents in the playground and we all think the uniform shouldn't change.'</p> |
| Canteen menu change | <p>'How have parents been consulted on the new menu?'</p> <p>'Has the school explained to parents the reasons behind the change?'</p> <p>'What alternative provision is available for pupils whose parents disagree with the menu changes?'</p> <p>'How will this change impact parents?'</p> | <p>'Parents have come up to me asking why the menu has changed. They say they prefer the old one.'</p> |
| Curriculum change | <p>'How has the school communicated the curriculum change to parents?'</p> <p>'Have parents been given the opportunity to ask questions and get further clarity?'</p> | <p>'Parents want to me express to you that they disagree with the changes. They don't feel the changes reflect what they want their children to be taught.'</p> <p>'A number of parents have told me they're confused about why the curriculum has changed.'</p> |

Monitoring School Performance

This table outlines some of the indicators of school performance and sources of information about each.

| Indicator | Source of Information |
|---|--|
| National Curriculum assessments and tests (SATS) | Government data from SAT's (Inspection Data Summary Report (IDSR)) |
| Quality of teaching and learning (as assessed and reported by an expert panel) | School self-evaluation Head of School /Subject leaders reports ODST SIA visit feedback Ofsted inspection report |
| Achievement of School Development Plan | Progress on School Improvement Plan |
| Pupil performance progress, including tracking of vulnerable groups, boy/girl differences, progress of disadvantaged pupils etc | Internal teacher assessments. Teaching and Learning report from Senior Leadership Team |
| Pupil Premium tracking | Headteacher report |
| Data on pupil attendance, exclusions, behaviour, attitudes and self esteem | Headteacher report |
| Number of applications for admission and destinations and reasons for school leavers | Headteacher report |
| Staff morale, training, commitment etc. | Staff Continuing Professional Development (CPD) |
| Home – School communication | Pupil/Parent/Staff surveys School newsletters |
| Parent views | Pupil/Parent/Staff surveys |
| The learning environment | Pupil/Parent/Staff surveys Ofsted inspection report SIAMS report |
| Number of issues regarding safeguarding | Safeguarding monitoring report Headteacher report ODST Safeguarding Review |

Monitoring Visits

'Monitoring visits' are where LGB members go into school to:

- ✓ See how a specific aspect of the school works in practice
- ✓ Check progress is being made towards the school's strategic objectives
- ✓ Ask about and witness whether the things people say are happening are actually happening

Many LGBs assign members to a particular area of the school or subject; a "link" LGB member, but not always. On a visit the LGB member will meet with the staff member responsible for this area, eg the literacy link LGB member will meet with the literacy subject lead. It is suggested that these meetings take place 3 times per year. Visits must be pre-arranged and if spending time in a classroom, the school needs to be very clear why the LGB member is there.

Broadly, there are 2 types of visit



Learning walks, where an LGB member is taken around the school with the relevant staff member to get a feel for the school. During the walk, there might be an opportunity to talk to a range of staff members and pupils



Meetings with the relevant staff member, where the LGB member can discuss the school's progress in the area of focus

To do on a school visit:

- ✓ Find out more about the school
- ✓ Talk with pupils, staff and parents to gather their views
- ✓ Look for evidence that the school is implementing the policies and actions in the school improvement plan
- ✓ Learn how these policies and actions work in practice
- ✓ Demonstrate to staff that accountability is robust in the school
- ✓ Make sure school staff are all working towards the school's vision

To avoid on a school visit:

The maintained schools governance guide (see section 3.3.3) makes it clear that it's not the LGBs role to:

- ✗ Assess teaching and learning
- ✗ Interfere in the day-to-day running of the school
- ✗ It also makes it clear that "individual LGB members do not have an automatic right to enter the school whenever they wish", so make sure visits are arranged in advance.

The academy trust governance guide doesn't mention school visits, but this is still good advice.

Do

- ✓ Ask open questions beginning with 'what', 'how', 'when', 'how often', 'why', 'who' and 'where'
- ✓ Ask to see evidence for the information given by staff, or ask what evidence they've used to make a judgement
- ✓ Clarify any unfamiliar terms or acronyms
- ✓ Stay observational: do not pass judgement on staff or inspect them
- ✓ To spend time in a classroom, all parties need to be very clear about why
- ✓ Check with teachers before asking pupils questions
- ✓ Tell staff you'll pass on any concerns they raise with the relevant people. This helps build trust and demonstrates that you're there to support them
- ✓ Remember that you're representing the LGB. Be friendly but professional, and dress appropriately, bearing in mind the standards of dress set for teachers and pupils

Don't

- ✗ Pass comment on classroom practice or any specific incidents that happen. You're not there to inspect the school, and it's not your role to judge teaching methods, assess the quality of teaching, or comment on the extent of learning
- ✗ Interfere with the day-to-day running of the school. You're not school managers
- ✗ Sit at the back of the classroom with a clipboard. This will be intimidating and make you look like an inspector. Be friendly, engaging and interactive
- ✗ Raise concerns in the moment. If you have concerns about anything you've seen, note them down and raise them with the chair of the LGB or headteacher later

Time Off Work

Monitoring visits are an important tool in the LGB toolkit to triangulate the information provided by the Headteacher. It is important that a monitoring visit provides a positive impact on the school and does not interfere with the operational day to day running of the school. Monitoring visits are most effective during the school day and is important not to overload staff workload by requesting visits outside of school hours. LGB members are legally allowed to request time off work to fulfil their obligations, and whilst this may not always be possible, it is useful information to have. [Time off work for public duties - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/time-off-work-for-public-duties)


Safeguarding



Safeguarding is everybody's responsibility. If there are any safeguarding concerns during a monitoring visit you **MUST IMMEDIATELY** inform the DSL.

The Monitoring Visit Report

A monitoring visit report must be completed after every school visit. The template document can be found on GovernorHub. The LGB chair can provide support with completing this form.


LGB Monitoring Visit Report

LGB Monitoring Policy Guidance

Where possible, monitoring visits will:

- Keep classroom visits brief but sufficient to allow necessary information gathering
- Discuss and agree aims and observations before classroom visits
- Record evidence and consider evaluation of impact
- Aim to arrange a follow up visit to evaluate progress / change where relevant

After the visit:

- Share the findings verbally with the Headteacher
- This written report should be with the Headteacher within three days of the visit
- This report will be considered at the next LGB meeting to inform the evaluation of impact and discuss monitoring strategy

| | |
|---|--|
| Date of visit | |
| LGB Member(s) Names and Area(s) of Responsibility | |
| Link Teacher | |
| Class / Year Group Visited | |
| Purpose of visit (previously agreed in consultation with the headteacher) | |
| SDP Link (which priority is this visit linked to?) | |
| Values Link | |

Visit reports **must not** contain any personal information about the pupils. Please do not put pupil names into the visit report; refer to children by using terms such as 'a pupil from Year 2 commented.....'



Share the completed report with the Head and the member of staff visited



Send the visit report to the Clerk; it will need to be with the Clerk one week prior to the next meeting to be on the agenda for that meeting

Safeguarding in Schools

What is Safeguarding?

Safeguarding deals with the measures put in place to ensure that pupils generally are kept safe and that any warning signs of child abuse are **immediately** acted upon. Child protection is much more specific and relates to individual pupils who have been identified as being at significant risk of coming to serious harm. Individual children will not be identified as the subject of protection plans; but LGBs will be informed of the type of child protection taking place in school as part of the Headteacher report.



Child abuse can take the form of: physical, emotional, sexual and/or sexual exploitation and neglect. Other issues that may affect a child's well-being are: social disadvantage, family social isolation, domestic abuse, mental illness within family, drug and alcohol misuse. Any suspicion of abuse must be referred **immediately** to the Designated Safeguarding Lead.

Single Central Record (SCR)

The single central record is a record of the pre-employment checks undertaken. The single central record must cover all staff, including teacher trainees on salaried routes, agency and third-party supply staff, even if they work for one day.

The single central record must indicate whether the following checks have been carried out or certificates obtained, and the date on which each check was completed or certificate obtained:

- ✓ an identity check, [How to prove and verify someone's identity - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/how-to-prove-and-verify-someone-s-identity)
- ✓ a barred list check
- ✓ an enhanced DBS check requested/certificate provided
- ✓ a prohibition from teaching check
- ✓ further checks on people who have lived or worked outside the UK
- ✓ a check of professional qualifications, where required
- ✓ a check to establish the person's right to work in the United Kingdom

For agency and third-party supply staff, schools must include whether written confirmation has been received that the employer providing the supply staff has carried out the relevant checks and obtained the appropriate certificates, the date this confirmation was received and whether details of any enhanced DBS certificate have been provided in respect of the member of staff.

The details of an individual should be removed from the single central record once they no longer work at the school. Schools do not have to keep copies of DBS certificates in order to fulfil the duty of maintaining the single central record; however, to comply with the requirements of the Data Protection Act 2018, when a school chooses to retain a copy, there should be a valid reason for doing so and it should not be kept for longer than six months. When the information is destroyed a school may keep a record of the fact that vetting was carried out, the result and the recruitment decision taken if they choose to.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications should be kept on their personnel file.

Child Protection Online Management System



CPOMS (Child Protection Online Management System) is the ODST provider of student safeguarding software. It helps schools record incidents of harm and abuse so that they can learn from past mistakes and prevent future occurrences. It also enables schools to identify trends and patterns of harm and abuse, allowing them to intervene earlier and better support vulnerable pupils.

Monitoring Safeguarding

The LGB member with lead responsibility for safeguarding should carry out at least four monitoring visits to school during the academic year and complete a written report following each. That report should then be reviewed by the LGB at their next meeting. The report and any challenge raised should be recorded in the minutes.

This Safeguarding Monitoring Schedule is designed to be used alongside the ODST Safeguarding Monitoring Visit Report form. The safeguarding monitoring visit report form is available on GovernorHub.

Visits 1-3: Termly Monitoring

At each termly monitoring visit, the LGB member for safeguarding should meet by prior arrangement with the Designated Safeguarding Lead (DSL) and receive their report, which can be written or verbal, giving updates in each of the following areas.

1. Single Central Record (SCR) – checking the SCR is an operational task that should normally be left to school leaders. However, it is the responsibility of the LGB member for safeguarding to ensure that those checks are being completed and that the SCR complies with statutory requirements. You can use the checklist on the ODST Safeguarding Monitoring Report form for guidance and you may choose to review the SCR with the DSL as you work through your questions.
2. Staff training – has there been any training delivered to staff since the last report? Have there been any new starters and if so, have they received the appropriate level of safeguarding training as part of their induction? Has this training been recorded?
3. Vulnerable pupils – how many pupils are there on roll with an EHCP? How many Looked After Children (Children We Care For)? How many pupils on roll are known to Social Services (e.g., CP plan, Child in Need, TAF)?
4. Attendance – what is the current rate of attendance? What is the current rate of persistent absence (PA)? Are there any particular groups or trends to be aware of?
5. Exclusions – how many fixed term exclusions (suspensions) have there been since the last report? How many permanent exclusions? Do we have any pupils on part-time timetables? Any there any particular trends or cases (anonymised) to be aware of?
6. Referrals and incidents – how many have there been since the last report?
 - Allegations made against staff or volunteers
 - Child protection referrals / referrals to the MASH
 - Reported bullying incidents
 - Reported child-on-child sexual violence and harassment incidents
 - Reported online safety incidents
 - Reported racist incidents
 - Number of extremist concerns
 - Number of FGM concerns
 - Number of forced marriage concerns
 - Number of mental health concerns
 - Number of CSE (Child Sexual Exploitation) and CCE (Child Criminal Exploitation) concerns

Have these been dealt with and how? Has the correct procedure been followed in accordance with our policy?

Any information provided about individual cases or incidents will be anonymised and should be treated as confidential.














7. Policies – which policies linked to safeguarding have been reviewed since the last meeting and which are due for review? These policies could include,
 - Child Protection and Safeguarding Policy
 - Managing Allegations against Staff and Volunteers Policy
 - Safer Recruitment Policy
 - Behaviour Policy
 - Staff Code of Conduct
 - Whistleblowing Policy
 - Health and Safety Policy
8. What progress has been made on actions agreed at the last meeting? These could be drawn from the School Development Plan where priorities are linked to safeguarding, from the Annual Safeguarding Report to the local authority or from safeguarding audits completed (external or internal).

Visit 4

In addition to these three visits, a fourth visit should be focused on gathering stakeholder feedback on safeguarding and could be planned to include a pupil voice panel that focuses on safeguarding questions and allows you to get a deeper insight into how safe pupils feel in school.

This visit could also be planned to include planning or conducting a staff and/or parent survey with questions relating specifically to safeguarding.

Safeguarding Monitoring Questions

-  Are there systems in place for children to confidently report abuse and for their concerns to be treated seriously?
-  Are staff and other adults clear about procedures where they're concerned about the safety of a child, including if children go missing from school?
-  Do pupils feel protected and safe? How do you know?
-  Are there effective safeguarding, pupil behaviour and staff behaviour policies that are well understood by everyone?
-  Do you have effective procedures in place for identifying possible mental health problems among pupils, and do all staff know what these procedures are?
-  Do staff receive training on protecting children?
-  How do you make sure written records are made in a timely way, kept up to date, stored securely and shared appropriately?
-  Are safer recruitment procedures in place?
-  Is the physical environment safe?
-  How is child-on-child abuse tackled in school?
-  How is discrimination tackled in school?
-  What online safety measures are in place?
-  Can you do everything you need to do in your role? What can't you do? What can I do to help you?

Safeguarding Questions for Stakeholders

| | |
|---|---|
| <p>? To ask staff;</p> | <p>Without going into any specific details, have you reported any safeguarding concerns over the past year?</p> <p>How were the concerns dealt with?</p> <p>How did the DSL keep you updated about any concerns you raised?</p> <p>What safeguarding training have you received? When was the last time you received training?</p> <p>Are there any safeguarding areas you're unsure about?</p> |
| <p>? To ask pupils via survey or as part of pupil voice;</p> | <p>How safe do you feel in school? (in a survey this can be measured on a scale of 1 to 5)</p> <p>How enjoyable do you find being at school?</p> <p>What should you do if you feel unsafe?</p> <p>What should you do if 1 of your friends tells you they feel unsafe?</p> <p>Do you ever see bullying at school? How is it dealt with?</p> <p>How confident are you that you know how to keep yourself safe online?</p> |
| <p>? To ask parents via a survey;</p> | <p>How safe do you think your child is at school?</p> <p>Is there anything your child has told you about feeling safe?</p> <p>What does your child learn about at school in terms of keeping themselves safe?</p> <p>Where would you go if you have a concern about a child or a member of staff?</p> <p>Where would you find (for example): the child protection policy? the anti-bullying policy?</p> |

Monitoring SEND

Legal responsibilities

Academy trusts are required to:

- use ‘best endeavours’ (do everything they can) to ensure that pupils with SEND get the support they need
- ensure that relevant policies have been approved and monitor their effectiveness
- ensure the necessary SEND information is published on the school/trust website
- ensure that adequate resources are allocated to provision for pupils with SEND
- ensure a suitably qualified or experienced special educational needs coordinator (SENCO) has been appointed and is working effectively.

Although the trust board is ultimately responsible, the LGB should know what the trust’s legal duties are in order to monitor the effectiveness of SEND provision within their school. The LGB can then provide detailed, school-specific SEND oversight.


The SENCO

The SENCO is the lead member of staff (and a qualified teacher) who is responsible for implementing the school’s SEND policies.

Their responsibilities include:

- overseeing the day-to-day operation of the school’s SEN policy
- coordinating provision for children with SEN
- liaising with staff and external parties
- ensuring that the school keeps the records of all pupils with SEN up to date

The SEND policy and SEN information report



Oxford Diocesan Schools Trust
St Mary's Convent
Ditchworth Road, Wantage
Oxford, OX12 9AU
01890 208288
odst.governance@oxford.anglican.org
www.odst.org.uk

Central Policy: Trust-wide, applicable at trust and school levels. Schools may not make any changes or adaptations.

Special Educational Needs and Disabilities (SEND) Policy

[insert school name]


| | |
|-------------------|--|
| Approved by: | Education Quality Standards & Impact Committee |
| Date: | June 2023 |
| Next review date: | June 2026 |

| | |
|--------------------|--|
| Adopted by school: | |
| Date: | |

All schools are required to have a SEND policy and SEN information report. Both documents are produced centrally and reviewed annually by ODST.

The school SEND policy and SEN report must be published to the school website each year.

The templates are available on GovernorHub.



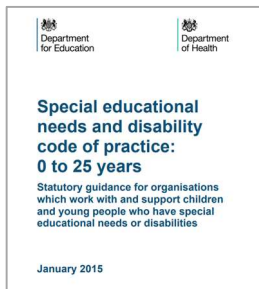
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01890 208288
odst.governance@oxford.anglican.org
www.odst.org.uk

SEN Information Report

[insert school name]

| | |
|-------------------|------------------------|
| Approved by: | Estates & Safeguarding |
| Date: | May 2024 |
| Next review date: | May 2025 |

SEND Governance in Practice



- All LGB members should read and understand chapter six of the SEND code of practice.
- The induction programme for LGB members should include an overview of the SEND provision at the school, how this is developing and how inclusion is realised.
- [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/264272/SEND_Code_of_Practice_January_2015.pdf)

The LGB should know:

- the proportion of pupils that require additional support and how many of these have Education, Health and Care (EHC) plans
- the proportion of pupils that have specific needs relating to communication and interaction; cognition and learning, social, emotional and health difficulties; sensory and or physical needs
- the characteristics of the pupils identified as having SEND (such as age, sex and ethnicity)
- the level of funding the school receives to meet the needs of pupils with SEND
- how staff are deployed and resources allocated to meet the needs of SEND pupils
- how the curriculum is adapted to meet the needs of all pupils, including those with SEND
- how staff at all levels are developed and supported to meet the needs of pupils with SEND
- strengths and areas for development highlighted through inspection and self-evaluation
- how the attainment and progress of pupils with SEND is assessed

The LGB should seek assurance that:

- roles and responsibilities for SEND provision are clear; as a result, all staff understand what they are responsible and accountable for
- staff are deployed effectively, according to their skills, knowledge and experience
- gaps are identified in SEND knowledge, skills and understanding and appropriate professional development opportunities are put in place to address these
- relevant CPD is undertaken by staff and, where appropriate, disseminated across the school
- staffing and leadership structures actively support the strategic priorities associated with SEND
- the SENCO works collaboratively alongside the headteacher, senior leaders, trust SENCO and central team, parents and carers, and external agencies, including using pupil voice to develop a whole school response to SEND

Look for evidence that:

- an inclusive culture is embedded and pupils with additional needs are fully supported
- all pupils can access the curriculum and are involved in all aspects of school life (for example school trips and extra-curricular activities)
- funding and resources are allocated to meet the needs of pupils with SEND

Review data on the following to identify any trends that suggest pupils with additional needs are disproportionately represented:

- behaviour incidents
- attendance rates
- number of suspensions and exclusions
- pupil movement – seek assurances that pupils are not ‘off-rolled’ (forcing a pupil to leave the school outside of the formal exclusions process)

Data analysis should specifically highlight the outcomes of pupils with SEND as a cohort, across key phases and other defined characteristics such as gender, socio-economic disadvantage, and looked after children.

LGB Member with Responsibility for SEND

The LGB member with responsibility for SEND should have a good understanding of the legal duties of schools in relation to pupils with SEND. They also need to learn how SEND provision works in their own setting.



They should;

- meet regularly with the SENCO and develop an effective working relationship that allows for appropriate support and challenge
- conduct monitoring visits to learn about the school's context and the needs of pupils with SEND
- seek assurance that staff receive effective and up-to-date SEND training
- champion an inclusive culture, reminding LGB members to consider the impact of their decisions on pupils with SEND (particularly during any budget discussions)
- seek assurance that the school is complying with their statutory SEND duties
- ensure that the school engages with all key stakeholders in relation to SEND (pupils, families, staff, and local partners)
- check that the school makes good use of financial resources (including the notional budget) to support pupils with SEND
- report on their findings to the trust board (most likely via the SEND link trustee)
- engage with other SEND LGB members within the trust to compare practice

ODST recommend;

- termly meetings/school visits take place between the SEND LGB member and the SENCO
- the SENCO has protected time to undertake the role, has received appropriate training and is well supported
- the SEND LGB member collaborates with the SENCO to produce an annual report to the LGB and trust board on progress against priorities
- the SENCO attends LGB meetings at least once a year to report back to the full board and receive appropriate challenge and scrutiny
- (If they are not a member of the leadership team), the SENCO is given opportunities to engage in leadership planning and decisions that impact pupils with SEND
- there is a succession plan for the SENCO (such as the appointment of deputy or assistant SENCOs)
- the SENCO is given the opportunity to meet with other SENCOs within the trust so that experiences and best practice can be shared

Inspections

Inspection provides assurance to the public and to government that minimum standards of education, skills and childcare are being met; that – where relevant – public money is being spent well; and that arrangements for safeguarding are effective.

LGB members provide a key role in inspections; and will be expected to participate in the inspection process for their schools. There are two types of inspections; OFSTED inspections which apply to all ODST schools, and SIAM's inspections which apply to the Church schools within the Trust.

The Frameworks of both of these can be found here:



[Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework)
[School inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-inspection-handbook)



The Statutory Inspection of Anglican
and Methodist Schools

[siams-framework-september-2023.pdf
\(churchofengland.org\)](https://www.churchofengland.org/siams-framework-september-2023.pdf)

OFSTED Inspections

Types and timing of inspections

One or two inspectors (depending on school size) visit the school to conduct an inspection.

Graded inspections

- Formerly known as Section 5 inspections
- Normally last two days
- Result in a judgement on the overall effectiveness of provision, graded as
 - Outstanding
 - Good
 - Requires improvement
 - Inadequate

Ungraded inspections

- Formerly known as Section 8 inspections
- One to two days (depending on school size)
- Focus on determining whether the school remains the same grade
- Do not result in a graded judgement
- May be deemed a graded inspection if overall effectiveness or safeguarding provision has declined

Monitoring inspections

- Focus on how the school is progressing towards becoming 'good'
- Schools graded 'inadequate' normally receive a monitoring inspection, as well as schools that receive a second consecutive judgement of 'requires improvement'

Urgent inspections

- Formerly known as a no formal designation inspection
- Carried out at any time where there are serious concerns (about safeguarding or leadership, for example)

Demonstrating Effective Governance to Ofsted

Governance is inspected under leadership and management. The Ofsted inspection handbook states that this area of judgement is about:

“... how leaders, managers and those responsible for governance ensure that the education that the school provides has a positive impact on all its pupils.”

Inspectors will look for evidence of the impact of the LGB. Keeping the strategy document, school improvement plan and relevant policies under review will help to ensure that the board is ready to talk to inspectors about:

- their strengths and areas for development
- the progress being made towards strategic priorities
- areas where expected progress is not being made
- the plans in place to address this

Gathering Evidence

Inspectors will gather evidence from a range of sources, including:

- national performance data – exploring trends and areas for improvement
- Parent View responses – looking for themes such as bullying, behaviour or homework
- the school website – checking statutory information and how the school engages with stakeholders
- previous inspection information – looking to see that necessary actioned has been taken
- exclusion records, behaviour records and attendance analysis
- documented evidence on the work and priorities of those responsible for governance

Some evidence will be looked at before the inspector visits the school. Your governance professional (clerk) is responsible for ensuring that governance documentation is filed correctly and readily accessible for inspectors.

Inspectors will not use internal data as evidence; however, they will be interested in the conclusions drawn and actions taken from internal assessment information.

To support their evidence collection, inspectors will also:

- observe pupils outside of lessons (such as at break times)
- meet with the LGB
- meet with leaders to discuss the school’s self-evaluation and other aspects of management

Examples of Questions Inspectors May Ask



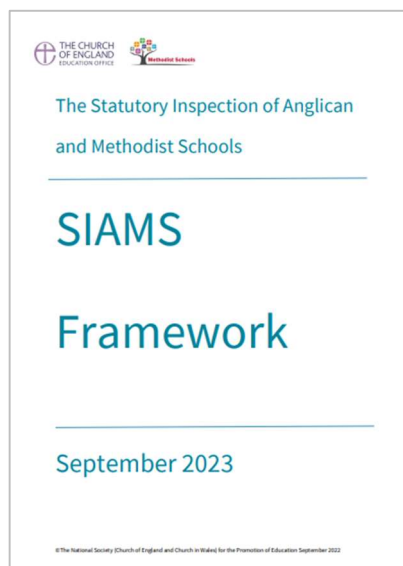
- What is the governing board’s vision for the school?
- What is the strategy for achieving the vision – who determines this?
- What are the school’s development priorities?
- How does the board ensure that progress is made on these priorities?
- How do you hold your headteacher to account?
- How do you know safeguarding is robust? What staff and governing board training takes place?
- What sources of information do you use to find out the views of parents, staff and pupils?
- How is pupil premium funding being used and what impact is it having?
- How do you ensure that pupils gain the essential knowledge needed to be educated citizens?
- How do you monitor attendance and absence rates?

SIAMS Inspections

All Church of England dioceses and the Methodist Church use the Church of England Education Office's framework for the Statutory Inspection of Anglican and Methodist Schools (SIAMS) under Section 48 of the *Education Act 2005*. The SIAMS Evaluation Schedule sets out the expectations for the conduct of the Statutory Inspection of Anglican, Methodist and ecumenical Schools under Section 48 of the *Education Act 2005*.

SIAMS inspection focuses on the impact of the Church school's Christian vision on pupils and adults. This involves looking at the school's Christian vision, the provision the school makes because of this vision and how effective this provision is in enabling all pupils to flourish.

Church schools will employ a variety of strategies and styles appropriate to, and reflective of, their particular context in order to be distinctively and effectively Christian in their character and ethos. SIAMS inspectors therefore do not look for a set template of what a Church school should be like, but rather take the particular context of the school into account and base their evaluation on the outcomes rather than the process.



The Evaluation Schedule has one inspection question: “How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?”

This is explored through seven strands:

- 1 Vision and Leadership
- 2 Wisdom, Knowledge, and Skills
- 3 Character Development: Hope, Aspiration, and Courageous Advocacy
- 4 Community and Living Well Together
- 5 Dignity and Respect
- 6 Impact of Collective Worship
- 7 Effectiveness of Religious Education.

One overall grade is awarded reflecting the contribution of these strands to the flourishing of pupils and adults in a Church school. In addition, a standalone grade is awarded in all schools for collective worship and in former VA schools for religious education (RE). This grade is based on teaching and learning alone.

Human Resources

The ODST HR team works in close collaboration with school leaders and business managers, proving central services and supporting them in building a workplace which is attractive and supportive for professionals.

Developing a Skilled and Supported Workforce

Headteachers oversee recruitment, training and support of school staff. The ODST HR team supports leaders to take a proactive approach in the management of teams and withing legally compliant policies and procedures.

Recruitment: safer recruitment compliance, model job descriptions, job evaluation and supporting the advertising of roles (internally and externally); advice and procedural guidance around selection activities; and co-ordination of the process for appointing those on leadership pay scales.

Employee Relations: Eg appraisal, disciplinary, probation, performance management and capability, maternity and best practice staffing structures.

Change Management: Partnering schools through projects such as restructures and TUPE's, and support in reviewing school structures including benchmarking data.

Employee Welfare: For employees, managers, LGB members.

Staff Development: Working with the SI Team on the delivery of training workshops at Trust level, or more tailored local support where needed.

Headteacher Appraisal

The Trust performance review cycle for 2024/25 will roll out the 'Growing Great People' (GGP) approach to supporting and developing staff and leaders at all levels and at all career stages. This has been trialled in 12 schools over 2023/24 and the roll out to all schools will be staged from September 2024. Beginning in the autumn, teachers and support staff will begin the GGP process and then from January 2025, Headteachers will be included.



The ODST Appraisal Policy will be updated to reflect the changes in approach and to ensure roles and responsibilities are clear, including those of ODST central team and LGB members. ODST Governance will signal when the new policy is available for adoption by all schools.

Finance Support

ODST has a highly effective central finance team working alongside schools, towards our common aim of achieving excellent financial management and accountability in support of outstanding teaching and learning.

Supporting Excellent Financial Management

There is considerable delegated authority in terms of the schools' finances and as a trust we are mutually accountable, schools and central finance team, to maintain the financial stability of the trust as a whole.

ODST schools are expected to submit a balanced financial budget for the year ahead, unless (and only in exceptional circumstances) there is advance authorisation sought (and given) by the Finance Committee for a deficit budget. Schools are expected to adhere to the approved budget and proactively seek support from the central finance team if an adverse variance occurs or is foreseen.

We support our school finance staff day-to-day in the following ways:

- On-site visits from experienced and highly qualified central finance staff
- Telephone and email enquiry services
- Regular meetings and training events at which information and best practice solutions are shared and problems aired.
- ODST "in house" bursar service is available to our schools who may be looking to move away from an external bursar or wanting to re-organise their office structure

Financial Procedures Manual

ODST Finance produce a Financial Procedures Manual which all schools are mandated to comply with. This manual contains details of roles and responsibilities, as well as finance policies. The manual is available on GovernorHub.

Resources Committee

All ODST LGBs are required to establish a Resources committee which has specific delegated powers and functions as outlined in the Resources Committee Terms of Reference. This document is attached in the appendices.

The Terms of Reference and membership is reviewed annually at the beginning of each academic year, in consultation with and having regard to the views of the Trustees.

ODST Resources Committee Terms of Reference

In accordance with the ODST Scheme of Delegation for **element seven of school autonomy**, the Local Governing Body (LGB) delegates the powers and functions described in these Terms of Reference to the Resources Committee. These Terms of Reference are subject to any conditions ODST or the LGB may impose and may be revoked or altered. The terms of Reference and membership of the Resources Committee shall be agreed in writing by the Trustees and will be reviewed annually at the beginning of each academic year in consultation with and having regard to the views of the Trustees. Any Trustee is entitled to attend and vote at any meeting.

Purpose Statement

To hold the school leadership to account for the efficient use of resources to ensure the best possible educational outcomes for pupils.

MEMBERSHIP

- M1 Membership of the Resources Committee must include at least 3 LGB Members.
M2 Membership of the Resources Committee may include persons who do not also serve on the LGB, provided that a majority of the members of the Committee shall be LGB Members.
M3 Membership of the Resources Committee will normally include the Headteacher and School Business Manager but should not include any other member of school staff.
M4 A quorum will consist of 3 Members, 2 of whom must be LGB Members.
M5 The LGB will determine whether some or all of the members of the Resources Committee who are not LGB Members shall be entitled to vote in any proceedings of the Committee.
M6 No vote on any matter shall be taken at a meeting of the Resources Committee unless the majority of members present are either LGB Members or Trustees.

MEETINGS

- M1 Any Committee member may be elected as Chair with the exception of the Headteacher or any other member of school staff.
M2 In the absence of the Chair, the committee shall choose an acting chair for that meeting from among their number.
M3 Committee members will agree a clerk for each meeting. The Clerk may vary from one meeting to another. Any Committee member may clerk the meeting except the Headteacher or any other member of school staff.
M4 The Resources Committee must meet at least 4 times per academic year but may meet more frequently.
M5 An agenda and any relevant papers will be circulated to all committee members at least seven days before the meeting date.
M6 Draft minutes of meetings will be circulated within seven days. Minutes are to be agreed by all members at the next meeting and signed by the Chair.
M7 Minutes will be uploaded to Governor Hub and circulated to all LGB Members at least seven days before the next LGB meeting; minutes will be presented by the Chair of the Resources Committee or another member in his/her absence.
M8 Committee meetings will not be open to the public, but minutes shall be made available on request. Information relating to a named person on any other matter sent to the committee considers confidential does not have to be made available for inspection but will be recorded in the confidential minutes.
M9 Any decisions taken must be determined by a majority of votes of committee members present and voting - but no vote can be taken unless a majority of those who are LGB Members.

RESPONSIBILITIES

- R1 Monitor and expend all monies received on account of the school. LGB Engage
R2 Receive the financial management accounts on a monthly basis via Governor Hub for scrutiny and discuss 4 times per year in line with meeting schedule. Approve
R3 Ensure that proper procedures are put in place for the safeguarding of funds and that the requirements of the Academies Financial Handbook and the ODST Financial Procedures Manual are followed. Engage Engage
R4 Ensure that funds allocated to the school for specific purposes (e.g., pupil premium, sports premium) are used effectively and that the impact of this funding is measured. Approve Engage
R5 Ensure compliance with all ODST policies dealing with finance and workforce. Approve Engage
R6 Ensure that the buildings and facilities of the school are maintained to provide safe, healthy, and sustainable environments for pupils, staff, and visitors, having regard to the legal responsibilities of the site and/or ODST trustees. Approve Engage

ODST Resources Committee Terms of Reference June 2024

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ODST Resources Committee Terms of Reference June 2024

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School Budget

The ODST finance team support the school and LGB with the budget process. The dates for budget notification and submission are outline on the ODST Financial Planning Calendar; available on GovernorHub.



| ODST Finance Calendar 2023-24 | | | |
|---|---|---|--|
| SEPTEMBER 2023 | OCTOBER 2023 | NOVEMBER 2023 | DECEMBER 2023 |
| School Year and school pack return part B due 22nd September Year and school pack return part C due 26th September Submit National Publishing Programme Year End Statement for 2022/23 | School Submit F12 PFCO and Budget Monitoring by 13th October - to ODST Finance F12 Ledger closes 13th October - Submit F1 PFCO and Budget Monitoring by 20th October - to ODST Finance Complete autumn school return (due 10th Oct 2023 return date 1st Nov) - please email AMIS & LMS to ODST Finance (contact via 01235 24 or personal email to administrator numbers only) for Sept 2023 on F1 not done in last FY and | School F12 Ledger closes 13th November. Submit F12 PFCO and Budget Monitoring by 20th November - to ODST Finance Complete School Infrastructure Capital - 2nd Nov 2023 First draft of 2023/24 budget (based on Oct 23 census figures) | School F12 Ledger closes 13th December. Submit F12 PFCO and Budget Monitoring by 20th December - to ODST Finance Submit School Infrastructure Capital by 3rd December 2023 Submit 2024 Capital Funding bid form to ODST |
| ODST F11 and F12 closed by 15th September. Letter 10 sent by 15th September Autumn Payments are updated to F12 20th to 26th September Finance Committee Meeting - 26/09/2023 Autumn Trust Handbook 2023 comes into effect | ODST External Audit for 1/10 22nd August 2023 begins 9th October Second quarterly profit provision payment for the 2023 to 2024 financial year First payment of the 10% grant and first payment of recovery provision for the 2023-24 academic year | ODST External Audit for 1/10 22nd August 2023 completed & Finance Committee Meeting - 26/10/2023 Payment of teachers' pay effort grant for 2023 to 2024 and 85% second payment for 2023 to 2024 First payment of the 10% grant and first payment of recovery provision for the 2023 to 2024 Complete and submit the final and budget collection led by 7th November 2023 | ODST Audit for Annual Accounts sign off - 12th December 2023 Submit 2023/24 audited financial statements, management letter & internal auditing summary report by 11 December |
| JANUARY 2024 | FEBRUARY 2024 | MARCH 2024 | APRIL 2024 |
| School F12 Ledger closes 13th January. Submit F12 PFCO and Budget Monitoring by 20th January to ODST Finance Complete spring school return (due 10th Jan 2024 return date 1st Feb) - please email AMIS & LMS to ODST Finance Arrange visit to discuss possible deficit budget for 2024/25 with the ODST Finance Team | School F12 Ledger closes 13th February. Submit F12 PFCO and Budget Monitoring by 20th February to ODST Finance Headteachers and SMT Conference - 20/2/2024 Admissions update timetable for 2024 on website & definitive admissions arrangements for Sept 2023 to 2024 (see 1 of 2024/25 budgets (based on Oct 23 census and funding) | School F12 Ledger closes 13th March. Submit F12 PFCO and Budget Monitoring by 20th March to ODST Finance Publish admissions arrangements for Sept 2023 on website and send a copy to LA by 12th March Deficit budgets must be notified to ODST Finance by Friday 22nd March 2024 | School Arrange visit to discuss 2024 budget for 2024/25 with the ODST Finance Team F12 Ledger closes 13th April. Submit F12 PFCO and Budget Monitoring by 20th April to ODST Finance |
| ODST Submit accounts return to ODST by 30th January & publish financial statements on ODST website by 22nd January Third quarterly profit provision payment for the 2023 to 2024 financial year Second payment of the national funding programme and second payment of recovery provision for the 2023-24 academic year | ODST Update MFS for 2023-25 funding, add third year section School funding statements for 2024/25 uploaded to GSA Information Exchange | ODST Complete and submit the school resource management self-assessment and plan 2024/25 by 20th March Visit schools for budget setting | ODST Final quarterly payment of Pupil Premium for 2023/24 financial year Third payment of the recovery provision for 2023 to 2024 Finance Committee Meeting - 26th April (please see 2023/24 budget submission by email) |
| MAY 2024 | JUNE 2024 | JULY 2024 | AUGUST 2024 |
| School F12 Ledger closes 13th May. Submit F12 PFCO and Budget Monitoring by 20th May to ODST Finance Complete summer school return (due 10th May 2024 return date 1st June) - please email AMIS & LMS to ODST Finance Arrange governor meeting to authorize budget for 2024/25 & submit to ODST by Friday 27th May 2024 | School F12 Ledger closes 13th June. Submit F12 PFCO and Budget Monitoring by 20th June to ODST Finance School Business Managers Meeting - 13C | School F12 Ledger closes 13th July. Submit F12 PFCO and Budget Monitoring by 20th July to ODST Finance | |
| ODST Submit audited financial statements to Companies House by 22nd May 2024 Final payment of the 10% grant provision for the 2023 to 2024 academic year. Final payment of 10% grant for 2023/24 Final payment of 85% first allocation for period April 2024 to August 2024 | ODST Finance Committee Meeting - 26th June 2024 (Budget Approving) | ODST Completion of 2024/25 funding and 2nd quarter 1 payment of profit provision. Final payment of recovery provision Trust Board - 17th July 2024 FINAL BUDGET APPROVAL | |

Who should be part of the process?

- Headteachers/ SLT
- School Business Manager
- ODST Finance Team input if needed (eg deficit budget)
- Resources Committee
- Full LGB for final recommendation

Funding

Educational and Skills Funding Agency (ESFA)

General Annual Grant (GAG) based on the October census (also called lagged funding) includes pupil premium, PE and sports grant, Universal Free School Meals (UFSM), Teachers Pay Additional Grant (TPAG), other grants.

Pupil Premium

The pupil premium is additional funding given to maintained schools and academies to help raise the attainment of disadvantaged pupils. It's also used to support pupils with parents in the regular armed forces, which is known as the service pupil premium.

The grant may be spent:

- For the educational benefit of pupils registered at your school or at other maintained schools or academies
- On community services that benefit pupils at your school

It's up to senior leaders to decide how to spend the pupil premium, as long as it's spent within the requirements of the conditions of grant and in line with the Department for Education's menu of approaches.

The LGB is responsible for making sure the pupil premium funding is spent on improving the attainment of eligible pupils. This doesn't mean the money can only be spent on things which solely benefit eligible pupils, as some uses may benefit all pupils.

The LGB should monitor:

- How the pupil premium is spent – make sure spending decisions are in line with the menu of approaches and informed by research evidence
- The impact of the spending on targeted groups – all schools are required to publish this information
- The attainment and progress of eligible pupils compared with others

Schools don't have to publish information about the service pupil premium, but the LGB should still monitor whether this funding is being used effectively to support the emotional and social wellbeing of the pupils who receive it. Ofsted inspectors will look at how well the LGB hold school leaders to account for using the pupil premium effectively.

SEND Funding

This is top up funding based on pupils requiring over 15 hours additional support.

Self Generated Income

This can come from numerous sources including before and after school clubs, lettings, pupil paid meals and donations.

Expenditure

Staffing

80% of school expenditure is on staffing costs. Teachers are paid according to national pay scales and support staff on local PayScale agreements. School budget plans assume annual inflation and salary increments. Other staffing costs include absence insurance, training, supply cover and overtime

Other Costs

Some of the other costs which must be considered in the budget are;

- Premises and utilities – building maintenance and services, energy, water, rates, occupational costs
- ODS Top Slice – 5% of GAG funding
- Insurance – Risk Protection Arrangement (RPA) cover
- Curriculum – resources and trips
- ICT – hardware and support
- Administration – photocopying, phones
- Bought in services - curriculum support
- Catering

Reserves

ODST is expecting schools to hold 1-3 months expenditure in reserve. These are held locally by individual schools and are not pooled.

Capital

Schools receive Devolved Formula Capital (DFC) allocation which is currently £4,000 plus £11.25 per pupil. ODS holds the DFC funding centrally and pays invoices for projects over £1,000. ODS also receives School Condition Allocations (SCA) funding for large building projects. This is managed by ODBE and these large projects are prioritised based on the schools condition surveys.

Monitoring School Finances

Budget monitoring is an ongoing process by which the school ensures that the development/improvement plan is achieved, in terms of its expenditure and income objectives. Every LGB member needs to have sufficient financial knowledge to hold executive leaders to account.

Not all LGB members need all skills. Collectively, the LGB and Resources Committee should have these necessary skills among them.

All LGB Members should know;

- How the school is funded
- The budget and the school's finance cycle
- Financial management
- What monitoring checks are happening (i.e. how the Resources Committee make sure this information is accurate)
- What a good budget looks like (i.e. a budget without a deficit)
- How the school's improvement priorities impact the budget
- The importance of setting and agreeing a budget that will maintain the school's viability
- How to ask the right questions to determine if enough is being done to drive financial efficiency
- How financial information is gathered, to ensure confidence in its accuracy
- A basic understanding of financial data, to be able to ask informed questions
- The financial policies and procedures
- How the school decides where to spend its money and how that spending impacts pupil outcomes
- How funding is received for specific grants, how these are spent and how spending has an impact on pupil outcomes – such as:
 - Pupil premium
 - Recovery premium
 - Primary PE and sport premium
 - Teachers' pay grant
 - Funding for pupils with SEN

At least 1 person on the LGB or resources committee needs to:

- Have an appropriate level of financial knowledge and expertise for the size of your school
- Be able to provide guidance and advice to the LGB on financial matters
- Understand the school's current financial health and how it compares with similar schools locally and nationally

Financial Benchmarking

The schools financial benchmarking website enables schools to compare data on a number of spend and workforce categories. This could be used to question whether resources could be used more efficiently by comparing your school's spending in detail with other schools.

[Schools Financial Benchmarking - GOV.UK \(schools-financial-benchmarking.service.gov.uk\)](https://schools-financial-benchmarking.service.gov.uk)

Reporting to the LGB

The DfE and the Education and Skills Funding Agency (ESFA) recommend that LGBs receive monitoring reports at least 6 times per year.

The monitoring report should be:

- Generated from existing financial records e.g. from the school's existing management information system (MIS)
- Easy to understand










It should include:

- Numeric information
- The profiled budget
- Spend to date
- End-of-year projections
- A brief narrative of any variations – why there's a difference between what was agreed and what's been spent, with recommendations for any corrective measures

The LGB should be able to discuss the report and constructively challenge the headteacher on any areas of concern, such as:

- What caused any variances and how they can be avoided in the future
- Whether the school is achieving value for money
- Whether they're taking appropriate action so net spend continues to be affordable

Questions to Consider

-  Is spending in line with the school's strategic priorities?
-  Is there a clear budget forecast that identifies spending opportunities and sets out how to mitigate risks?
-  Does the school have sufficient reserves to cover any major changes or risks identified in the budget forecast?
-  Is the school making the best use of its budget (e.g. by integrating its curriculum and financial planning and making good use of data to inform decision making)?
-  Is money being spent in line with school priorities or just making minor adjustments to last year's budget to make sure there's a surplus?
-  Are the school's money and facilities being used efficiently?
-  Is there any way to achieve better value for money?
-  Is the school getting the best deal possible when buying goods and services?
-  Is the school taking advantage of opportunities to collaborate with other schools to save money by pooling funds where permitted, purchasing services jointly and sharing staff, functions, facilities and technology across sites?

Operations Support

Operations support covers a wide range of areas to ensure the safe, effective and legally compliant running of schools.

The ODST operations manual has further detailed guidance; this can be found on GovernorHub.

Health and Safety



- Annual audit of health and safety
- Smartlog software system to log health and safety and accident reporting, and training and policy guidance
- Advice regarding specific issues including accident reporting, risk assessment (including Fire Risk Assessment), water management and asbestos

Compliance Checks



- Guidance on operational policies, and on request compliance audit visits (covering areas such as site security and risk assessments) to schools using a checklist to quality review operations

Crisis Management



- 24/7 emergency support in the event of a crisis
- Assistance with Business Continuity arrangements

Risk Protection



- All ODST schools are enrolled in the RPA. This provides the equivalent of insurance cover for academies, pupils and staff, and is provided by industry professional on behalf of the DfE. The cost of providing this is £20 per pupil per annum which the ESFA deducts directly from your general annual grant.

Procurement



- Support schools with procurement issues and to obtain best value for money

Legal Support and Advice



- Access to an expert legal team covering the full width of possible issues, and advice and support via the central team

Premises and Site Development



- Access to the ODBE building team, including qualified building surveyor. On joining the Trust, a premises condition survey is produced, and assistance is provided to the school in the development of a 5-year maintenance strategy
- Access to eh School condition Allocation funding from government. The ODBE team, with headteachers, will produce an annual plan of works across schools
- Advice to schools on building projects (both small and large) – such as contractor selection, through to full project management of new schools
- Liaison with local authorities regarding expansion and changes to school premises in response to local changes (eg new housing development)

Data Protection



- ODSST acts as data protection officer (DPO) for schools
- Training, policy guidance, subject access request, information requests, legal support, annual checklist

Health and Safety

ODST as the employer has legal responsibility for health and safety. ODSST delegates operational matters to school staff. The trust board is responsible for making sure that the estate is safe and well-maintained.

Operational responsibility

This is delegated to school staff and includes;

- Taking reasonable steps to make sure staff and pupils aren't exposed to risks to their health and safety
- Assessing the risks to staff and others affected by school activities
- Where applicable, keeping a record of significant findings
- Introducing measures to manage risks
- Telling employees about the risks and measures to be taken to manage the risks
- Making sure adequate training is given to employees on health and safety measures
- Setting out arrangements in a written health and safety policy

Oversight responsibility

The LGB must be certain that the school is meeting its legal responsibilities. This means:

- Checking that the health and safety policy complies with legislation and meets best practice
- Having regular discussions at governance meetings about compliance with the policy
- Establishing a key performance indicator (KPI) for health and safety to help keep it a high priority
- Promoting a sensible approach to health and safety
- Working closely with senior staff to support health and safety, and providing challenge as appropriate
- Making sure staff are getting the training they need
- Monitoring how staff assess and follow up on any identified health and safety issues
- Checking that accidents and 'near misses' are being recorded and looking for patterns that might cause concern

LGBs monitor health and safety practices in their schools, comparing these against MAT-wide guidelines and then reporting back to the board.

Health & Safety Monitoring

The following checklist can be used to monitor and identify areas for improvement with regards to health and safety policy and practice. The list is not exhaustive and may require amendment to reflect the school's needs and priorities.

| Monitoring Area | ✓/✗ | Comments |
|---|-----|----------|
| Policy and planning | | |
| Does the school have an appropriate health and safety policy in place that is reviewed annually? | | |
| Is there a plan detailing what the school would do and their response in the event of an emergency? (Refer to DfE emergency planning guidance) | | |
| Health and safety practice | | |
| Has the school appointed, or arranged support from, a competent person(s) with the necessary skills, knowledge and experience to give sensible guidance about managing health and safety risks? | | |
| Is a system in place to assess risks and implement proportionate control measures? | | |
| If the school maintains a risk register, are significant health and safety risks recorded along with control measures? | | |
| Is there provision in the budget for health and safety training and any services required? | | |
| Do staff receive information and training about health and safety? (Such as assessing risk, dealing with emergencies and reporting accidents.) | | |
| Is there routine reporting of health and safety matters to the board that includes accidents, incidents, identified trends and actions taken? | | |
| Is staff health and safety training reported to the LGB? | | |
| Are the findings of external health and safety audits reported to the LGB and acted upon? | | |

Smartlog



Smartlog is a cloud-based fire and health & safety compliance management software used by all ODST schools. This records Risk Assessments and staff eLearning, Smartlog incorporates multiple health & safety software modules into one central hub to provide a complete compliance management system.



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