



Brookfields Special School Information for Governors

The Governing Board should focus strongly on three core functions:

- **setting the vision and strategic direction of school**
- **holding the head teacher to account for its educational performance**
- **ensuring financial resources are well spent**

Core Aim Brookfields Special School

To provide a personalised education for all pupils in a learning community where entitlement, opportunity and challenge are championed.

Governors' Vision

- To be the school of choice for children with special needs in the local community
- To maintain our **OUTSTANDING** Ofsted Grade
- To provide a supportive and caring environment for our teachers and families and to be a valued and active community partner

Statutory duties of Governors

- Standards
- Targets for pupils attainment
- Curriculum – balanced and broadly based
- Reporting results
- Policies
- Finance – approving budget/use of public funds
- Safeguarding
- Staffing
- Appointments
- Performance Management – reviewing staff performance and pay
- Discipline
- Inspection – quality of education provided
- SEN

Head Teacher's Vision

For Brookfield's Special School to be recognised as an innovative Centre of Excellence, providing an outstanding, personalised education for all pupils.

To create a learning community where entitlement, opportunity and challenge are championed.

To offer outstanding SEN training, support and partnership for professionals, colleagues and parents.

To remain at the forefront of SEN development locally, regionally and nationally.

School Development Plan 2017-2018

The main themes contained in this SDP are:

Priority 1

- Curriculum and Assessment

Priorities 2

- Increasing pupil Engagement in learning, including more able pupils – ‘Engagement with Ambition’
- Developing positive Mental Health and wellbeing of all pupils
- Developing and improving the provision for ASD learners
- Staff wellbeing

Finance and premises

School Development Plan - 2017 - 2018	
P U P I L P R O G R E	<p><u>Curriculum</u> To finalise and publish the Early Years, Pre, Semi, Formal and Vocational Curricula.</p>
	<p><u>Assessment</u> To investigate, research and trial and confirm the use of new assessments for all cohorts of learners</p>
	<p><u>Engagement</u> Pupils will show and demonstrate increased levels of engagement with the curriculum and learning resulting in increased attainment, achievement</p>
	<p><u>ASD Provision</u> All pupils with ASD will demonstrate increased attainment and achievement through enhanced provision and practice to support their engagement, learning and positive mental health</p>
	P U P I L P R O G R E

S S	<p><u>Mental Health</u> Pupils will demonstrate good mental health and positive wellbeing through a reduction in levels of anxiety, increased enjoyment and engagement with learning</p>	S S
	<p><u>Wellbeing</u> All will recognise that improving workplace communication has a positive outcome for the whole school workforce to attract and retain high calibre staff for an outstanding educational provision. Staff will demonstrate good wellbeing and engagement in the school community.</p>	
	<p><u>Finance</u> SLT and governors will monitor and understand school income and expenditure with increased frequency and in more detail. This will enable better informed decisions to be made to achieve the strategic priorities of the school including planning for future budget pressures.</p>	

Brookfields Special School

**Governing Body Self Review
Checklist July 2018**



Area	Yes	Detail
<p>1. Have you elected the following on your governing Board?</p> <ol style="list-style-type: none"> 1. Chair 2. Vice Chair 3. Committee Chairs 4. Named Gov for SEN 5. Named Gov for Child Prot/ Safeguarding (Statutory) 6. Named Gov for Health and Safety (Statutory) 7. Named Gov to report on Pupil Premium 8. Key Gov for Pupil Data Analysis and Information 	Yes	<p>Chris Manning Dave Ebsworth Named Governor not required for Special School Chris Manning Anne Rothern</p> <p>Tom McAuslin Stephen Flint Tom Loucas</p>
<p>Role of chair: Does our chair show strong and effective leadership?</p> <p>1. Do we carry out a regular 360 review of the chair's performance?</p>	Yes	<p>The Chair's performance is not reviewed as it is felt by the FGB that it is not appropriate for a voluntary role. However, the chair and vice-chair rotate every two years so no single character can dominate the FGB.</p>
<p>2. Have you completed a skills audit recently to analyse skills and guide recruitment?</p>	Yes	<p>The NGA Skills Audit was completed by all governors in post in June 2017. This was used to inform the recruitment of new governors based on skills. Governors have been appointed from the business and education sectors including governors with SEND knowledge and expertise.</p>
<p>3. Do you have a succession plan for Chair/Vice Chair?</p>	Yes	<p>The Chair and Vice Chair are in place until Dec 2018. During a period of illness the Vice Chair stood up to be Chair.</p> <p>Governors have reviewed the meeting structure and put in place a committee structure for 2018-19 which involves a Chair of the Finance Working Group and a Chair of the Standards Committee.</p>

Do we engage in good succession planning?		The meeting structure is reviewed annually. All governors are encouraged to undertake training and there is LA training for prospective Chair and Vice Chairs which can easily be accessed.
4. Have you completed an annual calendar for meetings?		The Clerk to Governors drafts and circulates an annual calendar of meeting dates each year.
5. Have you prepared an annual agenda content planner?		The annual content planner is developed by the Head and SLT with the Chair and Clerk.
<p>Strategy: Does the school have a clear vision?</p> <p>1. Have we developed long-term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed?</p> <p>2. Does our strategic planning cycle drive the governing body's activities and agenda setting?</p>		<p>Governors are committed to Brookfields being the school of choice for children with special needs in the local area. Governors also want Brookfields to be the school of choice for teachers of special needs children in the area and are committed to a well-being programme to support all staff. Governors are ambitious to retain the OUTSTANDING grade with Ofsted.</p> <p>There is a Link governor for the SDB – Sam Jacob who meets with members of SLT to review the progress of the SDP on a termly basis.</p> <p>The Head and SLT have developed the following long term plans for the school: School Development Plan (SDP) Long Term Premises Plan School Self-Evaluation Plan</p> <p>Agendas are planned a year in advance in line with the school's own review cycle to allow governors to strategically monitor the impact of new initiatives and to monitor existing initiatives.</p>
6. Have you undertaken a review of the GB's effectiveness in the last year		Governors have carried out all their statutory responsibilities effectively throughout the year, challenging the school through asking targeted questions at FBG meetings as well as Sub-Committee meetings.

		<p>It was noted through the course of the year that members of FGB needed to challenge and investigate further with increasing confidence on a range of different areas of the school. Governor effectiveness can then more accurately be tracked and measured in terms of the plan.</p> <p>During the year governors reviewed the policy and paperwork for governor visits; introduced governor days when a number of governors visit the school and carry out a range of activities including meeting with middle leaders, carrying out pupil voice activities and learning walks.</p> <p>The Finance Working Group was particularly effective in challenging and support the Head and SLT.</p>
Governor Training	Yes	Detail
7. Do you have governors trained in performance management?		<p>Anne Rothern Chris Manning Sam Jacob</p> <p>FGB challenge the SLT about the information presented to them, questioning the impact of the training received, value for money etc. With regards to Teaching and Learning observations, the governors critically analyses the performance of teachers in the classroom and triangulate this with the Outcome achieved by pupils across the school. The FGB is keen to monitor their development of teachers who have required Support Plans to develop their teaching skills and hence the outcomes of pupils.</p>
8. Do you have governors trained in understanding data about pupil attainment and progress.		<p>Tom Lucas</p> <p>Tom is the identified governor for pupil data. There is no suitable LA training for special school data so Tom has been briefed by CBE to understand the data that the school uses to measure attainment and progress.</p>
9. Do you have governors trained on Pupil Premium Grant. (Looked After Children/Free School Meals/Forces children)		<p>Anne Rothern Stephen Flint</p> <p>Governors receive and review regular reports from SSY at FGB</p>

		meetings.
10. Did your governors have training other than that delivered by Governor Services?		Governors completed online safeguarding training, PREVENT training safer recruitment training and finance for governors training.
11. Have you reviewed governor training for the last year and used the results to plan training for this year?		FGB has identified and targets training for members that are statutory in addition the FGB identifies training that would support the role of FGB but this is not yet strategic. Going forward a more strategic approach to training for governors is being put in place.
12. Have you planned targeted governor visits to school for: 1. Monitoring and Evaluation e.g. Pupil Progress meetings/Work Scrutiny/Learning Walks 2. Governor presence at events e.g. Parent evenings/school performances/sports day Does the governing body have a structured and purposeful approach to school visits? i) The governing body has an agreed policy and code of practice for visits to the school, and how such visits are recorded and reported.		Sam Jacob undertakes termly meeting to monitor the impact and progress of the SDP. A Governor Visit Day was organised for the 4 July 2018. Where possible governors have been in to school e.g. Safeguarding, health and safety, the link governor for careers has met with the post 16 team (Tom McAuslin), the staff wellbeing governor (Ann Murdoch) has met with the SLT lead in this area (Debbie Mallam). For 2018-19 governors have identified specific dates for visits to the school. Governors attend a variety of school events including Parent events, school performances, proms, PTA and presentation events. The policy for governor visits was reviewed in detail and approved in March 2018. All governor visits are recorded in the visits book and at FGB this is a

<p>ii) Such monitoring visits are related to school improvement priorities and statutory responsibilities, and information gained from school visits is shared with the governing body in a structured way.</p> <p>iii) School visits contribute to the evidence base for decision-making by the governing body.</p>		<p>standing agenda item. The first Governor Visits Day on the. 4 July 2018 was very successful and can be built on further in 2018-19.</p>
<p>Demonstrating Challenge and Accountability</p>		<p>Detail</p>
<p>13. Is Pupil Premium Grant (PPG) an agenda item at your meetings?</p>		<p>Yes</p>
<p>14. Can Governors confidently explain and justify decisions reached around rewarding pay increases, under the new Pay Policy</p>		<p>Yes Governors Pay Committee Finance working group Part 2 FGB Part 2 restructuring discussions Pay policy signed off Pay committee sit and review recommendations</p>
<p>15. Can governors talk confidently about pupil progress in light of evidence from</p> <ul style="list-style-type: none"> • School data reporting • Ofsted Data Dashboard – some relevance to Special Schools • Raise Online - mainstream • Fischer Family Trust Dashboard - mainstream • Pupil Premium Grant Usage 		<p>SLT regularly report to governors on pupil progress. Governors receive pupil premium impact reports for review from SSY</p> <p>SLT regularly report to governors on pupil progress. Governors receive pupil premium impact reports for review from SSY</p> <p>Achievement and destination data is shared with all governors at FGB by MGE.</p>
<p>16. Can governors talk confidently about pupil progress for</p> <ul style="list-style-type: none"> • Year groups 		<p>Lead governors can talk confidently about their areas and are informed by use of CASPA/PIVATS, MAPP, Rfl, Behaviour reporting</p>

<ul style="list-style-type: none"> • Vulnerable groups/cohorts • Pupil Premium cohort • Boys v Girls 		Pupil Premium data presented by SSY at each meeting of FGB
<p>17. Do you receive a written report from your HT at least 3 times/year?</p> <p>Does the governing body gather information from the head teacher and other professionals, allowing them to evaluate the school?</p> <ol style="list-style-type: none"> 1. The governing body receives information about how well learners are guided and supported. 2. The governing body receives information about the overall effectiveness and efficiency of staff leadership and management. 3. The governing body receives information from outside the school that corroborates information provided by the school. 		<p>The HT reports 3 times a year to FGB.</p> <p>Governors also receive the following sources of data:</p> <ul style="list-style-type: none"> • Ofsted Reports • SIA reports – the new SIA Deirdre Fitzpatrick was appointed on 25/06/18 • Safeguarding reports and audits • Vulnerable groups data and reports • Curriculum reports • Leadership and management including performance, recruitment and retention and sickness absence, CPD, value for money • Health and safety audit reports from WBC • School improvement reports from DF • Reports from Joan Ball on safeguarding • WBC suitability and conditions surveys • Behaviour and attendance • Schools partnership project peer to peer review • Achievement for All • Destinations and outcomes • Impact of family engagement through courses • Teaching and learning • Curriculum development • Research projects e.g. outreach work that the school does and services offered by the school and the impact of that SISS.
<p>18. Do governors come to meetings having read the papers and with questions in mind?</p>		Governors are sent papers a week in advance. Most governors have read documents in advance and some questions are prepared in advance. Governors are aware of the need to question and challenge more.
<p>19. Have you assessed whether minutes demonstrate how governors effectively question and challenge?</p>		Questions from governors are underlined and italicised in minutes. Questions from the Chair and governors with specific responsibilities e.g. safeguarding governor are highlighted. Questions are not linked to

<p>e.g do minutes show questioning from named governors.</p>		<p>named governors.</p>
<p>20. Have governors used other sources to cross check evidence given to them by HT and SLT?</p>		<p>Governors receive data from a variety of sources and triangulate through governor visits, governor day, learning walk and external feedback from audits and evaluations.</p> <p>The Finance working group use benchmarking data and comparison information from other schools to inform their challenge.</p> <p>Data from EARWIG assessments, MAPP routes for learning and SILSAF are shared with governors.</p>
<p>Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?</p> <p>1. How do we listen to and understand our pupils, parents and staff?</p> <p>2. How do we report to our parents and local community regularly?</p> <p>3. What benefit do we draw from collaboration with other schools and other sectors, locally and nationally?</p>		<p>Governors attend school council meetings whenever they can and all school council minutes are shared and discussed at FGB. Governors listened to student voice/school council calls for improvement to the KS2 playground.</p> <p>Governors report to parents/carers through sharing information in the school newsletter and on the website.</p> <p>Governors attend events in school and participate in the PTA.</p> <p>Each year governors meet and have tea with staff.</p> <p>Governors welcome the reports on our collaboration with BASS schools and are looking to establish governance links with these schools in 2019.</p> <p>The school is very outward facing and has extensive work experience and community links.</p> <p>Governors welcome the involvement in the Berkshire Teaching Alliance (BTA).</p>
<p>Before the Inspector Arrives</p>	<p>Yes</p>	<p>Detail</p>

<p>21. Have you reviewed and updated the details about governors and governance on your school website?</p>		<p>The governance pages on the school website are currently in development.</p>
<p>22. Have you reviewed and updated the school website to ensure it has all of the statutory info that is req.</p> <ul style="list-style-type: none"> • Pupil Premium Grant • Admissions procedure • School Curriculum • Policies • Ofsted Reports • Vision Statement (Equalities) 		<p>Yes</p>
<p>23. Does the Chair of Governors complete an annual appraisal of the Clerk?</p>		<p>The clerk will have a formal appraisal each year going forward. This has yet to be scheduled.</p>
<p>24 Have you set the date for this year's annual appraisal of the Clerk?</p>		<p>No see above</p>
<p>25. Have you reviewed the content of your minutes to ensure they provide evidence of challenge and impact?</p>		<p>Governors aware of the need for greater challenge and questioning. All governor questions are highlighted in the minutes to show challenge.</p>
<p>26. Are hard copies of minutes kept safely at school for easy access?</p>		<p>Copies kept in School Office</p>
<p>27. Do governors know when the school is likely to be inspected and the notice period given for inspection?</p>		<p>Last inspected: March 2016. Short Inspection The school is due to be inspected in 2020.</p>
<p>28. Have you identified who will meet the Inspectors? (Team on standby – contactable by phone)</p>		<p>Chair/Vice Chair Safeguarding governor</p>
<p>29. Have you considered that governors will need to support the school in the period post Inspection? E.g. meetings with parents.</p>		<p>Governors are aware that they may need to call a meeting with parents following an inspection.</p>

Preparing for Ofsted

Useful websites

www.westberks.gov.uk/governor

School visits protocol/Supported Self review/

www.wellcome.ac.uk/recommendedcode

Recommended Code of Governance

www.nga.org.uk/Resources/Useful-Documents/Twenty-Key-Questions.aspx

Self Review

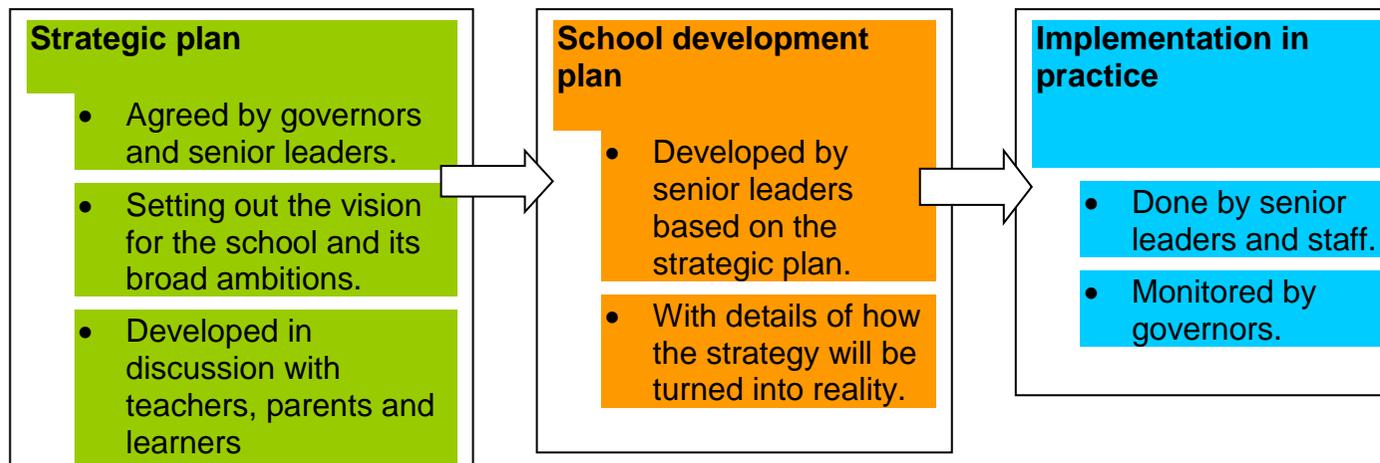
Overall structure of the Recommended Code of Governance for Schools (Oct 2012) – Wellcome Trust

The Recommended Code has three elements:

Element A

A shared vision and long-term strategic plan for the school

from which annual school development plans can be derived, with the governing body monitoring these plan



Element B A framework for governance - setting out how the governing body is expected to function.

Governing Body Self Evaluation

Twenty key questions for a school governing body to ask itself

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

1. Have we completed a skills audit of our governing body?
2. Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?

Effectiveness: Are we as effective as we could be?

3. Do we understand our roles and responsibilities?
4. Do we have a professional clerk and run meetings efficiently?
5. What is our training and development budget and does every governor receive the support they need to carry out their role effectively?
6. Do we know about good practice from across the country?
7. Is the size, composition and committee structure of our governing body conducive to effective working?
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?

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?
10. Does our strategic planning cycle drive the governing body's activities and agenda setting?

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 school leaders to account?
12. How effective is our performance management of the headteacher?
13. Are our financial management systems robust and do we ensure best value for money?

Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

14. How do we listen to and understand our pupils, parents and staff?
15. How do we report to our parents and local community regularly?
16. What benefit do we draw from collaboration with other schools and other sectors, locally and nationally?

Role of chair: Does our chair show strong and effective leadership?

17. Do we carry out a regular 360 review of the chair's performance?
18. Do we engage in good succession planning?
19. Are the chair and committee chairs re-elected each year?

Impact: Are we having an impact on outcomes for pupils?

20. How much has the school improved over the last three years, and what has the governing body's contribution been to this?

High-level **school performance indicators**, encompassing all outcomes for an effective school, on which governors report annually to parents.

Linked to the high-level **performance information** that governors need to monitor the performance indicators.

School performance indicator	Examples of performance information for measurement	✓
Do learners at this school achieve to their potential?	Yes governors are confident that learners achieve to their potential. Governors analyse destination data, MAPP routes for learning and governors receive reports that show that the majority of teaching is good to outstanding therefore pupils are appropriately supported to achieve their potential.	✓
Are learners at this school inspired by their teachers?	Pupil voice and school council feedback is overwhelmingly positive Learning walks evidence the positive interaction with teachers Annual reviews are student centred and positive experiences for children and parents and feedback shows the good relationships our children have with teachers Attendance data show that children attend well.	✓
Do learners at this school have high aspirations?	More children are aspiring to have part time work whilst students and employment and positive destinations is encouraging. Participation in NCS and DofE is encouraging Children aspire to be part of performance events and to demonstrate the skills and confidence they have gained at school.	✓
Do learners enjoy coming to this school?	Attendance data is positive Parent and learner surveys are positive Absence is monitored and benchmarked	✓
Are relationships among learners good at this school?	Behaviour reports and children feeling safe at schools suggest that relationships are good. School council reports have flagged concerns and perception around bullying but bullying itself remains low in the school.	✓
Are learners at this school self-confident?	Increasingly so, increasingly aspirational and welcome the opportunities they are given.	✓
Do learners at this school have multiple opportunities to experience success?	Yes range of opportunities for success including music, drama, sports, dance in addition to academic opportunities.	✓

	Work experience and quality and range of extra curricular activities.	
Are learners from this school employable?	The proportion of students in education, training or employment three years after leaving is higher than ever before as shown by the destinations data and part time working data	✓
Does the school have good community relations? • Is the school outward-facing in the community? • Does it support the community, and does the community support it?	The school is oversubscribed The school has an outward-facing community role through SISS. The school is part of the BTA and BASS groups The school works Pan-Berkshire and beyond with partnerships with schools on curriculum and assessment and sharing good practice across a range of areas. The school has strong links with local employers through Project Search.	✓
Are learners taught in a healthy and safe environment?	Health and safety audits by governors and by WBC are carried out on a regular basis. Safeguarding is a high priority for the school and governors. The Single Central Record is checked at least termly and safeguarding is discussed at every FGB.	✓

