

Education & Children's Services Scrutiny Sub-Committee

Monday 3 April 2017

7.00 pm

Ground Floor Meeting Room G02A - 160 Tooley Street, London SE1 2QH

Membership

Councillor Jasmine Ali (Chair)
Councillor James Okosun
Councillor James Coldwell
Councillor Lucas Green
Councillor James Barber (Vice-Chair)
Councillor Jon Hartley
Martin Brecknell
Councillor Catherine Rose
Lynette Murphy-O'Dwyer

Reserves

Councillor Sunny Lambe
Councillor Sandra Rhule
Councillor Renata Hamvas
Councillor Helen Dennis
Councillor Rosie Shimell

INFORMATION FOR MEMBERS OF THE PUBLIC

Access to information You have the right to request to inspect copies of minutes and reports on this agenda as well as the background documents used in the preparation of these reports.

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Contact Julie Timbrell on 020 7525 0514 or email: julie.timbrell@southwark.gov.uk

Members of the committee are summoned to attend this meeting

Eleanor Kelly

Chief Executive

Date: 24 March 2017



Education & Children's Services Scrutiny Sub-Committee

Monday 3 April 2017
7.00 pm
Ground Floor Meeting Room G02A - 160 Tooley Street, London SE1 2QH

Order of Business

Item No.	Title	Page No.
	PART A - OPEN BUSINESS	
1.	APOLOGIES	
1.	NOTIFICATION OF ANY ITEMS OF BUSINESS WHICH THE CHAIR DEEMS URGENT	
	In special circumstances, an item of business may be added to an agenda within five clear working days of the meeting.	
3.	DISCLOSURE OF INTERESTS AND DISPENSATIONS	
	Members to declare any interests and dispensations in respect of any item of business to be considered at this meeting.	
4.	MINUTES	
	The minutes of the meeting held on 27 February 2017 are to follow.	
5.	YOUTH COUNCIL AND VOLUNTARY YOUTH SERVICE ENGAGEMENT	
	Youth Council and Voluntary Youth Service engagement – update report is to follow	

6. CAMHS AND CHILDREN IN CRISIS

This item will look at Child and Adolescent Mental Health Services (CAMHS) and children in crisis - looking at the care of children and young people in mental health crisis and the provision of local acute beds, addressing the following in particular :

- An overview of the care of children and young people in mental health crisis
- detail on the provision of local acute beds – including types of beds , numbers available , wait times to access a bed, and the proportion of young people who have been able to access local beds or have needed to travel outside of the local area , and where.

7. IMPACT OF PUBLIC HEALTH SERVICES CUTS ON CHILDREN AT RISK - UPDATE REPORT

Last July the Education & Children's Services scrutiny committee had a session on reductions to health visiting and school nurses. The committee requested an update report on this addressing, in particular, any impact on children at risk and our safeguarding capacity.

At that meeting the committee also requested some specific extra information on:

- More details, including financial & programme information, on the mentioned 5 million GSTT programme working with children
- Why the cuts were in the order of a 6% reduction to funding, but a quarter of the staff were predicted to go.

Report to follow.

8. SCRUTINY REVIEW: SCHOOL SCRUTINY IN A DAY - DRAFT REPORT

1 - 27

On 9 March a Schools Scrutiny in a day was held at ARK, Globe Academy, Harper Road, London, and SE1. The programme and reports circulated on that day are enclosed. The draft report is to follow.

9. SCRUTINY REVIEW: CARE LEAVERS

DISCUSSION OF ANY OTHER OPEN ITEMS AS NOTIFIED AT THE START OF THE MEETING.

PART B - CLOSED BUSINESS

DISCUSSION OF ANY CLOSED ITEMS AS NOTIFIED AT THE START OF THE MEETING AND ACCEPTED BY THE CHAIR AS URGENT.

Date: 24 March 2017

EXCLUSION OF PRESS AND PUBLIC

The following motion should be moved, seconded and approved if the sub-committee wishes to exclude the press and public to deal with reports revealing exempt information:

“That the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in paragraphs 1-7, Access to Information Procedure rules of the Constitution.”

Southwark Schools Scrutiny in a day

- 1 Date – 9th March 2017
- 2 Noon – 5.00pm
- 3 Venue – ARK, Globe Academy, Harper Road, London, SE1 6AG

Schools in Southwark

Change has been such a major feature of schools policy over the past few years and judging by the proposals and judging by the proposals in the recent ‘Schools that Work for Everyone’ consultation that trend is set to continue.

It is in this context that the scrutiny in a day will shine the scrutiny spotlight on the issues that matter most to our local residents: School Governance, ensuring we secure great outcomes for all our young people post 16 , and that we have enough resources for our local schools.

The event is being organised by Southwark Council’s Education and Children’s services scrutiny committee, which is comprised of local councillors and education representatives, including headteachers, local diocese representatives and parent governors. Our role is to both scrutinise the council executive and contribute to policy development, in the council and beyond.

The event will include presentations by local headteachers, council cabinet leads, local employers, Higher Education providers, the voluntary sector, apprentices and parent governors. It is open to parents, teachers, community leaders and anybody with a stake in education in Southwark.

The Scrutiny in a Day will result in a published report, with recommendations, that will be sent to the council cabinet, local schools and attendees. Please make sure we have your email address.

There will be lots of opportunity throughout the day to hear from participants. Your comments will enable the committee to understand the issues and develop recommendations, so please speak up during the sessions and make use of the post it notes to leave your thoughts.

Lunch: 12:00 – 1pm

A cold lunch of sandwich and fruit will be served.

12:30 Cllr Jasmine Ali, chair of the Education and Children’s Services scrutiny committee, will open the day.

Over lunch **Matt Jones, Principal at Ark Globe Academy**, will introduce an excerpt from the BBC Two documentary ‘Will Britain Ever Have A Black Prime Minister?’. The documentary examines the differences in life chances between black and white children in 21st century Britain, focusing on how education can promote social mobility for communities and children that are historically less advantaged. This discussion will help inform the second session: How do we secure great outcomes for all our children & young people post 16?

Session One : 1pm

What are the governance arrangements for Southwark schools and what role do parents play?

The fast changing landscape of education has meant considerable uncertainty amongst local residents about what the future for schools – and the pupils, staff, parents and governors within them – will hold. There are now a number of different schools structures: maintained, academy & free school, and recent proposals to change the role of parent governors. This complexity can be confusing. This scrutiny session will concentrate on bringing clarity to the governance arrangements for Southwark schools and examine the role of the school governing boards, parents and local authority governors in making sure that the schools work in the interests of all its pupils, in order to amplify best practice and make it easier for parents to get involved.

- Presentation on the governance structure of different school models: maintained, academy and free. Southwark Council Legal services, and the Education Department - with briefing paper (Tom Crisp , Southwark Legal with input from John Finch, Governor Services)
- How to become a school governor : opportunities, training , roles and responsibilities. Southwark Council education department - with briefing paper (John Finch, Head of Governor Services)
- Update on governance: the governments evolving position on governance and the role of parents . John Fowler, LGiU
- Local good practice : Surrey Square parent governors : Simona Tottoli and Frances Edegbe,
- Q & A Session with Panel

BREAK

Session Two 14:30 – 16:20

How do we secure great outcomes for all our young people post 16?

Most of our young people do well at exams with 75.5% of pupils in secondary schools achieving 5 good GCSE at A*C,) and above the national average against the new measures of attainment 8, progress 8 but what more can we do to ensure there is a good post 16 offer, for a 100 % of young people? How can we be sure that all our children are reaching their potential? How can the local community, voluntary services, colleges and business help support pupils in school as well as getting the post 16 offer right? The session will look at the progress the council has made in delivering our promise to provide education, training or jobs for all school leavers, and to increase the quantity and quality of apprenticeships.

Young people, educators, the council and business leaders have all identified the importance of really good work experience, excellent training, and high quality apprenticeships . We will explore how this can be achieved by working together.

The expert panel will set the tone by highlighting the issues and give examples of good practice, leaving plenty of time for participants to address the question and put forward their experience and ideas to help Southwark secure great outcomes for all our young people.

Panel presentation and discussion with:

- Cllr Mills, Cabinet Member for Children and Schools
- Cllr Johnson Situ, Cabinet Member for Business, Employment and Culture
- Matt Jones Principal, Ark Globe Academy and Chair of SASH
- Southwark Business Forum, Eleanor Wright , Community Executive, British Land
- Denrick Elliott , team leader, GROW, St Giles Trust.
- Apprentice, Suley Muhidin, Southwark Council Apprentice of the year 2015 / Communities Projects Officer (Projects and Young People)
- Michael Simmons , Director of Corporate Affairs, London South Bank University

Session Three 16:20 – 17:00

Funding

London schools are expected to be hit particularly hard by both changes to direct school funding and the predicted demise of local authority grants to provide school services.

We know that Southwark schools are very successful with 75.5% of pupils in secondary schools achieving 5 good GCSE at A*C, (outgoing measures) and above the national average against the new measures of attainment 8, progress 8 and English Baccalaureate. But can we maintain this if resources go down?

This session will examine reductions in funding for schools. Changes to National Funding Formula (NFF) could mean significant cuts to the funding for Southwark schools. The Education Services Grant (ESG), used to support Local Authority statutory functions in relation to schools, was reduced in 16/17 and will cease from 2017. There may be a partial replacement but there will still likely be a big impact.

This session will look at the impact of these proposed cuts to schools and how good quality schools services can be provided.

- Nina Dohel, Director of Education and Russel Dyer , Departmental Finance Manager - presentation (please find the power point attached in your pack)
- Q & A Session with Panel
- Chair : Closing remarks

School governance – briefing paper

9 March 2017

Tom Crisp (Senior Lawyer – Governance, London Borough of Southwark Legal Services)

Introduction

1. Reforms to the system of state education in England undertaken by successive governments, over a number of years, have seen a general shift away from a schools system organised, governed and largely funded by local authorities, to one where local communities are served by a variety of different schools with different arrangements for governance, funding and accountability.
2. Local authorities retain nonetheless an important role in both the provision and organisation of schools in England, a role that is now shared with independent and charitable sector providers, religious institutions and groups of parents. The Department for Education (DfE) – the Secretary of State personally and through the department’s various agencies, such as the Education Funding Agency (EFA) – has an increasingly direct, “hands on” role to play in local education provision, as well as devising strategy and making the law for the country as a whole.
3. The increasing diversity of types of school and the organisations involved in organising and supporting them has created quite complex structures of governance and accountability. The aim of this briefing paper is to explore some of those structures.

How are schools organised?

4. Schools in England can be categorised in a number of different ways:
 - **Age:** the vast majority of schools cater specifically for the “primary” (ages 5-11, academic years Reception-6) and “secondary” (11+, year 7 upwards) phases of education. However there are also nursery schools; “infant” and “junior” schools which cater for younger and older primary aged children; middle schools; “all-through” schools for primary *and* secondary school age pupils; and schools which do not cater for a particular age range.
 - **Selective and non-selective:** in the state sector, some local authorities still maintain grammar schools which select pupils at age 11 according to *ability*. A number of non-selective state schools have also adopted admissions arrangements which select a small number of pupils by *aptitude* in a particular area of specialism (e.g. sport, music, foreign languages)
 - **Gender:** some schools cater only for boys and some only for girls. Those with both are usually called “co-educational”. Some single sex schools have a co-educational sixth form.
 - **Religious character:** the Church of England and Roman Catholic church were involved in establishing schools from the 19th century, even before the state started to play a significant role. Almost a third of all schools in England have a religious character, and while the vast majority of them are Christian there are a small number of Jewish, Muslim, Sikh and Hindu denominational schools.

- **“Special” and “Mainstream”**: a special school is one specially organised to make special educational provision for pupils with special educational needs. “Mainstream” is the label often used to denote non-special schools.
 - **Specialism**: “Special” schools are not to be confused with schools which have a *specialism* in a particular area. Some schools have adopted a particular specialism in a particular area of the curriculum, but others, such as university technical colleges and studio schools, offer a different type of curriculum geared more towards vocational training.
 - **“Alternative provision”**: this term is often applied to schools whose pupils attend because they are unable to receive a suitable education because of exclusion, ill health or some other reason. These might include “pupil referral units” (often for pupils who have been excluded, or are at risk of exclusion) and hospital schools. But the term might also be applied to education provided other than that a school.
5. While these “categories” are useful for describing different types of school, they do not shed much light on the contrasting systems of governance and accountability that exist: the governance of a primary school does not significantly differ from that of a secondary school, for example, just because they teach children in different age ranges. **When comparing and contrasting governance and accountability structures, the most important method of categorising schools is to look at how they are owned, controlled and funded.**

Maintained and non-maintained schools

6. This is the common shorthand used to distinguish schools which have varying degrees of relationship with the local authority from those that instead have a direct legal and funding relationship with the Secretary of State. Maintained schools broadly share the governance arrangements and structures, in comparison to non-maintained schools where there are somewhat different arrangements. That said, there are some functions and responsibilities that are common to *all* schools.
7. There are essentially three different types of **maintained** school operating in Southwark:
- **Community schools** have the strongest, most direct link to the local authority, which owns and maintains the school premises, employs the staff and sets the admissions arrangements.
 - **Voluntary schools** were historically established by churches or a philanthropist. They are maintained by the local authority, but run by voluntary organisations (mostly churches and other religious organisations) which also own the premises. The governing body of the school itself employs staff and sets its own admissions arrangements.
 - **Foundation schools** are a relatively modern innovation. It is a form of maintained school, but one with a greater degree of independence from the local authority in that (like most voluntary schools), it owns the school premises, employs staff and sets its own admission arrangements. “Foundation” refers to either the governing body, which forms a “foundation”, or a charitable “foundation body” which owns a number of schools and appoints governors to a governing “foundation” of one of its schools. Confusingly, a school can still have a foundation status without either a foundation or a foundation body: in this case the governing body is a statutory corporation.

8. The most common types of non-maintained “state” school are **academies**. Free schools, a more recent innovation, along with university technical colleges, city technology colleges and studio schools are all technically “academies”.
9. Some academies will have been established as completely new schools by a “sponsor” (an individual or a corporate/charitable body), whereas some are former maintained schools which have “converted” to academy status. The conversion of maintained schools to academy status has been a controversial issue: decisions to make “academy orders” are ultimately taken by the Secretary of State, without reference to a maintaining local authority who must nonetheless cooperate and provide assistance to enable the conversion to take effect. Conversion can happen voluntarily (at the behest of the governing body) or compulsorily (because the school is considered a “failing school”)
10. Free schools, the most recent significant innovation, are in effect academies which have been sponsored commonly by groups of parents, who have identified the need or have the desire to provide a school.
11. Academies are in nature independent of the local authority and provide for children of different abilities drawn mainly from the area in which the academy is sited. Academies must offer a broad and balanced curriculum, but unlike maintained schools they are not obliged to offer the National Curriculum.
12. Academies set their own admissions arrangements. Funding agreements with the Secretary of State will usually require participation in the coordinated admissions schemes established by local authorities.
13. The land and premises occupied by academies will, in the case of a converter school, be owned by the local authority which maintained the predecessor school and then let to the academy on a long lease. New schools are often established on new sites (often land previously owned by other public sector organisations) which are purchased by the EFA and then let on a long lease.

The legal status of schools

14. Whatever category a school might be placed in, and whatever its relationship with local and national government, all schools have some form of **corporate status**.
15. Every maintained school in England has a **governing body** which is a “statutory corporation” – i.e. a corporate body designated by statute. This formally sets it apart from the local authority (which has its own corporate status), but as we have seen there are greater and lesser degrees of dependence and involvement. The governing body has legal personality, so can do things (such as enter into contracts, and bring and defend legal action) in its own right. An “instrument of government”, drafted by the governors and approved by the local authority, determines the composition of the governing body.
16. The governing bodies of some non-maintained and independent schools will have been incorporated as a **charity**. In any event, by law the governing bodies of all voluntary and foundation schools, and all foundation bodies, are deemed to have charitable status. They must then abide by the law and regulatory framework governing charities.

17. The governing bodies of two or more maintained schools can enter into a **federation**. The law provides a process whereby schools in a federation have a single governing body. This enables collaboration and the oversight of a group of schools under a unified leadership, but in practice the schools forming a federation continue to occupy their own premises and day-to-day operational decisions are taken by leadership staff in each school.
18. Such arrangements are often called “hard” federations, in contrast to more informal collaborations and groupings of schools which are sometimes referred to as “soft” federations and in which participating schools maintain their own leadership and governance. There are examples of both in Southwark.
19. **Academy trusts** are corporate bodies which, like the governing bodies of maintained schools, have legal personality. They “own” and run the academy. Academy trusts have by law charitable status. Some academies have been grouped underneath “umbrella” or “multi-academy trusts” which own and support a number of schools. These must be incorporated and registered as charities.
20. The academy trust has a legal relationship with the Secretary of State and receives funding directly from the DfE, through the EFA. The legal relationship is usually enshrined in an “academy agreement”. This is a legal document in which the academy trust undertakes to establish and carry on a school, in return for which funding is provided. This includes both revenue funding for running the school and capital funding to maintain for example buildings and premises.
21. Academies employ their own staff. When a maintained school converts to academy status, there are legal provisions governing the transfer of staff and undertakings to the new academy employer.

The make-up of the governing body

22. The composition of governing body will vary according to the type of school:
 - In community schools, governors are drawn from three groups: parents (who might contest an election to a vacant term, or be appointed if an election is not effective or possible), local authority representatives (who are appointed) and staff (the head teacher is always a governor unless they choose not to serve).
 - Voluntary schools and foundation schools have “foundation” governors, who occupy their roles ex officio or by appointment. They are often representatives of the voluntary body (such as the diocese) or foundation which established and runs the school.
 - All schools are able to appoint partnership governors – people the governing body believe have skills to contribute to the effective governance of the school – and co-opt governors. Associate governors – who may attend meetings but who are not full voting members – may also be appointed.
23. The governing body must have a minimum of seven members, but there is no upper limit. In foundation and voluntary schools, the proportion of foundation governors to other governors is prescribed by law.

24. Government guidance provides that governing bodies should comprise members who are able to bring the necessary skills and experience to contribute to the good governance of the school. Election/appointment to some classes of governor can only be made from people who qualify (such as parents). Members of all classes of governor can be disqualified in certain circumstances.
25. Academy trusts, and umbrella and multi-academy trusts, will be incorporated. The incorporated body is made of individual members (like shareholders in a company). Members will then appoint trustees (from among their number, or from outside the membership) to undertake governance responsibilities, as a governing body in a maintained school would. The only difference is that trustees are in law company directors and must comply with company law, but in practice this requirement is satisfied by carrying out the role in the same that any diligent governor of a maintained school would.
26. The membership of boards of trustees is not prescribed by law, as is the case for maintained schools. The governance arrangements will be set out in articles of association, and the model articles issued by the DfE do require a minimum of two elected parent trustees, and limit the proportion of “local authority influenced” members and trustees.

The role of the governing body

27. All governing bodies, whether maintained or non-maintained, have the same **three core functions**:
 - To set the direction of the school;
 - To hold the head teacher to account; and
 - To ensure financial probity
28. These are important *strategic* functions. The day-to-day running of the school is very much the responsibility of the head teacher, and the staff directed by them.
29. While a significant part of the strategic role of the governing body is to hold the head teacher account and to ensure probity, the governing body themselves can be said to be accountable to the wider community of parents, prospective parents and the local community at large. The effectiveness of a governing body is something that Ofsted will consider in school inspections. Where a school is considered to be underperforming, it may be the governing body that has to account for that to the maintaining local authority who may take measures to make new appointments or apply other sanctions to the school.
30. Governing bodies also have a number of more specific functions. They are varied and contained in different pieces of legislation. The list below is not exhaustive but contains some more commonly encountered examples. It is possible for governors to delegate some functions to sub-committees of governors, and certain staffing functions can also be delegated to the head teacher.
 - **Admissions:** governing bodies of voluntary and foundation schools, and academies, are “own admissions authorities”, and make their own admissions arrangements.

- **School organisation:** the governing bodies of foundation and voluntary schools have some powers to alter the size or character of their school (decisions which are for the local authority in community schools). Academies have significant freedoms to alter schools and establish new ones. The governing body of a maintained school may also voluntarily apply for an academy order enabling it to convert to an academy.
- **Discipline and exclusion of pupils:** only head teachers may exclude pupils, but if a review of the review decision is requested it must be reviewed by a panel of governors. In academies, the “proprietor” (i.e. the academy trust) is responsible.
- **Complaints:** all schools must have a procedure for dealing with complaints. While it is usual for a head teacher to deal with a complaint at the initial stage, some policies allow for a complaint to be escalated to a second stage and to be heard by governors. Complaints about head teachers should also be heard by governors.
- **Information governance:** all maintained schools are “public authorities” and must comply with the Freedom of Information Act 2000. Academies are also treated as such in relation to some, but not all, of the information they hold. All schools control significant amounts of personal data and must also comply with the Data Protection Act 1998. Both pieces of legislation impose obligations and regulatory requirements, and compliance will ultimately be the responsibility of the governors. The governing body is also ultimately responsible for the transfer of school records when pupils move between different schools.
- **Safeguarding:** day-to-day responsibility for ensuring the safety and wellbeing of pupils lies with the staff, but government guidance requires governors to put in place policies and procedures for managing safeguarding in schools, including a staff code of conduct.
- **Special educational needs and disability:** governors are under a duty to use their “best endeavours” to provide for the needs of pupils with special educational needs. If a child has an “education, health and care plan” and the plan states that a child should attend a particular school, the governors are under a duty to admit that child. Parents who believe that a school has discriminated against pupil on grounds of disability have the right to bring a claim against the governing body in the First Tier Tribunal.

How to become a school governor : opportunities, training , roles and responsibilities – briefing paper

9 March 2017

John Finch (John Finch, Head of Governor Services, London Borough of Southwark Legal Services)

What governors do

I would like to signpost potential governors to the “Becoming a Governor” page on our website:

<http://www.schools.southwark.gov.uk/governance/welcome>

Here you will find a link to the NGA document “What does a governor do?”, which expands on the main aspects of the role of being a school governor, specifically to contribute to the work of the governing body in ensuring high standards of achievement for all children and young people in the school by:

- Setting the school’s vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent.

Governors are expected to contribute to the strategic discussions at governing body meetings, and hold the senior leaders to account by monitoring the school’s performance. Governance is included within the leadership and management section of the OFSTED inspection framework, so it is important that the minutes of governing body and committee meetings reflect that governors are supporting and challenging the SLT.

What governors don’t do

The document also sets out what governors don’t do:

- Write school policies (these are usually written by the Headteacher and circulated to governors for comment, and then adopted by the governing body as a whole);
- Undertake audits of any sort (governors are required to sign a Register of Interests declaring any business interests);
- Spend much time with the pupils of the school;
- Fundraise (this is the role of the PTA);
- Undertake classroom observations to make judgements on the quality of teaching (there is guidance on link governor visits);
- Do the job of the school staff (the governing body review staffing levels).

Expenses/Time off

It is statutory for governing bodies of maintained schools to have a Governor Allowances’ Policy. This means that you can recover incidental expenses as a result of being a governor – such as travel or childcare – although you can’t be reimbursed for loss of earnings. Page 43 of the Governors’ Handbook states that:

By law, employers must give employees who are school governors in maintained schools 'reasonable time off' to carry out their duties. The employee and employer must agree on what is 'reasonable time off'

So you can have time off work, for example if you need to leave an hour early to attend a governing body meeting – although your employer might disagree with you about what constitutes a 'reasonable amount of time'!

Time commitment

Typically, governing bodies meet once a term. They will usually have a Curriculum committee (to look at attainment and progress) and a Resources committee (to look at finance and the budget, premises, personnel and pay issues). Governors would usually be expected to join one committee, with would also meet once a term. All non-staff members join the First and Second committee, so that there is a pool of governors in the event that a panel of three governors needs to be called, for example if there needs to be a meeting to consider a Capability or Disciplinary issue, an exclusion, or a Complaint.

Schools usually have link governors – these may be based around year groups, subjects, or areas linked to their School Improvement Plan. If you have a specific interest in a certain area and you are the link governor for that area, you would be expected to visit the school at least once a year and write a brief report that would go to the Headteacher, before being circulated to the rest of the governing body.

Governors are also expected to attend training in order to be fully equipped to perform their role. Most schools buy into the Southwark training offer, so courses are paid for by the school. The Induction course for new governors is split into 6 modules and is very popular, and schools can have in-house training sessions where the trainer comes to the school and trains the whole governing body on a particular subject. There is also a wealth of information in the Model Policies, Procedures and Guidance section of our website to help governors do their job:

<http://www.schools.southwark.gov.uk/governance/model-policies-procedures-and-guidance>

Schools that buy into our SLA have a dedicated clerk that is available to give advice to school governors, and I am also available to any governor that requires further guidance.

How to become a governor

Out of 103 governing bodies in Southwark, there are currently 250 Parent governor posts, 201 of which are filled. Schools are required by law to publish on their school website the structure of the governing body and any governor who has been in post in the last twelve months, their category and term of office. If you are unsure if there are any Parent governor vacancies at your school, get in touch with them directly via the school office and they will let you know. If there are vacancies, and assuming there are no plans to reconstitute, the Headteacher will appoint a returning officer to run a Parent governor election. Governor Services have written Parent governor election procedures which are available for all schools to use/adapt if they wish, and these can also be found in the Model Policies, Procedures and Guidance section of our website:

<http://www.schools.southwark.gov.uk/governance/model-policies-procedures-and-guidance>

If your school is following the procedure, you will be asked to write a short statement outlining why you would like to be a governor and what skills you feel you can bring to the role. If the number of applicants matches the number of vacancies – so for example, if there

is one vacancy and you are the only applicant – then at the closing date of the election, you will be elected unopposed and you will be a governor with immediate effect. If there are more applicants than vacancies – say you are one of three parents going for two vacancies – then there needs to be a ballot, where parents have the opportunity to vote for who they want to elect. This is why it is important to have a strong statement, so parents have a reason to vote for you!

Once elected, the school will notify me and I will send you an induction pack including the NGA Welcome to Governance booklet, and copies of the latest Governor Services bulletin and training brochure. You will then be required to apply for a DBS through the school office within 21 days of your election.

If you are unsuccessful, or if there are no Parent governor vacancies at your school, then there are other avenues to become a school governor, either at your child's school or at another school. On our website you will find a link to the School Governor One Stop Shop (SGOSS), which is where we take our application forms from:

<http://www.schools.southwark.gov.uk/governance/welcome>

Once these forms are sent through to me, I then keep in contact with schools to fill their Authority and Co-opted governor vacancies, based on where the applicant lives in relation to the school, and on the skills that they have in relation to the skills that are required by the governing body following a skills audit. Authority and Co-opted governors are appointed by the governing body (with Authority governors having their nomination approved by the LA first), and as parents are also eligible to fill vacancies in these categories, you might find that there are other opportunities for you to become a school governor.

John Finch, Head of Governor Services - T: 020 7525 5076 - E:
john.finch@southwark.gov.uk

The National Governors' Association (NGA) is an independent charity that aims to improve the educational standards and well-being of children and young people through supporting and promoting outstanding governance in all state-funded schools, including academies and free schools. [Click here to order Welcome to Governance](#)

What does a governor do?

Role of a school governor: To contribute to the work of the governing body in ensuring high standards of achievement for all children and young people in the school by:

- Setting the school's vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent.

Chair: Vice chair:

Clerk: Buddy/mentor:

Activities: As part of the governing body team, a governor is expected to

1. Contribute to the strategic discussions at governing body meetings which determine:
 - the vision and ethos of the school;
 - clear and ambitious strategic priorities and targets for the school;
 - that all children, including those with special educational needs, have access to a broad and balanced curriculum;
 - the school's budget, including the expenditure of the pupil premium allocation;
 - the school's staffing structure and key staffing policies;
 - the principles to be used by school leaders to set other school policies.
2. Hold the senior leaders to account by monitoring the school's performance; this includes:
 - agreeing the outcomes from the school's self-evaluation and ensuring they are used to inform the priorities in the school development plan;
 - considering all relevant data and feedback provided on request by school leaders and external sources on all aspects of school performance;
 - asking challenging questions of school leaders;
 - ensuring senior leaders have arranged for the required audits to be carried out and receiving the results of those audits;
 - ensuring senior leaders have developed the required policies and procedures and the school is operating effectively according to those policies;
 - acting as a link governor on a specific issue, making relevant enquiries of the relevant staff, and reporting to the governing body on the progress on the relevant school priority; and
 - listening to and reporting to the school's stakeholders: pupils, parents, staff, and the wider community, including local employers.
3. Ensure the school staff have the resources and support they require to do their jobs well, including the necessary expertise on business management, external advice where necessary, effective appraisal and CPD (Continuing Professional Development), and suitable premises, and that the way in which those resources are used has impact.
4. When required, serve on panels of governors to:
 - appoint the headteacher and other senior leaders;
 - appraise the headteacher;
 - set the headteacher's pay and agree the pay recommendations for other staff;
 - hear the second stage of staff grievances and disciplinary matters;
 - hear appeals about pupil exclusions.

The role of governor is largely a thinking and questioning role, not a doing role.

A governor does **NOT**:

- Write school policies;
- Undertake audits of any sort – whether financial or health & safety - even if the governor has the relevant professional experience;
- Spend much time with the pupils of the school – if you want to work directly with children, there are many other voluntary valuable roles within the school;
- Fundraise – this is the role of the PTA – the governing body should consider income streams and the potential for income generation, but not carry out fundraising tasks;
- Undertake classroom observations to make judgements on the quality of teaching – the governing body monitors the quality of teaching in the school by requiring data from the senior staff and from external sources;
- Do the job of the school staff – if there is not enough capacity within the paid staff team to carry out the necessary tasks, the governing body need to consider and rectify this.

As you become more experienced as a governor, there are other roles you could volunteer for which would increase your degree of involvement and level of responsibility (e.g as a chair of a committee). This document does not cover the additional roles taken on by the chair, vice-chair and chairs of committees.

In order to perform this role well, a governor is expected to:

- get to know the school, including by visiting the school occasionally during school hours, and gain a good understanding of the school's strengths and weaknesses;
- attend induction training and regular relevant training and development events;
- attend meetings (full governing body meetings and committee meetings) and read all the papers before the meeting;
- act in the best interest of all the pupils of the school; and
- behave in a professional manner, as set down in the governing body's code of conduct, including acting in strict confidence.

Time commitment: Under usual circumstances, you should expect to spend between 10 and 20 days a year on your governing responsibilities; the top end of this commitment, which equates to about half a day per week in term time, is most relevant to the chair and others with key roles, such as chairs of committees. Initially, we would expect your commitment to be nearer 10 days a year. However, there may be periods when the time commitment may increase, for example when recruiting a headteacher. Some longstanding governors may tell you that they spend far more time than this on school business; however, it is fairly common for governors to undertake additional volunteering roles over and above governance.

Under Section 50 of the *Employment Rights Act 1996*, if you are employed, then you are entitled to 'reasonable time off' to undertake public duties; this includes school governance. 'Reasonable time off' is not defined in law, and you will need to negotiate with your employer how much time you will be allowed.

Expenses: Governors may receive out of pocket expenses incurred as a result of fulfilling their role as governor, and NGA recommends that a governing body should have such an expenses policy. Payments can cover incidental expenses, such as travel and childcare, but not loss of earnings.

This document can be adapted for use in recruiting new governors.

Academies This description can also be adapted to cover the role of trustees. In multi-academy trusts, it will need to be reviewed for members of local governing bodies, which may not have all these responsibilities.

School & LA Education Budgets

Nina Dohel, Director of Education

Russell Dyer, Departmental Finance Manager

9 March 2017

Key Issues to cover

- **2018-19 & 2019-20 National Funding Formula (NFF)**
- **Cost pressures in Schools**
- **Mitigations to maintain standards**
- **Future Funding for LA Services and School Improvement**

2018-19 and beyond

- **NFF consultation and illustrative budgets (Reductions between -1.3% and -1.5% with an average of -1.4% in first year and -2.1% and -3.0% in second year based on 16-17 budgets)**
- **Growing Schools illustrative budgets now available**
- **For a typical primary school in Bermondsey with 2 forms of entry this would be a cash loss of £32k in year 1 (18/19) of NFF and £33k more in Year 2 of NFF (19/20), compared to a 16-17 budget of £2.186m**

NFF Issues

- **Local flexibility being limited**
- **Role for Schools Forum limited if any in future**
- **Any move to equalise rates will disadvantage areas previously well funded**
- **With gainers there are always losers, unless more funding goes into the system**
- **Lump sum will reduce by £40k per school – impact on smaller schools**
- **Area cost factor chosen disadvantages inner London's higher cost base**
- **Some data is starting to move against inner London – Free School Meals, Prior attainment**

Cost Pressures in Schools

- **National Audit Office report covers most of these areas:**
- **Salaries (including London Living Wage), National Insurance, Pensions**
- **Difficulty in recruiting & retaining teachers in the capital**
- **Business Rates**
- **Pupil Growth**
- **Apprentice levy**
- **Other areas?**

Mitigations to maintain standards

- **Response to consultation & can work – Nursery Schools**
- **Dept For Education have provided various guides & tools**
- **Lessons from other LAs/ schools where budget have reduced**
- **Schools grouping together to save on back office costs**
- **Strategic School Improvement Fund**
- **Some continued flexibility on Dedicated Schools Grant block transfers**
- **Free School Meals registration**
- **2 years to plan**
- **Council invests in free healthy school meals, education maintenance scheme & capital**
- **High number of schools with excess balances but one off**

Future Funding of LA Education services

Current & Future Funding of LA Education Services

- **DSG Central Block Services/ other blocks central retention - admissions**
- **Statutory: Retained Duties (all schools)**
- **Statutory: General Duties (maintained)**
- **De-delegated Services (maintained)**
- **School Improvement**
- **Non Statutory Services**

Education Services Grant (ESG) 16-17

Service Area	£000	£000
	General Duties	Retained Duties
School Improvement	944	45
Strategy and Regulation	837	300
Education Welfare	185	195
Asset Management	21	50
Monitoring of NCA	15	0
Speech and Language	6	10
Total	2,008	600

School Improvement - functions

School Improvement – distinction between standards team and wider school improvement role.

Some functions of role:

- **Accountability for all schools in Southwark**
- **Accountability nationally and locally for performance and outcomes**
- **Responsible for moderation of testing and assessment arrangements**

School Improvement - functions

- **Interface with Ofsted**
- **Safeguarding**
- **Oversight**
- **QA/ Challenge**
- **Data**
- **Aspects of Welfare**
- **Broader links with the whole council & partners**
- **CPD/NQTs**

School Improvement - Funding

- **Was partly core and ESG funded 16/17**
- **17/18 school improvement grant £0.16m (Sept 17 to Mar 18) and 'top up' de-delegation £0.78m (Primary only)**
- **Will grant continue 18/19 and bidding be allowed by LA for Strategic School Improvement Fund?**
- **Will de-delegation be allowed 18/19?**
- **Will need to move to traded/ subscription service 18/19 if de-delegation is not permitted**
- **De-delegation only possible if schools agree and budgets will be much tighter under NFF**
- **Govt. reviewing the role of LAs in Education**

Potential future models:



- **Some services will continue in blocks but will be limited**
- **Depends on funding and de-delegation rules and affordability**
- **Pay as you go;**
- **Subscription to a range of basic services – ‘insurance policy’;**
- **Individual fully traded/ subscription services;**
- **Schools Forum role**
- **Other LA grant reductions**

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**EDUCATION & CHILDREN'S SERVICES
MUNICIPAL YEAR 2016-17**

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