



## **THE EAST STAFFORDSHIRE & TAMWORTH PRU FEDERATION: FEDERATION SEF**

**EXECUTIVE HEADTEACHER:** KIRSTY ROGERS

**CHAIR OF MC:** JOHN BRODIE

**VICE CHAIR OF MC:** JOHN BEATY

**NAME OF CLERK OF MC:** DIANE MORTON (ENTRUST)

**NAMES OF MC MEMBERS; ROLES & RESPONSIBILITIES OF THE GOVERNORS; START DATE; DESIGNATION:**

NAME	DESIGNATION	POSITION	SUB COMMITTEE	R&R	SCR
JOHN BRODIE	COMMUNITY	CHAIR	T&L	HT PM; L&M; SSU	YES
JANE GENTLES	COMMUNITY		CURRICULUM	HT PM; LITERACY; SEND; STAFF WELL BEING	YES
ASHLEY STOPS	COMMUNITY		BUSINESS	AP, WEX	YES
CLAIRE KEAST	COMMUNITY		BUSINESS	BEHAVIOUR; ATTENDANCE	YES
VACANCY	COMMUNITY				
VACANCY	LA REP				
VACANCY	STAFF - KSSS	STAFF			
KIRSTY ROGERS	EXECUTIVE HEADTEACHER	EXECUTIVE HEADTEACHER	ALL	REPORTS	YES

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JOHN BEATY	COMMUNITY	VICE CHAIR	BUSINESS	HR; POST 16	YES
KEVIN BALDWIN	COMMUNITY		BUSINESS	H&S; AP	YES
VICKY DEER	COMMUNITY: DIP HT		T&L	L&M; CURRICULUM	YES
JANETTE BISELL	STAFF - BPRU		T&L	IAG, PP	YES
DIANE MORTON	CLERK TO MC	CLERK			YES
SARAH BAMBER	ASSOCIATE	HEAD OF SCHOOL: BPRU	ALL MEETINGS	NON VOTING	YES
SAM GOROLL	ADVISOR	KSSS FINANCE	BUSINESS	NON VOTING	YES
BRIAN SIMS	ASSOCIATE	HEAD OF SCHOOL:KSSS	ALL MEETINGS	NON VOTING	YES

**INSTRUMENT OF GOVERNANCE:** Yes

**COMMITTEES:** **Business:** H&S; Finance; Staffing     **Curriculum:** T&L; ARR; Exams; Curriculum areas; B4L     **FULL**

**COMMITTEE'S TERMS OF REFERENCE:** Yes for Full MC; Business & Curriculum

**ATTENDANCE OF GOVERNORS PER ACADEMIC YEAR:**

**MC PAGE ON SCHOOL WEBSITE:** Yes

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**AGENDA'S; TABLED INFO; HT REPORTS; MINUTES & ACTION POINTS:** Yes

**MC OVERVIEW OF MONITORING:** Yes – Attendance; B4L; EXAMS & progress; L&M; Literacy; Careers; Safeguarding; SEND; Website

**MC ATTENDANCE TO SCHOOL EVENTS:** End of Term Presentations etc

**MC PM OF EHT:** JBr; JG & JPB with Amanda Green (Educational Consultant)

**SCC AUTUMN 2017 GIP Appendix 3**  
Vision Audit Tool

### Review of governance vision

Ofsted Evaluation Criterion	1. How well governors ensure clarity of vision, ethos and strategic direction	
	Characteristics	Evidence to be sought
<b>Strong Governance</b> <i>all characteristics of 'sound' governance plus the following:</i>	<ul style="list-style-type: none"> <li>All governors play a <b>significant</b> role in creating a vision that is shared by all members of the school community and is based on input from, and consultation with, a range of stakeholders.</li> <li>The Governing Body (GB) is influential in setting the strategic direction of the school in partnership with senior leaders.</li> <li>The GB ensures decisions are made in line with the school's vision and strategic priorities and monitors the impact of these decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Ofsted report</li> <li>GB agendas</li> <li>Governance structures, committee work programmes and terms of reference</li> <li>GB and committee minutes</li> </ul>
<b>Sound Governance</b>	<ul style="list-style-type: none"> <li>Governors can articulate the vision of the school, which is <b>consistently</b> set out in relevant school documents.</li> <li>Governors know the school's main priorities for improvement.</li> <li>The work of the GB is focused on and driven by the school's strategic priorities.</li> <li>The GB monitors progress against school development/improvement plan priorities, through visits to school/ first-hand knowledge of these developments.</li> <li>Governors monitor how effectively the policy framework and its practices support the</li> </ul>	<ul style="list-style-type: none"> <li>School Development/Improvement Plan</li> <li>School website</li> <li>Headteacher's report to GB</li> <li>School self-evaluation</li> </ul>

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	ethos of the school.	documentation
		<ul style="list-style-type: none"> <li>• Discussion with Headteacher</li> <li>• Discussion with governors</li> </ul>
<b>Weak Governance</b>	Governance in this area is weak if all of the characteristics of <i>sound governance</i> are not evident.	
<b>Relevant All-Party Parliamentary Group 20 questions 2015</b>	<p><b>Q9.</b> Does our vision look forward three to five years, and does it include what the children who have left the school will have achieved?</p> <p><b>Q10.</b> Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review the strategy?</p> <p><b>Q11.</b> How effective is our strategic planning cycle?</p>	

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### Right skills: Do we have the right skills on the governing body?

Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
1. <b>Have we completed a skills audit of our governing body?</b>	A judgement of 'green' will indicate: <ul style="list-style-type: none"> <li>The school has identified the skills required for the governing body and an appropriate skills audit tool</li> <li>A skills audit has been completed and analysed</li> <li>Any skills gaps have been identified</li> </ul>			<ul style="list-style-type: none"> <li>Always trying to recruit a current p/c.</li> <li>Consider succession planning for strong L&amp;M of MC and of LA to be in place 5+ years.</li> <li>Recruit non education based member with:               <ul style="list-style-type: none"> <li>Charity knowledge</li> <li>Employment law &amp; HR</li> <li>Non education Finance</li> <li>OFSTED / NGA / NSCL understanding</li> </ul> </li> </ul>
		YES: Summer 2014; 2018  To be up dated summer 2022	THE SKILLS AUDIT  WAS PLANNED FOR SUMMER 2017 – PUT ON HOLD DUE TO FEDERATION CONSULTATION	
Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
2. <b>Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?</b>	A judgement of 'green' will indicate: <ul style="list-style-type: none"> <li>Outcome of skills audit informs governor recruitment</li> <li>Governing body enters into a dialogue with the appointing bodies regarding the skill sets required in new governors</li> <li>Desired skills are set out when advertising parent governor vacancies.</li> <li>Governors are appointed on the basis on their skills</li> <li>Governing Body is aware of SGOSS as a possible source of governor recruitment</li> </ul>			REVIEW AFTER FEDERATION CONSULTATION. <ul style="list-style-type: none"> <li>ADVERTISE IN LOCAL PAPERS.</li> </ul>
		YES: Last apt. from Entrust 2020 – due to COVID had to stop.	<ul style="list-style-type: none"> <li>All appointed Governors bring skills needed for a PRU MC. New governors are invited to talk to the Chair and be an observer first to assess what skills; knowledge and understanding that they have/ will bring / any INSET needed.</li> <li>KSSS have yet to successfully recruit from Gov Services.</li> </ul>	

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Effectiveness: Are we as effective as we could be?				
3. <i>Do we understand our roles and responsibilities?</i>	A judgement of 'green' will indicate: <ul style="list-style-type: none"> <li>Governors can clearly articulate the three key roles of the governing body</li> <li>Governors have a clear understanding of the role of the governing body and the role of the head teacher and the strategic / operational split</li> <li>Governors can evidence culture of keeping themselves up to date</li> <li>New governors are inducted effectively</li> </ul>			
		YES	<ul style="list-style-type: none"> <li>New Governors meet with Chair; are offered INSET by EHT internally and externally; EHT offers 1:1 time to discuss MC, R&amp;R etc.</li> <li>MC has R&amp;R; terms of reference;</li> <li>MC up dated their Code of Conduct in April 2018 as a Federation &amp; annually in Oct.</li> <li>Gov Impact statement – June 2022 agreed.</li> </ul>	
Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
4. <i>Do we have a professional clerk and run</i>	A judgement of 'green' will indicate:			

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<p><b>meeting efficiently?</b></p>	<ul style="list-style-type: none"> <li>We have a knowledgeable and well-informed clerk who is able to advise the governing body on its responsibilities</li> <li>We have a job description and performance management process in place for our clerk</li> <li>Our committee clerking arrangements are of a consistent quality with our full governing body arrangements.</li> <li>Meetings keep to time, and deal with all agenda items</li> <li>Decisions and actions from the meeting are clearly recorded and appropriately followed up</li> <li>Accurate minutes are produced in a timely way and include evidence of governing body challenge and impact</li> </ul>	<p>YES</p>	<ul style="list-style-type: none"> <li>DM is an ENTRUST clerk to GB.</li> <li>DM and KER have admin access to Gov Hub</li> <li>Federation buy in Entrust Governor services</li> <li>Mins and reports to MC</li> <li>DM will advise the Chair or MC if required.</li> <li>DM clerks for all MC meetings.</li> <li>All Governors and associates have access to Gov Hub.</li> </ul>	
<p><b>5. What is our training and development budget and does every governor receive the support they need to carry out their role effectively?</b></p>	<p>A judgement of 'green' will indicate:</p> <ul style="list-style-type: none"> <li>We have an appropriate level of funding for governor development</li> </ul>	<p></p>		<ul style="list-style-type: none"> <li>JBR to attend Safer Recruitment</li> <li>CP L1 training is offered to all Governors annually.</li> <li>GDPR inset. Sept 2021</li> <li>Governor monitoring INSET by SIP: Jan 2022</li> </ul>
	<ul style="list-style-type: none"> <li>We are aware of the offer from the Local Authority and other potential sources</li> </ul>	<p></p>		
	<ul style="list-style-type: none"> <li>We have clearly identified governor training needs and this is linked to the outcomes of the skills audit</li> <li>Governing body development is integrated into the school development plan and regularly monitored.</li> </ul>	<p>YES</p>	<ul style="list-style-type: none"> <li>Training budget is limited: new MC members can access Entrust welcome to Governance.</li> <li>Governors INSET is discussed at MC.</li> </ul>	

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6. Do we know about good practice from across the country?	<p>A judgement of 'green' will indicate that</p> <ul style="list-style-type: none"> <li>Lead governors keep themselves informed and disseminate information – this may include attendance at LA briefings, governor forums, local and national governance events, reading relevant publications, using on-line tools.</li> </ul>			
		YES	<ul style="list-style-type: none"> <li>MC has access to NGA &amp; Key.</li> <li>MC can attend SCC GB termly meetings.</li> <li>JBr attends other LA GB meetings.</li> </ul>	
7. Is the size, composition and committee structure of our governing body conducive to effective working?	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> <li>The governing body has considered reconstituting under the 2012 regulations and have either decided to do so or have confirmed that our current constitution is fit for purpose and allows us to recruit skilled governors.</li> <li>The governing body regularly (and at least annually) reviews its committee structure and terms of reference to ensure that they meet the current needs of the governing body.</li> <li>The delegation of decision making to committees, individual governors and the head teacher is clearly recorded and understood by all (including the purpose and operation of any link governor positions).</li> </ul>			<ul style="list-style-type: none"> <li>Tamworth HT – vacancy.</li> <li>KSSS staff to be confirmed</li> <li>1 Community – vacancy</li> <li>Local Authority REP – Vacancy</li> <li>p/c - vacancy</li> <li>Need to recruit new members</li> </ul>
		YES	<ul style="list-style-type: none"> <li>The MC as the FEDERATION altered it's constitution on 1st April 2018.</li> <li>The MC annually reviews the Terms of Reference; Code of Conduct (OCT)</li> <li>The 2 sub committees: any decisions taken are clearly recorded in the mins.</li> <li>Other MC committees – HT PM is recorded and Chair discusses progress in MC meetings.</li> </ul>	



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8. Does every member of the governing body make a regular contribution and do we carry out an annual review of the governing body's performance?	A judgement of 'green' will indicate that: <ul style="list-style-type: none"><li>• All governors attend meetings regularly.</li><li>• The governing body regularly evaluates its effectiveness in holding the school to account and supporting school improvement.</li><li>• Stakeholders are regularly consulted about their views of the governing body and how effectively it fulfils its role (eg staff, parents, the Local Authority)</li></ul>			<ul style="list-style-type: none"><li>• MC to survey staff?</li></ul>
		YES	<ul style="list-style-type: none"><li>• All Governors attend regularly over the year to meetings; if not available – JBr has tele contact with them.</li><li>• LA reviewed KSSS MC in Dec 2015; Oct 2018; BPRU Feb 2019.</li><li>• Feb 2016 MC survey of Staff – extremely positive with 100% return rate.</li><li>• Due to COVID meetings all virtual.</li></ul>	
Strategy: Does the school have a clear vision?				
9. Have we developed long-term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed?	A judgement of 'green' will indicate that: <ul style="list-style-type: none"><li>• Governors and school leaders have a clearly articulated shared vision, which is regularly reviewed and underpins the school development plan.</li><li>• Governors have a clear understanding of the school's development priorities and progress against these.</li></ul>			<ul style="list-style-type: none"><li>• Review the vision, values &amp; strategic focus in summer 2022 as both PRUs have HoS.</li><li>• Ethos Tree draft doc for discussion by KER summer 2022</li></ul>
		Vision and Values review in Summer 2020	<ul style="list-style-type: none"><li>• VISION DOCUMENTS</li><li>• 2020-2023 Strategic Development Planning</li><li>• Annual Federation &amp; PRUs development planning</li></ul>	

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10. Does our strategic planning cycle drive the governing body's activities and agenda setting?	A judgement of 'green' will indicate that: <ul style="list-style-type: none"><li>Governors have considered how to approach monitoring progress against school development priorities and where the responsibility for each area sits</li><li>The committee structure appropriately reflects this</li><li>The governing body ensures relevant meetings are timed to coincide with key milestones, such as publication of RAISE online, pupil progress reviews, lesson observations</li></ul>			<ul style="list-style-type: none"><li>Have a FED strategic termly meeting?</li><li>Review 2022-2025 Fed SDP.</li></ul>
			<ul style="list-style-type: none"><li></li></ul>	
		YES	<ul style="list-style-type: none"><li>HT PM is in Sept – Sept planning cycle.</li><li>MC has it's monitoring 12 months rolling programme – all reports shared at Full MC the following term's meetings</li><li>Strategic 2020-23 planning.</li></ul>	
Accountability of the executive: Do we hold the school leaders to account?				
11. Do we understand the school's performance data well enough to properly hold	A judgement of 'green' will indicate that: <ul style="list-style-type: none"><li>Governors receive succinct and clear reports from the headteacher on school improvement priorities</li><li>Governors are familiar with the Ofsted data dashboard and, where schools</li></ul>			<ul style="list-style-type: none"><li>SCC don't have a PRU league table of data to compare at a local level.</li></ul>

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school leaders to account?	<p>subscribe, the Fischer Family Trust governors' data dashboard</p> <ul style="list-style-type: none"> <li>Some governors see the full RAISE online report and are able to draw conclusions from this</li> <li>Pupil progress data is regularly presented to governors in a way that all governors understand</li> <li>Governors use the data presented to bring appropriate questions and challenge to school leaders</li> </ul>	YES	<ul style="list-style-type: none"> <li>EHT /HoS reports have termly KPI data.</li> <li>Pupil Progress is discussed at each termly T&amp;L meetings.</li> <li>Mins of all meetings – show clearly MC hold EHT/HoS to account</li> </ul>	
Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
12. How effective is our performance management of the headteacher?	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> <li>The governing body has appointed a well-trained performance management panel with a good understanding of the process and of the school's development priorities.</li> <li>An appropriately experienced external adviser has been commissioned to advise this panel, meeting statutory requirements.</li> <li>The performance management panel holds regular review meetings with the head teacher.</li> <li>Governors ensure that the headteacher's objectives effectively support school improvement and positively impact on school development</li> <li>The outcomes of performance management are effectively linked to leadership pay.</li> </ul>			
		YES	<ul style="list-style-type: none"> <li>HT PM is held with Educational Consultant in Sept/Oct to review previous year and set new year objectives. This is in line with HT NPQH standards.</li> <li>MC HT Panel meet termly to review with the HT. JBr makes notes to circulate. JBr, JPB &amp; JG make KER accountable for all aspects of her PM objectives. It is a challenging, robust and rigorous practice.</li> <li>HT PM objectives are interwoven into the Fed SDP.</li> </ul>	

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13. Are our financial management systems robust and do we ensure best value for money?	<p>A judgement of 'green' will indicate that:</p> <ul style="list-style-type: none"> <li>We have successfully achieved the SFVS and addressed any action points which arose</li> <li>We have robust auditing processes in place, including external auditing of the school fund.</li> <li>One or more governors access(es) the government's financial benchmarking data and this informs decision making</li> <li>Clear delegations are in place for levels of spending and for budget monitoring and approval.</li> <li>Financial decisions are clearly linked to school development priorities</li> <li>Staffing decisions reflect the requirement to ensure value for money, and decisions regarding pay are clearly linked to the agreed policy</li> </ul>			<ul style="list-style-type: none"> <li>Finance team trained in national benchmarking &amp; data that is sent out by the DfE – this has limited impact as the schools are very different.</li> <li>Sustainable funding for both PRUs is required.</li> <li>2019-20 budget setting has required Accountant input with NoC for both schools to be given by the end of March 2020. Due to PAN reductions by the SCC.</li> <li>Budget setting 2022.23 has required reserves to be used to set £0 balanced budget. KSSS had a £70k shortfall and BPRU had £23k shortfall due to COVID impact: low NOR at census – full at PAN by Feb for BPRU and nearly at PAN for KSSS June.</li> <li>Chair and Vice Chair are discussing finance with SCC in Oct 2019 – gained lump sum that all schools get £114k. New SCC Commissioner – meeting with Chairs and EHT to discuss new funding formula Feb 2022 – no outcome.</li> </ul>
		YES:	<ul style="list-style-type: none"> <li>New School Metric Calculator and electronic SFVS since in Autumn term 2019; up dated SFVS March 2022.</li> <li>As a FED of 2 PRUs – it is easy to compare expenditure.</li> <li>KSSS: School Audit undertaken by SCC in Summer 2014 &amp; Feb 2020 – no major issues.</li> <li>BPRU: School Audit undertaken by SCC in Nov 2019 – no major issues.</li> <li>School budget is set in April and signed by MC Chair; sent to SCC. Termly Business meetings discuss the budget and a My Finance report is discussed by HT; Bursar and MC.</li> <li>KSSS &amp; BPRU uses the SCC Scheme of Delegation which is reviewed per year (Feb)</li> <li>KSSS &amp; BPRU use the SCC Entrust JFU financial services per term.</li> <li>SDP has financial planning and the Business MC also approve other spends during the year.</li> </ul>	

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<b>Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?</b>				
<b>14. How do we listen to and understand our pupils, parents and staff?</b>	A judgement of 'green' will indicate that: <ul style="list-style-type: none"> <li>The school signposts parents to Ofsted's Parent View website</li> <li>The governing body has mechanisms in place to consult parents, pupils and staff regarding their views on the school.</li> <li>There is evidence of ways in which the school have responded to these consultations and this is communicated to the stakeholders</li> </ul>			<ul style="list-style-type: none"> <li>As a FED – MC might wish to undertake a Staff survey – Last one was by OFSTED in 2018, due to COVID.</li> </ul>
		YES	<ul style="list-style-type: none"> <li>Annually p/c are requested to complete the OFSTED Parent View survey on paper, as p/c don't want to use the OSFTED website. The results of this data is shared in HT KPI termly data and on the school's website.</li> <li>Twice a year Students are requested to complete their questionnaire. The results of this data is shared at T&amp;L and on the school's website.</li> <li>MC completed a staff survey in Feb 2016 – extremely positive results; Fed on hold and then COVID.</li> <li>MC Governors are in school and talk to students, visitors and parents informally.</li> </ul>	
<b>15. How do we report to our parents and local</b>	A judgement of 'green' will indicate that: <ul style="list-style-type: none"> <li>We meet the statutory requirements for information to be included on the school's website</li> </ul>			<ul style="list-style-type: none"> <li>KSSS is a PRU which has an intake of students from all over the large town of</li> </ul>

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community regularly?	<ul style="list-style-type: none"> <li>Relevant school policies and procedures are easily accessed by parents</li> <li>We also have a variety of communication channels which address the needs of the parental community</li> <li>We inform the parental community about the work of the governing body which may include publication of governing body minutes</li> </ul>	<div style="background-color: yellow; height: 40px; width: 100%;"></div> <div style="background-color: #90EE90; height: 300px; width: 100%; text-align: center; vertical-align: middle;">In place</div>	<div style="background-color: #FFFF00; height: 40px; width: 100%;"></div> <div style="background-color: #FFFFFF; height: 300px; width: 100%; padding: 10px;"> <ul style="list-style-type: none"> <li>Key policies are accessible on the school website; p/c have a pre-admissions meeting with HoS and are told to ask for anything that they need that is not in the Induction booklet.</li> <li>Any complaints are dealt with by the EHT effectively.</li> <li>One Complaint continued over a few months which was finally resolved by the CAP of MC and the MP for Tamworth has been delighted to be invited into KSSS.</li> </ul> </div>	<p>Tamworth – KSSS has it's own small community but very few students reside in the school's community.</p> <ul style="list-style-type: none"> <li>BPRU site – Winshill have very few students live in this area of Burton.</li> <li>Chair to complete a short MC review of each MC meeting for the website?</li> </ul>
Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
16. What benefit do we draw from collaboration with other schools and	A judgement of 'green' will indicate that: <ul style="list-style-type: none"> <li>Governors have a clear understanding of all the networks and groups that the school participates in and the impact of these on the school</li> </ul>			<ul style="list-style-type: none"> <li></li> </ul>

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<p><b>other sectors, locally and nationally?</b></p>	<ul style="list-style-type: none"> <li>Governors are aware of where their school fits into the local and national picture of schools supporting other schools</li> </ul>	<p>YES</p>	<ul style="list-style-type: none"> <li>As a FEDERATION, MC have come from either district and shared good practice and work collectively together.</li> <li>Members of the MC have other networks with other GB and educational sectors to support KSSS &amp; BPRU.</li> <li>EHT is an IQM assessor and visits other schools including SEND, Primary settings.</li> <li>KSSS is an IQM and QiCs school – where good practice is shared with other settings.</li> <li>EHT has strong links with W'ton PRU and shares good practice.</li> </ul>	
<p><b>Role of chair: Does our chair show strong and effective leadership?</b></p>				
<p><b>17. Do we carry out a regular 360° review of the chair's performance?</b></p>	<p>A judgement of 'green' will indicate that: We have identified an appropriate tool for reviewing the chair's performance and undertake a regular review.</p>	<div style="background-color: #FF0000; height: 20px; width: 100%;"></div> <div style="background-color: #FFA500; height: 20px; width: 100%;"></div> <div style="background-color: #90EE90; height: 20px; width: 100%;"> <p>YES: Feb 2016; on hold due to Federating. COVID issues.</p> </div>	<ul style="list-style-type: none"> <li>Using the Optimum leadership solutions 360 questionnaire (Abridged version Jan 2015). The MC found JBr: unanimously strongly agreed to all Q1-11; 2016</li> </ul>	<ul style="list-style-type: none"> <li>Q12: Chair of MC succession planning needs to be discussed.</li> <li>CHAIR to undertake RAG 360 review?</li> <li>EHT to survey HoS/SLT using L&amp;M from Cocentra?</li> </ul>

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18. Do we engage in good succession planning?	A judgement of 'green' will indicate that: <ul style="list-style-type: none"> <li>If the chair stepped down the governing body is confident there would be an appropriately skilled governor to take up the position</li> <li>Leadership (i.e. committee chairing) is distributed across the governing body</li> <li>Governors are aware of training opportunities to develop leadership skills and potential leaders are identified and encouraged to undertake training</li> </ul>			<ul style="list-style-type: none"> <li>SCC &amp; EHT to undertake some succession planning for Chair of MC &amp; EHT.</li> </ul>
		Discussed in MC and with the LA – Feb 2017		
		Yes: 2021 onwards staffing structure	*Federation staffing structure 2021+ includes succession planning for key posts. Eg KSSS: DHT to HoS; Finance team changes due to retirement of BPRU Bursar. Etc.	
19. Are the chair and committee chairs re-elected each year?	A judgement of 'green' will indicate that: <ul style="list-style-type: none"> <li>the governing body has clear and transparent mechanisms for annual elections which are understood by all governors.</li> </ul>			
		YES	<ul style="list-style-type: none"> <li>This is an agenda item in the Autumn Full MC meetings. Mins.</li> </ul>	
Question	Criteria to be met	Tick appropriate box	List the evidence for this grade	Action required
Impact: Are we having an impact on outcomes for pupils?				



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20. How much has the school improved over the last three years, and what has the governing body's contribution been to this?	<p>A judgement of 'green' will indicate that</p> <ul style="list-style-type: none"> <li>the governing body can clearly state the impact it has had on different areas of school improvement. This may include ensuring appropriate procedures are in place and implemented, ensuring high quality senior leadership appointments, improving the learning environment via appropriate investment, supporting senior leaders in improving the quality of teaching, or other examples as identified by the governing body.</li> </ul>			<ul style="list-style-type: none"> <li>Sept 2022 SIP full F2F visits.</li> <li>MC monitoring schedule up dated per year.</li> </ul>
		YES	<ul style="list-style-type: none"> <li>FED Monitoring – SSE calendar of events. SCC MC reviews etc.</li> <li>Accountability of the EHT and staff in all aspects of the schools.</li> <li>Working with the SLTs to appoint outstanding staff and not being afraid to not appoint.</li> <li>Supporting SLTs with Yr 11 access arrangements.</li> <li>Challenge and support the EHT &amp; HoSs in SSE; KPI data ;PP/PP+; Attendance; Student progress etc.</li> <li>2 good OFSTED inspections in 18 months: KSSS Oct 2018; BPRU May 2018 and July 2019.</li> <li>During COVID: SIP reviews with SLTs virtually.</li> </ul>	

### Impact: Are we ensuring that all KSSS's students are safe?

21. How does the MC know that all of KSSS's students remain safe and the correct	<p>A judgement of 'green' will indicate that</p> <ul style="list-style-type: none"> <li>H&amp;S practice is good / correct and being monitored closely.</li> <li>All staff undertake CP Level 1 training; are reviewed using it.</li> </ul>			

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<p>safeguarding protocols and good practice are in place and used?</p>	<ul style="list-style-type: none"> <li>• The school has CP officers who have completed Level 2 training and up dates.</li> <li>• The CP files are separated and locked for the 2 CP officers only to refer to / maintain. Attend all CP / CIN meetings and case conferences.</li> <li>• The school has a designated LAC teacher; attends all PEPs and LAC reviews.</li> <li>• Various Safeguarding policies are in place; reviewed and implemented correctly.</li> </ul>	<p>YES</p>	<ul style="list-style-type: none"> <li>• RR annual checks 2018-2021:KSSS check in June 2018; BPRU in July 2018.</li> <li>• JBr annual checks with HoS 2022 onwards.</li> <li>• All policies and CP checklist complete and under review with the SCC to be up dated. Documents.</li> <li>• Staff all CP level 1 INSET Sept annually; PREVENT Oct 2017 and annually; GDPR Sept 2021.</li> <li>• Designated staff: KSSS – BS, LR, CH, SH, GM BPRU – SB, CNO, KB</li> <li>• Student school counsellor for KSSS students ; Staff weekly supervision as and when required / needed across the FED; access to Ed. Broker support line and SCC think well.</li> <li>• INSHIGHT-HR SCR and HR checks annually since May 2019 across the FED.</li> <li>• Dual Reg home schools have access to My Concern and Arbor for live data.</li> </ul>	
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<b><u>Governing Body Action Plan:</u></b>		
<b><u>Action required</u></b>	<b><u>By whom</u></b>	<b><u>By when</u></b>
Surveys for staff; students; p/c; Chair of Governors	EHT; MC; HoS	Dec 2022
Succession planning for Chair and Vice Chair; LA rep; HT rep	SCC; MC; EHT	On going
Recruit more Governors and a parent/carers member of the MC. Continue to use NGOSS & SCC.	KER & JBr	On going
Termly up-date on MC to parents/carers for the websites.	JBr	To be organised
Explore other grants to support student progress: academically, socially, mental health etc	Finance team; EHT; all staff	On going.
MC & EHT to review the Vision, Values, Mission of FEDERATION with FED strategic planning	KER & JBr	2019 and now 2022

APPENDIX: SCC Spring Term 2016 RAG

### **OFSTED ready checklist for governors**

The following statements are based on the OFSTED School Inspection Handbook published August 2015; section 145, which states that inspectors should consider the following aspects of governance:

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To what extent do you think that you, as an individual, and the governing body as a whole:	R/A/G rating	What more do you think needs to be done to achieve a “green” rating? What do you need to improve your understanding?
<p><b>1. Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition</b></p> <p>What is the vision of the school, who sets this and how often is it reviewed? Would you describe it as ambitious? Do you understand what “strategic” means? What is the relationship between governors and the senior leadership team like?</p>		
<p><b>2. Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school</b></p> <p>Do you know the strengths and weaknesses of the school? Do you know the current priorities in the school development plan? Do you know the effectiveness of school actions in addressing any underperformance?</p>		
<p><b>3. Provide support for an effective Headteacher or are hindering school improvement because of a lack of understanding of the issues facing the school</b></p> <p>How supportive is the governing body? Are all governors consistent? Do you know what issues the school is facing?</p>		

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<p><b>4. Understand how the school makes decisions about teachers' salary progression and performance</b></p> <p>What performance management procedures are in place for teachers? How is this linked to teachers' pay?</p>		
<p><b>5. Performance manage the Headteacher rigorously</b></p> <p>Who is responsible for performance managing the Headteacher? How do you know whether the process is effective?</p>		
<p><b>To what extent do you think that you, as an individual, and the governing body as a whole:</b></p>	<p>R/A/G rating</p>	<p><b>What more do you think needs to be done to achieve a "green" rating?</b> <b>What do you need to improve your understanding?</b></p>
<p><b>6. Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school</b></p> <p>How are governors informed about this? Do governors receive any independent verification? How often do you or other governors visit school? What monitoring activities are the governors involved with?</p>		
<p><b>7. Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils</b></p> <p>What assessment information do governors get? Do you understand this? Does the information enable you to ask probing questions?</p>		

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<p><b>8. Ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium</b></p> <p>Do you know how much the pupil premium and PE Sport premium is? Do you know what the school is planning to spend it on? Do you know how effective previous spending has been in raising standards?</p>		
<p><b>9. Are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parents?</b></p> <p>Do you understand the Code of Conduct for governors? Does the governor committee structure allow for proper accountability? Who is responsible for recruiting staff? How do you find out about the views of parents and staff?</p>		

