



**North Yorkshire  
County Council**

## **Agenda**

**Meeting: Young People's Overview & Scrutiny  
Committee**

**Venue: The Oak Room, County Hall,  
Northallerton DL7 8AD  
(see location plan overleaf)**

**Date: Friday, 12 April 2019 at 10am**

### **PLEASE NOTE START TIME OF MEETING**

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### **Business**

- 1. Minutes of the meeting held on 7 December 2018.** (Pages 5 to 21)
- 2. Declarations of Interest**
- 3. Public Questions or Statements.**

Members of the public may ask questions or make statements at this meeting if they have given notice Ray Busby of Policy & Partnerships (*contact details below*) no later than midday on Tuesday 9 April 2019, three working days before the day of the meeting. Each speaker should limit themselves to 3 minutes on any item. Members of the public who have given notice will be invited to speak:-

- at this point in the meeting if their questions/statements relate to matters which are not otherwise on the Agenda (subject to an overall time limit of 30 minutes);

Enquiries relating to this agenda please contact Ray Busby **Tel: 01609 532655**  
**email [ray.busby@northyorks.gov.uk](mailto:ray.busby@northyorks.gov.uk)**  
Website: [www.northyorks.gov.uk](http://www.northyorks.gov.uk)

- when the relevant Agenda item is being considered if they wish to speak on a matter which is on the Agenda for this meeting.

*Suggested timings*

- |    |  |                      |
|----|--|----------------------|
| 4. | <b>Chairman's Remarks</b> - Any correspondence, communication or other business brought forward by the direction of the Chairman of the Committee. <b>(FOR INFORMATION ONLY)</b> | <b>10-10.10am</b>    |
| 5. | <b>School Attainment</b> – Presentation by the Corporate Director for Childrens Services<br><b>(Pages 22 to 36)</b>  | <b>10.10-10.40am</b> |
| 6. | <b>Supporting Underperforming Schools - especially those in Special Measures</b> - Report by the Corporate Director for Childrens Services<br><b>(Pages 37 to 40)</b>            | <b>10.40-11.15am</b> |
| 7. | <b>School Governance</b> - Report by the Corporate Director for Childrens Services<br><b>(Pages 41 to 57)</b>  | <b>11.15-11.45</b>   |
| 8. | <b>Work Programme</b> – Report of the Scrutiny Team Leader.<br><b>(Pages 58 to 60)</b>   |                      |
| 9. | <b>Other business which the Chairman agrees should be considered as a matter of urgency because of special circumstances.</b>  |                      |

Barry Khan  
Assistant Chief Executive (Legal and Democratic Services)

County Hall  
Northallerton

**4 April 2019**

**NOTES:**

**Emergency Procedures for Meetings**

**Fire**

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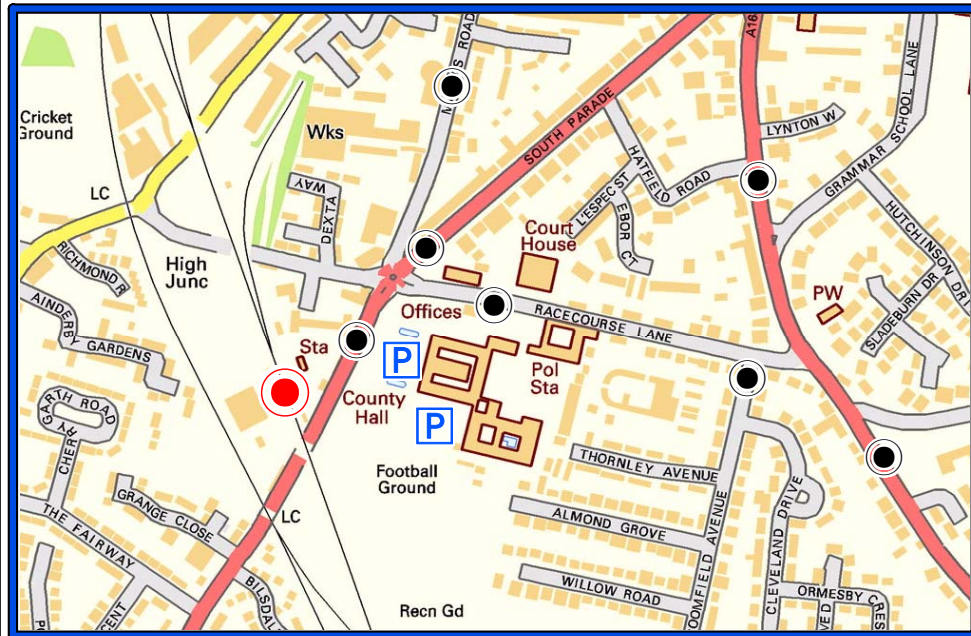
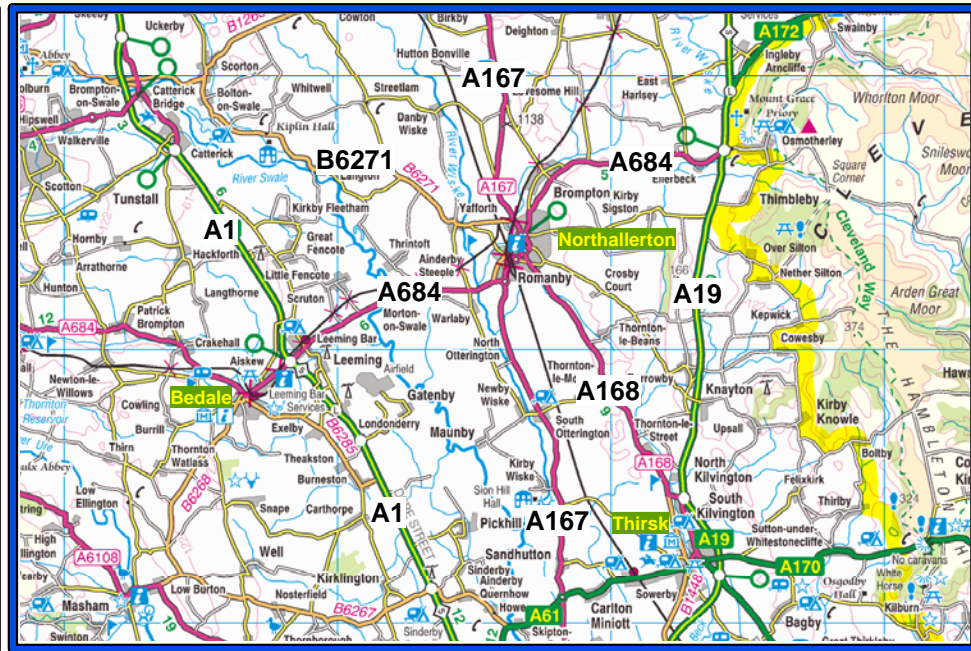
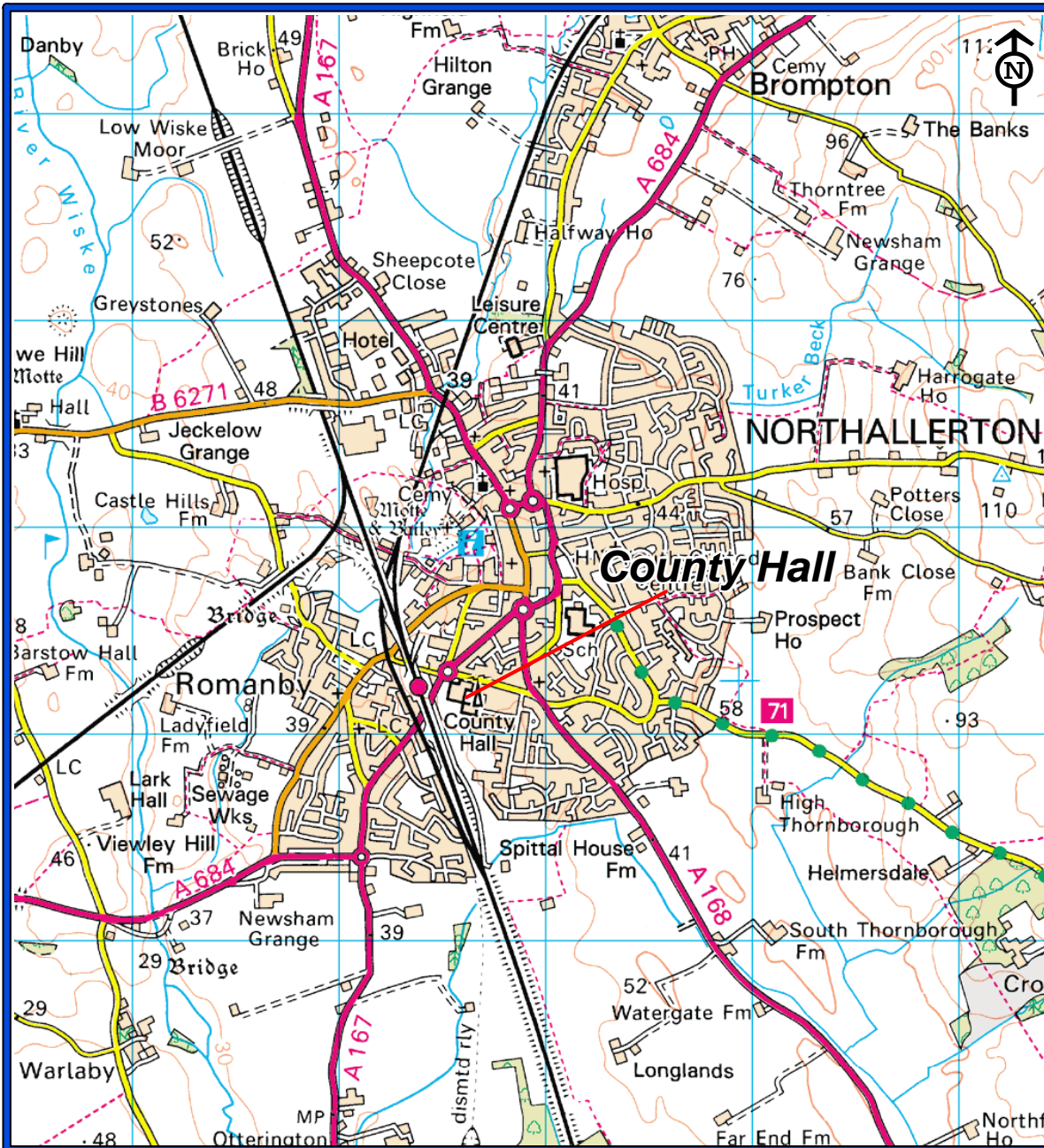
# Young People Overview and Scrutiny Committee

## 1. Membership

County Councillors (13 )					
	Councillors Name		Chairman/Vice Chairman	Political Group	Electoral Division
1	ARNOLD, Val			Conservative	Kirkbymoorside
2	BURR, Lindsey MBE			NY Independents	Malton
3	DUCKETT, Stephanie			Labour	Selby Barlby
4	HOBSON, Mel			Conservative	Sherburn in Elmet
5	JEFFERSON, Janet		Chairman	NY Independents	Castle
6	LUNN, Cliff			Conservative	Selby Brayton
7	MANN, John			Conservative	Harrogate Central
8	MARTIN, Stuart MBE			Conservative	Ripon South
9	METCALFE, Zoe			Conservative	Knaresborough
10	MUSGRAVE, Richard			Conservative	Escrick
11	PLANT, Joe			Conservative	Whitby Streonshalh
12	QUINN, Gill		Vice-Chairman	Conservative	Mid-Craven
13	WILKINSON, Annabel			Conservative	Swale
Members other than County Councillors – ( ) Voting					
	Name of Member			Representation	
1	VACANCY			Church of England	
2	VACANCY			Non-Conformist Church	
3	VACANCY			Roman Catholic Church	
4	CAVELL-TAYLOR, Dr Tom			Parent Governor	
5	VACANCY			Parent Governor	
6					
Non Voting					
1	STRACHAN, Ross			Secondary Teacher Representative	
2	ALDER, Louise			Primary Teacher Representative	
3	WATSON, David			Voluntary Sector	
4	SHARP, David			Voluntary Sector	
Total Membership – ( )				Quorum – (4)	
Con	Lib Dem	NY Ind	Labour	Ind	Total
10	0	2	1	0	13

## 2. Substitute Members

Conservative		Liberal Democrat	
	Councillors Names		Councillors Names
1	METCALFE, Zoe	1	
2	PEARSON, Chris	2	
3	JEFFELS, David	3	
4	PARASKOS, Andy	4	
5		5	
NY Independents		Labour	
	Councillors Names		Councillors Names
1		1	RANDERSON, Tony
2		2	
3		3	
4		4	



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Northallerton  
North Yorkshire  
DL7 8AD

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North  
Yorkshire County Council

## North Yorkshire County Council

### Young People Overview and Scrutiny Committee

Minutes of the meeting held on Friday 7 December 2018 at 10am at County Hall, Northallerton.

**Present:** County Councillor Janet Jefferson in the Chair.

County Councillors, Val Arnold, Keane Duncan, David Jeffels (as substitute for Joe Plant) Cliff Lunn, John Mann, Stuart Martin MBE Zoe Metcalfe, Gill Quinn Tony Randerson (as substitute for Stephanie Duckett) and Annabel Wilkinson.

Co-opted Members: Paul Bircumshaw, Dr Tom Cavell-Taylor, David Sharp (North Yorkshire Youth) and David Watson

In attendance. County Councillors Patrick Mulligan and Janet Sanderson (Executive Members)

Officers: Ray Busby (Scrutiny Officer (Central Services)), Stuart Carlton (Corporate Director Children and Young Peoples Services), Paul Carswell (Group Manager Early Help, Children and Families (CYPS)), Howard Emmett (Assistant Director - Strategic Resources (CYPS), Integrated Finance (CSD)), Barbara Merrygold (Group Manager - Early Help, Children and Families (CYPS)), Chris Reynolds (SEND Placement Officer, Inclusion (CYPS)), Jane le Sage (Assistant Director Inclusion, Inclusion (CYPS)), ,

Apologies for absence were received from: Councillors, Lindsay Burr MBE, Stephanie Duckett and Joe Plant

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#### Copies of all documents considered are in the Minute Book

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#### 156. Minutes

##### Resolved –

That the Minutes of the meeting held on 21 September 2018 having been printed and circulated be taken as read and be confirmed and signed by the Chairman as a correct record.

#### 157. Any Declarations of Interest

There were no declarations of interest to note.

#### 158. Public Questions

The Chairman introduced this item. She welcomed people to the meeting, adding she was pleased people have used the opportunity to raise issues they are concerned about during PQT. She reminded everyone that this is a committee meeting held in public, it's not a public meeting.

She said she had heard that the campaign in support of the Grove have had opportunities to raise their concerns in public meetings as part of the consultation.

She advised all present that copies of all 9 submissions had been sent to members in advance. Copies had been made available again today. Members had had the opportunity to read them and understand the points raised. Committee members had reviewed the consultation document so were familiar with the background.

All 9 submissions concern the proposals in the recent Consultation on changes to the High Needs Budget. The Chairman added that that consultation is a formal process, which it is expected will culminate in the Council's decision making body, the Executive, taking a decision in the New Year. It would be inappropriate for us to get drawn into detail today. The consultation has yet to be analysed. She did not want to stray into speculation about the outcome;

Nine submissions were received under the Public Question Time procedure. All of them concern the proposals in the recent Consultation on changes to the High Needs Budget.

Messrs A Boyce and Warren, and Dr Pickering of the nine spoke to the meeting

### **"Q Re: Cuts to the Pupil Referral Service proposed as part of "Changes to the High Needs Budget"**

Question: It is a fantasy to believe that every child can be educated in a mainstream school especially with their own severe budget pressures (80% of NYorks schools are in deficit). Even schools with EMS status are excluding students with special needs. The CEO of our MAT, has told Stuart Carlton that "on your proposed cuts I will have to close the Grove as a PRU." The Collaborative system between local schools and prus has not worked for many years now, leading to a typical stay of 2 years for permanent exclusions in PRUs instead of the maximum 30 school days stated in the council's in year fair access protocol. In the light of this reality, can the council explain how it's proposed collaborative arrangements will be any different from the previous ones which have failed? And can the council explain where the students currently on roll at the Grove Academy will be educated in September 2019 if it is forced to close as a PRU?

John Warren  
PRINCIPAL  
The Grove Academy PRU, Harrogate

### **Q2 Re: Threatened Closure of Harrogate's Grove Academy Pupil Referral Unit**

My name is Colette Munro and I am the Education Welfare Officer and Safeguarding Lead at The Grove Academy PRU. I am writing on behalf of all the staff at the Grove Academy and referring to Proposal2 of NYCC's proposed cuts to the High Needs Budget.

My colleagues have provided sound arguments against every detail in this proposal, copies of which I believe you will have received and read. I am writing from a safeguarding perspective.

The staff team at The Grove Academy, both teaching and non-teaching, is dedicated and passionate about providing the very best, most suitable all round individual provision for every single young person who is referred to us. We take safeguarding very seriously and operate a culture of vigilance. We know the background of every child which allows us all to be aware of the potential risks each of them faces whether it be Child Sexual Abuse, Criminal Exploitation, radicalisation, drug and alcohol

misuse, physical abuse, mental abuse or neglect all of which, and more, we have had experience of and have prevented at The Grove Academy. 40% of the current cohort at the Grove Academy currently have Child Protection or Child in Need status so we really are dealing with the most needy, most vulnerable students. We know who our pupils associate with in their local communities and liaise very closely with their families. We have close links with all the other service providers and agencies including police and social services and work with them on a daily basis. By liaising so closely with all these services and families we are best placed to safeguard these vulnerable children, reduce their risk taking behaviour and support them in achieving the very best they are capable of. With the best will in the world mainstream schools aren't in a position to do this and will not have the resources or capacity if these cuts are implemented. If NYCC's proposals are allowed to go ahead these children will be at serious risk of harm including Child Sexual Exploitation and taking part in criminal behaviour. Harrogate could quite easily become another Rotherham, Sheffield or Newcastle or at least have to deal with several Serious

Case Reviews. The already stretched resources of other schools and agencies, including the Police, Social Care and the NHS would be under even more pressure.

I have been humbled by the response to the cuts we have had from parents, pupils and former pupils who have rallied to our cause. They speak passionately and eloquently about what The Grove Academy has done for them, what it means to them and what would have happened to them had they been denied our provision. One former student went as far as to say at the public consultation 'I would be dead now if it wasn't for these people'. Her choice of the word 'people' is poignant; they see us as human beings who treat them with respect and are there to help and support them not as detached professionals who are paid to do a job of work. They've had the confidence and conviction to attend the consultations, be interviewed by local radio and The Guardian newspaper in an effort to save 'their school' which clearly means so much to them. These are young people who now have a positive future and who would be written off through lack of funding if this proposal is allowed to take effect. They deserve so much better than this.

It is a false economy to cut the budget of a school which has been rated as Outstanding in their last three Ofsted inspections and which is already providing the specialist support which NYCC propose mainstream schools should be able to do under their new proposals. This is not realistic. They expect this to be achieved on a share of a one off payment of £771,000 (see paragraph 8 on page 6 of NYCC's 'Consultation on changes to the high needs budget') in real terms this means £165,000 per school. Given that many local schools have their own budget problems to cope with, it is simply an impossible task for them to manage these complex students with this meagre handout- not least because this money will not go far in commissioning places from profit-making Alternative Provision centres. Such a short-sighted systemic change will put the future and safety of a significant number of young people in the Harrogate area at risk. One cannot put a price on the safety of children.

MS C. Munro

### **Q3 Re: Threatened Closure of Harrogate's Grove Academy Pupil Referral Unit**

This letter makes two requests.

The first is that you spend a few minutes of your time considering the information below.

The second, assuming that what follows is sufficiently persuasive, is that you add your voice to those of North Yorkshire police, social care agencies, mainstream schools, staff, and pupils and their families, in asking North Yorkshire County Council ('the Council') to reconsider its current position regarding cuts which will almost certainly lead to the closure of the Grove Academy. They have said their decisions are "not set in stone".

## Introduction

The Grove Academy Pupil Referral Unit (PRU) in Harrogate is one of seven specialist units that form the wider North Yorkshire Pupil Referral Service (PRS). They support and educate a range of pupils with complex needs including extreme social, emotional, behavioural and medical problems.

The Grove Academy has been recognised as 'Outstanding' by OFSTED during its last three inspections. This has been achieved by only nine others - or less than 3 per cent - of some 350 PRUs across the whole country.

Against a background of increasing local and national demand for such provision it might be hoped that beacons of quality such as the Grove Academy would be encouraged to thrive. Instead, the Council's Children's and Young People's Service (CYPS) committee is proposing cuts of 83 per cent to the council-funded part of the Grove Academy's budget. At a minimum there will be a substantial quantitative and qualitative reduction in the services that the Grove Academy can provide. Closure is a real possibility.

Moreover, the Council's plan for the future provision of these services is unclear. Faced with similar challenges, other councils have taken at least three years to create a network of alternative providers. CYPS is attempting to push through a 'consultation' and as yet unspecified restructuring by April 2019.

In summary, the likely effects of these cuts will be a worsening of the current adolescent mental health crisis, an increase in truancy and children missing from education, an increased risk of child exploitation and coercion into criminal behaviour and an increased risk of anti-social behaviour within the community. North Yorkshire police are opposed to this proposal and are in the process of formalising their objections. Local schools are similarly shocked and in clear opposition. Parents, staff and students are outraged.

## Cuts and Consequences

The CYPS committee, led by Stuart Carlton, Jane Le Sage and Chris Reynolds, is proposing to remove the so-called 'discretionary' part of the Grove Academy's budget, or roughly two-thirds of its current income. They also propose to reduce the top-up funding from £9,000 to £7,000 per student. This represents a cut of around 83 per cent to the Council funded part of the budget, and an overall cut of 55 per cent assuming that funding from the Department for Education (DfE) will remain the same.

This huge cut would be disastrous for the Grove Academy and mean at best major downsizing if not closure. The impacts would be damaging on several fronts:

- To the students themselves, many of whom are the most vulnerable in the area.



- To their families, many of whom struggle with their own personal, social and health issues.
- To the wider community where public services such as policing and social care are already past breaking point.
- To local mainstream schools which are already at full stretch in terms of meeting SEN demands and would then be hugely limited in their ability to exclude. They must then face huge disruption if currently excluded pupils were to be directed back on to their rolls, as seems to be the plan.

The Council is expecting the Grove Academy to meet the future needs of a rapidly increasing number of complex students despite a staff reduction of up to 80 per cent. Among student groups that are at risk from this are those referred to the Grove Academy with an Education and Health Care Plan (EHCP, formerly the SEN Statement), or on medical grounds.

In the school year 2015/16 only six students at the Grove had EHCPs (or SEN Statements) for conditions ranging from autism to developmental disorder. The following year this figure had risen to 12 and the year after to 13.

In the school year 2015/16 only nine students were referred to the Grove because they could not access mainstream schooling on medical grounds, often due to severe anxiety or other mental health disorders. By 2017 this figure was exceeding 20 pupils.

There is already a crisis of provision for those young people with health problems and yet the Council are proposing huge cuts. The effect will be to destroy a national model of outstanding SEN provision. It simply does not make sense.

#### 'Consultation' and 'Changes'

The Council maintain that all PRU heads were informed of the likely scale of this cut last year. In reality management received this shocking news only in September 2018.

The Council's so-called 'consultation' on what have only been termed 'changes' to the High Needs Budget has been rushed, and to date it has provided little or no response to staff, parent and student concerns.

The Council's plan for provision in the future is very unclear. The only substantial idea put forward by the Council was that local schools, together with a new network of profit-making Alternative Provision centres or Charity providers, would somehow come together to form a strategy. This is to deal with the increasing number of permanently excluded children in the system, with the evident need for preventative placements and to accommodate the increasing number of students referred on medical grounds. All this, by April 2019!

Given the lack of Alternative Provision in the Harrogate area at present the pace of change seems completely unreasonable and suggests panic on behalf of the Council. Whilst North Yorkshire County Council is proposing that these changes come into effect in just five months, other councils have taken at least three years to create such a network of providers. Whilst there is certainly need for more alternative routes through education, getting rid of the safety net that the PRU provides without these options in place is asking for serious problems across schools and local communities.

The Council has talked about allocating a small transitional fund to the Pupil Referral Service. However, this would be for one year only and would represent an immediate 45 per cent cut, increasing to at least 55 per cent the following year. Again, this is totally unsustainable.

## Conclusions

In summary, if the proposals outlined above are approved the Grove Academy could not continue to offer its outstanding services to these most challenging of pupils. Its excellence as a service is based on the quality of engagement, individualised support and a motivational personal, social and academic curriculum. It is so much more than the sum of its parts!

The proposals will dismantle many years of highest quality provision, experience and expertise; the staffing to support these pupils with their various needs and to safeguard them adequately. Given that the Grove Academy is already close to capacity it would quickly reach the physical limits of its provision.

## Actions

Your support is sought for the following:

- Request that the Council re-consider its position on the proposed cut to the funding of the Grove Academy Pupil Referral Unit.
- Request that the Council also respond to the following key questions about the cuts proposed for the Grove Academy PRU:

Harrogate PRU only found out about the proposed cuts on 4th September 2018 and they are due to take effect in April 2019. The Consultation opened in October and closed on November 11th. Please could the Council explain how this is a fair and timely approach to such a significant systemic change?

All local schools contacted are objecting to the Council's proposal. What response have the Council had from local schools? Are the Council prepared to direct mainstream schools to accept excluded students on to their rolls?

Can the council provide a list of Alternative Provision centres available to schools in the Harrogate area, including costs, from September 2019? Can parents and pupils be assured that these AP centres will be subject to the same rigorous checks and monitoring as the PRS? Can parents and pupils be assured that these AP centres will provide the same, Good or Outstanding education that is available through the current PRS?

Many thanks for your time and consideration of these critical matters. I am speaking on behalf of all staff and students at the PRU, with the support of the leadership team at the Delta Academy Trust of which the Grove Academy is part.

Head of Art and Technology  
The Grove Academy

## Q4

I am a teacher at The Grove Academy Pupil Referral Service (The long term Ofsted Outstanding Harrogate PRU).

I would ask the scrutiny committee to seriously enquire as to what is REALLY the basis to North Yorkshire's SEND funding crisis.

Myself and many colleagues in the profession are aware of the scandalous wasting of many millions of pounds in relation to the closing of two successful SEND residential provisions (Netherside Hall and Balliol Schools) and their replacement with Foremost School, later rebranded Forest Moor. To public knowledge this has continued to fail as a provision despite the many millions that the County has poured into it (precise figures are clearly unpublished and pending a FOI request, now overdue.)

To clarify my question for the Committee:

How can the County justify the saving of £1.5 million by cutting a long term outstanding EBD and medical provision, with no reasoned plan in place for supporting these young people?

How can the County justify these cuts when they are wasting untold millions on a failed and failing provision at Forest Moor?

Many thanks for your consideration.  
Richard Hughes  
Teacher

#### **Q5 Re: proposal 2 of the changes to the High Needs Budget - cuts to the Pupil Referral Service**

Question: Richard Sheriff, President of the ASCL and Principal of Harrogate Grammar, stated in the Harrogate Advertiser last week that the proposed changes to the High Needs Budget would “result in having nowhere to go for a whole set of children with varied and particular needs, which will be almost impossible to meet in mainstream...the outcome will be HIGH levels of exclusion.” Given that the main justification stated by the council is that the changes will REDUCE exclusions, what is the council’s response to Mr Sheriff?

Alex Boyce

#### **Q6 Question to the overview and scrutiny committee**

Parents, staff and pupils alike feel that the council’s consultation on the Changes to the High Needs Budget was fundamentally flawed and, as such, unlawful. The content of the consultation documents was misleading and lacked both transparency and precision. There are also serious concerns about the poor distribution and accessibility of the documents and the overall timing of the consultation process. As a result, a group of parents is pursuing legal action against the council. Though the challenge is only just being drafted, the parents have been advised that the case is very strong for at least a delay and a revised second consultation. After this challenge, the parents also plan to challenge the content of the proposed “Changes to the High Needs Budget,” chiefly proposal 2 concerning severe cuts to the Pupil Referral Service (PRS); I believe another campaign group “Save SEND North Yorkshire” is challenging proposals 1 and 3. These parents’ action has the backing of both the NEU and NASUWT. In addition, the North Yorkshire public is highly concerned about

the council's plans: over 2600 signatures have been gathered on a change.org petition and many others are sending written objections to the council. And so, given the obvious flaws in the consultation process, would the council consider revising its consultation documents and setting about arranging a second, lawful consultation process on these proposals rather than ploughing ahead with this premature, unwise and unsupported decision?

Dr Rachael Pickering  
Parent Governor of The Grove Academy Pupil Referral Unit

**Q7 Re: the proposed cuts to the Grove Academy PRU and the whole North Yorkshire Pupil Referral Service**

I'd like to give the following statement and question for the scrutiny meeting on December 7th:

At the three-time OFSTED outstanding PRU in Harrogate only 3% of school leavers in the last 5 years have gone on to enter the criminal justice system.

The recent education committee report on "forgotten children" states that this figure is as high as 50% when PRU provision is of low quality. The report clearly calls for more good-quality PRUs to act as an intervention to reduce criminal behaviour.

So when Cllr Mulligan drags the names of PRUs through the dirt by associating them with criminality and implying they are part of a path to prison, he is correct - BUT HE IS TALKING ABOUT POOR QUALITY PRUs. North Yorkshire's PRUs are all rated Good or Outstanding. His comments show a complete lack of regard for quality, which is obviously critical, and I feel are deliberately misleading the public. At the Grove Academy PRU the staff turn children's lives around, keeping them safe and protecting them from coercion into criminality - you only have to read the Harrogate Advertiser to see the difference the PRU makes to the lives of their students.

Have the council inc the CYPS executive studied the Education Committee report entitled "Forgotten Children: alternative provision and the scandal of ever increasing exclusions" published on July 25 this year AND, in the light of that report's recommendations, can the council explain how cutting/closing Outstanding PRUs like the Grove Academy in Harrogate will safeguard our most vulnerable children in the future?

Natalie Astwood  
Parent

**Q8**

I'm sure you're aware of the proposed cuts to the pupil referral service as part of the changes to the high needs budget. For the grove academy pru in Harrogate this would mean a 66% cut (based on 25 student places). The council have very vague plans for a network of Alternative Provisions which they believe will spring up in time for sept 2019. Currently there are only a handful of Alternative Provisions in the Harrogate area: Veloheads, an overpriced bike repair shop with no qualified teachers; Harrogate Training Services, which charge £75/hour and is utterly unsuitable for excluded students; and NISAI, a "virtual" school, which is quite frankly laughable as a provision for disaffected students, or students who have mental health problems. Can the council explain how this lack of quality Alternative Provision will educate the

most needy and vulnerable students in the Harrogate area? If the council believe devolved funding will stimulate the market for alternative provisions, they are misguided - the proposal only offers only around £16k per school which will hardly buy one placement in AP. N Yorks Schools, 80% of which are in deficit, will be forced to off roll students they cannot cope with or exclude, and there will be no PRU left to educate them.

## **Shirley Morris**

### **Q9**

The aim of this letter is to ensure that any decisions about the future of the PRS services of North Yorkshire are made based on the reality of needs rather than the hopes of attempting to fix difficult financial problems.

We do not live in a simple or straightforward society, the demand for non-mainstream school places has increased the number of students permanently excluded from schools has increased, complex emotional and mental health needs in students have increased, the desire to help students with additional needs however has not changed.

The PRS service (anywhere) is filled with teachers, instructors, and assistants with this desire they have developed skills, curricula, and most importantly pedagogy which is intended to re-engage, develop and rehabilitate students so they are able to become successful members of society be that with qualifications or improved emotional stability and always improving aspirations for their own future.

I write this letter from the position of educator with particular investment in the Grove academy in Harrogate.

The proposed cuts will cut deeper than the loss of provisions filled with expertise. The CYPs committee led by Stuart Carlton, Jane LeSage and Chris Reynolds is proposing to remove the so-called 'discretionary' part of the Grove Academy's budget or roughly two-thirds of its current income. They also propose to reduce the top-up funding from £9,000 to £7,000 per student. This represents a cut of around 83 per cent to the Council funded part of the budget and an overall cut of 55 per cent assuming that funding from the Department for Education (DfE) will remain the same.

This huge cut would be disastrous for the Grove Academy and mean at best major downsizing if not closure. The impacts would be damaging on several fronts:

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There is already a crisis of provision for those young people with health problems and yet the Council are proposing huge cuts. The effect will be to destroy a national model of outstanding SEN provision. It simply does not make sense.

In good conscience the proposed cuts are less a reimagining of the services and more a hatchet job aiming to save money fast. Dismantling excellent provisions in such a short time scale and replacing them with a theoretical provision by April is fantastical, and the period of consultation provided less answers o date it has provided little or no response to staff, parent and student concerns.

The Council's plan for provision in the future is very unclear. The only substantial idea put forward by the Council was that local schools, together with a new network of profit-making Alternative Provision centres or Charity provider would somehow come together to form a strategy. This is to deal with the increasing number of permanently excluded children in the system with the evident need for preventative placements and to accommodate the increasing number of students referred on medical grounds.

Given the lack of Alternative Provision in the Harrogate area at present the pace of change seems completely unreasonable and suggests panic on behalf of the Council. Whilst North Yorkshire County Council is proposing that these changes come into effect in just five months, other councils have taken at least three years to create such a network of providers. Whilst there is certainly need for more alternative routes through education, getting rid of the safety net that the PRU provides without these options in place is asking for serious problems across schools and local communities.

The Council has talked about allocating a small transitional fund to the Pupil Referral Service. However, this would be for one year only and would represent an immediate 45 per cent cut, increasing to at least 55 per cent the following year. Again, this is totally unsustainable.

Again, let me reiterate that these changes with such an underdeveloped plan are all to be put in place by April 2019.

Finally I ask you the following:

- To Support the local PRS and the Grove by requesting the council re-considers its position on the proposed cut to the funding.
- To explain why The Grove and PRS only found out about the proposed cuts on 4th September 2018 and that they are due to take effect in April 2019.The Consultation opened in October and closed on November 11th.Please could the Council explain how this is a fair and timely approach to such a significant systemic change?
- To share with us the response the Council has had from local schools?

- To explain how the Council is prepared to direct mainstream schools to accept excluded students on to their rolls?
- To answer this; Can the council provide a list of Alternative Provision centres available to schools in the Harrogate area including costs from September 2019? Can parents and pupils be assured that these AP centres will be subject to the same rigorous checks and motoring as the PRS? Can parents and pupils be assured that these AP centres will provide the same, Good or Outstanding education that is available through the current PRS?

Mr Alex Bentley”

**Jane le Sage replied, referencing the circulated response:**

“The LA has been working with key stakeholders including schools, parents/carers, young people and other professionals to finalise the strategic plan for SEND Provision. We have also scrutinised the range of research documents which inform good practice models for AP and how they can be effective in reducing exclusions.

The LA invests over £4.6 million per year to provide for children and young people who have been, or are at risk of permanent exclusion from school. £2.7 million is invested in PRS/AP for preventative work. This does not take into account the additional funding the LA invests for students with medical needs.

Rate of growth of permanent exclusion in NY is 1 highest out of all LAs despite this investment. This must prompt a change in approach in NY — we would be reviewing and making changes to the alternative provision offer, in line with p.26 of the SEND Provision Strategic Plan, regardless of the current pressure on High Needs Block Funding.

The LA acknowledges the Ofsted ratings of the PRS as good or above but must now give consideration to how the significant increase in permanent exclusions can be reduced longer term. High needs block budget is facing a £5.7 million deficit for 18/19 and predicted to rise to £13 million by 2022. Corrective action is required to ensure the local authority meets its statutory duty but also manages its budgets effectively.

Throughout 2018 extensive informal engagement and formal consultation took place on the Strategic Plan for SEND Education Provision 0-25. This plan was approved by the Executive on 4th September 2018. Within this document (p26/27) it is clearly detailed the changes proposed to PRS and AP in North Yorkshire. These changes include:

- Commissioning on &place basis for the purpose of preventing exclusion and provision of education for those who are excluded
- Removal of medical outreach tuition with a new model to replace it
- Working with mainstream Head Teachers to ensure investment of HNB funds have an impact of reducing exclusion
- Ensure local steering groups and Head Teachers have more influence on the model of AP in each locality

Throughout the development of this plan PRS Head Teachers and staff were consulted. This consultation, specifically in regard to The Grove Academy, was facilitated through the following meeting and/or consultation events.

- 14.06.17. SEMH task and finish group Harrogate
- 15.11.17 PRS governors meeting (No PRS governors attended)
- 16.01.18 Harrogate HTs meeting (PRS Invited)

- 12.03.18 Specific meeting for PRS HTs
- 04.06.18. Harrogate/Knaresborough/Ripon HTs meeting —formal consultation (Both The Grove’s former and current HT attended)
- 13.06.18. Specific PRS HTs meeting as part of formal consultation

During this same time period regular meetings continued between the LA and PRS Head Teachers. On the following dates the need for much more efficient models, the HNB deficit and implications of this and pre warning of PRS budget implications were discussed:

21.03.18 Points discussed:

- significant pressures on HNB
- fundamental review of all aspects of funding including PRS budgets

04.07.18 Points discussed:

- Medical provision and its removal from PRS in 2019 for outreach with in-reach proposal to follow
- The need for transformational change (with various models suggested by PRS Leads and LA)
- Strong challenge the LA have had from Mainstream Head teachers about the value for money PRS provide given the levels of investment.

04109118 Meeting purpose:

- To brief all PRS and AP leads of proposals prior to public consultation and Schools Forum

Permanent exclusion has a detrimental impact on the achievements and life chances of young people in terms of:

- Lower levels of attainment in comparison to their peers
- 45% not in education, employment or training compared to 6% in mainstream
- Increased vulnerability in terms of criminality -42% of prisoners had been PX
- Increased health risks including mental health

(Making the difference breaking the link between school exclusion and social exclusion, Oct 2017)

(Forgotten Children- Alternative provision and the scandal of ever increasing exclusions, July 18)

Our drive is to:

- Reduce permanent exclusion across the county
- Increase the range and capacity of AP which can be used flexibly at an early stage to personalise learning and maintain young people on their school roll. This is not happening effectively in NY despite a 2.7 million investment per year into PRS/AP.
- Develop Alternative Provision pathways with school leaders at the helm so that it is flexible in meeting need early, is of good quality and represents the most efficient use of public monies invested in LA and school budgets.
- Ensure schools have greater accountability for young people placed from their schools
- Increase transparency of the allocation and impact of high needs funding with school leaders

This approach is in line with recommendations from national studies which emphasise early intervention, high quality and strong accountability of schools.



### *Proposal*

- Provide an increased number of places for young people who have been, or are at risk of being, permanently excluded from school in line with national average funding (ISOS report 2018).
- Funding for students with medical needs will continue to be funded in the PRS for the near future at a slightly uplifted rate of £10,000 per full time place
- We will have to take steps to reduce the LA contribution to preventative funding to offset the significant pressure on the high needs block. However we have not taken the decision, like some other LA's, to remove it all. The LA have proposed that a reduced spend of 28% would enable a proportion of the non-statutory money, £771,000, be provided directly to local area partnerships made up of school leaders. This will support their ability to develop the right offer and reduce any incentive to exclude in order to access support. These partnerships will be constituted groups with detailed terms of reference and a range of responsibilities for the monitoring and performance of each locality in regard to SEND and School Improvement.
- In parallel to the consultation on funding, a series of workshops have taken place to consider and explore models of AP into the future to ensure that young people are predominantly supported prior to exclusion, rather than following exclusion.
- Across the county the proposal set out would still see between £3.1 and £3.3m being invested from the HNB into the education system to provide alternative provision and support earlier intervention strategies.

### *Implications for the Grove Academy*

- The LA currently invests over £1.2 million to the Grove Academy. This funding is made up of:
  - £435K statutory funding
  - £788K for those at risk of exclusion
- The Grove PRS offers a total of 25 FTE places with a place cost of around £48K per place. This is disproportionate to the national average of £18K per place for AP and is significantly above a specialist SEMH school pace in NY which averages £19,769 per place
- Under the proposals the LA will commission between 28-30 places in the Grove for permanently excluded young people (excluding medical provision) at national average funding rates
- It is proposed that the budget changes will be introduced from the financial year 2019/20 but transitional funding will be agreed to ensure stability for the PRS/AP provision whilst the new AP model is finalised
- Discussions are continuing with Head teachers in the area to ensure the future model for AP is agreed together with collaborative arrangements for funding.

### *Associated Changes*

- The Strategic Plan for SEND provision also specifies further developments which will ensure the needs of young people with additional needs including SEND are met
- Transfer of 0.5-1% from schools funding to offset high needs block funding pressures of £5.7 million for 18/19
  - Multi-disciplinary teams of SEND professionals in localities to enhance support for young people in schools and local accountability for young people
  - Increase in specialist and targeted provision including SEMH
  - Enhanced model for young people with medical needs

- Replacement of Behaviour and Attendance collaboratives under a strengthened governance arrangement

#### *Independent AP*

It is not the council's view that Independent AP will become the core offer of AP into the future. However, we do recognise that Independent AP do contribute to the breadth of offer available to schools and young people and will engage with the sector to monitor and prompt development of suitable pathways.

NYCC maintains a directory of providers in line with our statutory duties and are going further to ensure standards including safeguarding, welfare and legal compliance are evidenced prior to entry into the directory. Schools will continue to be responsible for the assurance of quality for any provision they use.

#### *Safeguarding*

With regard to concerns raised by representatives of The Grove Academy in relation to safeguarding we restate our absolute and total commitment to safeguarding the most vulnerable in our society. This is underpinned by the revised guidance on Working together to safeguard children which reinforces the responsibilities of all stakeholders including education providers.

We are rightly proud of our record in this regard and are recognised by Ofsted as Outstanding in all areas. Despite this unprecedented endorsement of our safeguarding practices we continue to strive for improvement in all areas and will work side by side with all partners, including AP, to continue to ensure systems are robust and they minimise the risk of harm.

The introduction of a revised Early Help strategy in 2019 will further strengthen our joint responsibilities to safeguard children and young people.

#### *Consultation*

The Council has undertaken extensive consultation in respect of the High Needs Budget proposals and has carried out a legal consultation. The LA is not of the view that there is a need for a second consultation on these principles.

Officers are currently fully considering those Consultation responses prior to developing recommendations to propose to the Executive in January 2019.

All consultation feedback is under analysis"

Ray Busby responded to a question to explain the call-in procedure.

The Chairman thanked all those who had submitted questions and statements.

### **159. School Preparedness**

**This item was deferred**

### **160. Elective Home Education**

Considered –

Presentation by Barbara Merrygold: Interim Head of Early Help and Paul Carswell: Prevention Service Divisional Manager (West)

It was reported that the number of home-schooled children is believed to have risen by about 40% over three years. Around 48,000 children were being home-educated across the UK in 2016-2017, up from about 34,000 in 2014-15.

Barbara Merrygold explained that the CYPS directorate knows in terms of the prevalence and experience of North Yorkshire children of compulsory school age whose parents opt, as is their right in law, to educate their child at home instead of sending them to school. This is referred to as Elective Home Education (EHE).

Under section 7 of the Education Act of 1996, parents have a duty to ensure their children are educated. They are not required to teach the national curriculum, have any specific qualifications, register with a local authority, allow inspectors into their homes, or get approval for the sort of education provided at home.

Data is not collected centrally by the DfE and while local authorities keep a register of home-educated children, this only covers children who have been withdrawn from school. Children who are never put into school are currently not required to register.

Members sought reassurance that the authority is meeting all its obligations. Whilst Local Authorities have no statutory duties in relation to monitoring the quality of home education on a routine basis, as an authority we do have a statutory duty to safeguard and promote the welfare of children. Systems are in place to ensure that when we are notified of the intention to Home Educate, the case is allocated to a Family Outreach Worker. An offer of a home visit is made to the family. But as it is not a statutory requirement, parents are not obligated to accept the offer of the visit.

If at any stage concerns are identified with regards to the child/young person's welfare, these are immediately discussed with the Team Leader for Case Work.

If any concerns are identified regarding the quality of the home education, the Prevention Service will notify the Education and Skills Service.

If the child is identified as having Special Educational Needs or a Disability (SEND), the Inclusive Education Service are notified and will be sent a record of the visit.

In terms of prevalence, North Yorkshire is broadly in line with other local authorities who have reported an average 20% year-on-year increase in the number of children and young people known to be home schooled over the previous 5 years. On 4 October 2018, we were aware of 607 children and young people being home schooled in North Yorkshire.

Members were interested in understanding the underlying reasons for this growth. A number wondered whether a factor contributing to the increase in the home education population relates to some schools poorly advising families about EHE and encouraging action that was not always in the best interests of the child.

In order to test just this hypothesis, Barbara explained that NYCC undertook to directly contact 262 families over the 2018 summer, asking them to respond to some questions, and inviting them to offer additional comment on their EHE experience.

Overall, as part of the survey, 121 families (46%) were contacted. Most said their choice was freely made, without pressures from schools.

Key themes from the survey in terms of what led parents/carers to educate their child(ren) at home include:

- Increased levels of stress/anxiety when at school, associated with mental health deterioration often linked to bullying and/or peer group pressure.
- An unaccommodating school 'culture' in relation to not meeting the specific needs of the 'individual' child, leading to increasing parental (and pupil) disillusionment with the mainstream education system. Autism is also a feature.
- Communication breakdown between schools and parents also feature within the responses to the survey
- Where parents do not feel listened to or confident in the school's ability to meet the particular special educational or health needs of the child, they sometimes feel as if removal from the school roll is their only option.
- More considered views are evident that some parents are able to provide a more appropriate education for their child, outside of the mainstream school system.

The results of this survey are informing directorate action. For example, the directorate is looking at how it can most effectively reduce those situations where families feel they have not 'freely' chosen to EHE.

#### **Resolved –**

- a) The committee was reassured that procedures are in place when we are notified of the intention to home educate, and the directorate is doing what it can to understand the reasons for the rise in the number of parents opting for EHE.
- b) The committee expressed its appreciation to all involved.
- c) The committee will return to this topic later in the year

#### **161. CYPS Financial Provision**

Considered –

Paper highlighting the areas presenting with the most significant financial pressures facing CYPS as at October 2018 and the management action that has been taken in response to the pressures.

Howard Emmett explained that In October last year it became clear that the authority was heading towards a projected overspend in Children and Young People's Services of over £10m.

Like many authorities, NYCC is having to cope with a year-on-year rising rise in demand of eligible pupils requiring special educational needs support.

Members focussed on our most significant financial pressure – that relating to SEN within the High Needs Block of the Dedicated Schools Grant (DSG). In 2018-19, the Directorate is projecting an underlying overspend of £5.7m which is offset, in part, by the application of £1.66m which was agreed with Schools Forum. But this transfer has not been adequate to counter new cost pressures arising out of the unprecedented increase in Education, Health and Care Plans (EHCPs). In short, costs within the High Needs Block have continued to exceed the funding allocation.

Linked with this pressures arising from the increase in EHCPs, the local authority is also seeing financial pressure in SEN home to school transport budgets.

**Resolved –**

- a) Members were pleased to have the opportunity not just to understand how this situation had come about, but also receive a clear articulation of what the risks are to children's services.
- b) The committee believed it had received a reasonable, full and honest account of all the significant financial pressures the service is facing - not just those connected with having to find the necessary resources to meet special educational needs provision.
- c) Although satisfied that action is in place that will address this situation, the committee does not underestimate the scale of the task ahead to bring these budgets back into balance.
- d) That group spokespersons keep a weather eye on this by receiving regular briefings so that they are in a position to determine, at any time, if this should be brought to the committee's attention.

**162. Work Programme**

Considered -

The report of the Scrutiny Team Leader inviting comments from Members on the content of the Committee's Programme of Work scheduled for future meetings.

**Resolved –**

- a) Members again confirmed that the content of the Work Programme report and the Work Programme schedule are noted.
- b) It was agreed that the committee
  - Take a first look at the roles and duties of governing boards, and how we support and advise on the skills, knowledge and behaviours they need to be effective.
  - Continue its interest in early years by reviewing school readiness and the 30 Hours preschool programme.
  - Receive an introduction into the local authority role in supporting underperforming schools, concentrating especially on what happens to schools which are rated 'inadequate' and in special measures.

The meeting concluded at 12.30pm  
RB

# Education as our greatest liberator

2018 Achievement



# Education as our greatest liberator

## Executive summary

The table below summarises performance at every Key Stage against national, regional and statistical neighbour<sup>1</sup> benchmarks.

2018 results summary – North Yorkshire performance compared to benchmarks			
	National	Yorkshire & Humber	Statistical neighbours
Early Years Foundation Stage Profile	Above	Above	Below
Key Stage 1	Similar	Above	Below
Key Stage 2 (end of primary)	Below	Similar	Below
Key Stage 4 (end of secondary)	Above	Above	Above
Key Stage 5 (A-level)	Above	Above	Above

At Key Stage 4 (GCSE) North Yorkshire is above all benchmarks for every indicator and performance is in the top 25% of all local authorities nationally. Performance is also very strong at Key Stage 5 (A-level) with North Yorkshire in the top 20% for students achieving at least two As and a B.

Despite improvement, the percentage of children achieving the expected level or above in reading, writing and maths combined at Key Stage 2 remains an on-going challenge. Whilst performance is similar to the region, it is below national and statistical neighbour benchmarks. For individual subjects, reading and writing are in line with national, but maths is significantly behind which is impacting on overall performance.

There continue to be challenges on the coast with a lower percentage of children attending good or outstanding schools and attainment the lowest of all districts. The North Yorkshire Coast Opportunity Area is bringing partners together to address these issues and there have been significant improvements at Key Stage 2 which is a positive sign.

There are a number of long standing performance challenges around children eligible for free school meals (FSM). In terms of attainment, despite some improvements FSM-eligible children remain below the national benchmark. This cohort are also above national benchmarks for school absence and are over-represented in terms of exclusions.

There has been strong improvement in attainment for children receiving SEN support at primary school and we will continue to work with schools to ensure pupils are receiving the appropriate support. Performance for children with Education, Health and Care (EHC) Plans is broadly in line with benchmarks at early years and primary, and above benchmarks at Key Stage 4.

<sup>1</sup> Statistical neighbours are local authorities with similar characteristics

# Introduction

Young and Yorkshire 2 is the plan for all children, young people, and their families living in North Yorkshire. The vision set out in the plan is for North Yorkshire to be:

***A place of opportunity where all children and young people are happy, healthy and achieving.***

One of three outcomes in the plan is: *Education as our greatest liberator with high aspirations, opportunities and achievements.* We want to ensure the best possible achievement for all learners by ensuring they go to a great school, setting or provider.

Pupils in North Yorkshire leave school with some of the best results in the country and we continue to have a very high number of good and outstanding schools.

There are still challenges though, particularly at Key Stage 2, on the coast and for children eligible for free school meals. We believe in high aspiration and expectation for all pupils irrespective of background and we will continue to work collaboratively with school leaders and other partners to make this a reality.

This report provides a summary of our success and highlights those areas where we still need to make progress across our three priorities:

- Ensure children have great Early Years
- Raise achievement and progress for all
- Equip young people for life and work in a strong North Yorkshire economy

It is of course right that we celebrate our success, but our focus must be on responding to the challenges highlighted in this report.



Stuart Carlton, Corporate Director, Children and Young People's Service



County Councillor Patrick Mulligan, Executive Member for Education & Skills

# North Yorkshire context

## Population

There are 124,344<sup>2</sup> 0-18 year olds in North Yorkshire accounting for 20.2% of the total population. The 0-18 population has remained relatively static and is slightly below the national percentage of 20.5%.

There are 62 nationalities represented in North Yorkshire schools and 34 of these nationalities recorded less than 10 pupils<sup>3</sup>. Just under 8% of the school population is Black and Minority Ethnic (BME) with the greatest number in Craven and Harrogate.

There are 105 different languages spoken in North Yorkshire schools and 65 of these languages have less than 10 pupils speaking them. Just over 95% of pupils speak English as their first language which is significantly higher than the 81% national figure.

6,729 pupils are eligible for free school meals (FSM) which represents 8.1% of the school population and is considerably lower than the 13.6% national figure. Scarborough has the highest percentage of pupils eligible for FSM (14.2%).

There are 2,780 children with an Education, Health and Care (EHC) Plan representing 2.6% of the school population. There has been a 45% increase in the number of children and young people with an EHC Plan since 2015, but the rate as a percentage of the school population remains below the national benchmark.

There are 9,369 pupils recorded as Special Educational Needs support representing 10.5% of the school population. This is below the national figure of 11.7% of pupils, but the rate is increasing and the gap to national is closing.

North Yorkshire is the fourth largest authority in the country in terms of number of Service children. There are 3,630<sup>4</sup> Service children in North Yorkshire schools and they make up 4.4% of the school population. The largest proportion is in Richmondshire where they make up over a quarter (26.5%) of the school population.

## Schools

The position with regard to number of local authority maintained and academy status schools is shown in the table below.

Number of local authority maintained and academy status schools (January 2019)		
	LA Maintained	Academy status
Primary	237	68
Secondary	25	17
Special	9	1
Pupil Referral Unit	4	1
Total	275	87

Half of all primary schools have less than 100 pupils, and three quarters are in rural areas.

Half of all secondary schools have more than 750 pupils, and 59% are in urban areas.

The number of collaborations/federations, where a number of maintained schools come together under one governing body and usually with a single headteacher leading more than one school, is increasing. There are currently 46 collaborations/federations involving over 100 schools, predominantly primary.

<sup>2</sup> Mid-year population estimate 2017 (Nomis)

<sup>3</sup> School census January 2018

<sup>4</sup> Figure based on Pupil Premium eligibility

# Priority 1- Ensure children have great Early Years

## Two year olds from low income families benefiting from early education

### What are we worried about?

Two year olds from low income families are entitled to 15 free hours of early education per week. Evidence suggests that children from less advantaged backgrounds often start school behind their peers, but good quality childcare can help to reduce this gap and ensure that children are ready to start school.

### What's working well?

Uptake has increased significantly over the last three years and 96% of eligible two year olds now take up funded places. 95.9% of childcare and early years settings are judged good or outstanding by Ofsted.

### What needs to happen?

We will continue to support providers to ensure a sufficiency of quality places and pro-actively work with parents to ensure that all eligible two year olds take up places.



## Early Years Foundation Stage

### What are we worried about?

The Early Years Foundation Stage Profile is an assessment completed at the end of the Reception year (4 - 5 year olds). It is the indicator used to assess school readiness, which is known to have a significant impact on future educational achievement and life chances. Performance is measured by the percentage of children reaching the expected level and achieving a Good Level of Development (GLD).

### What's working well?

North Yorkshire is ranked above England and the Yorkshire & Humber region for the percentage of pupils achieving a GLD at 72.5%, but we are slightly below the statistical neighbour benchmark.

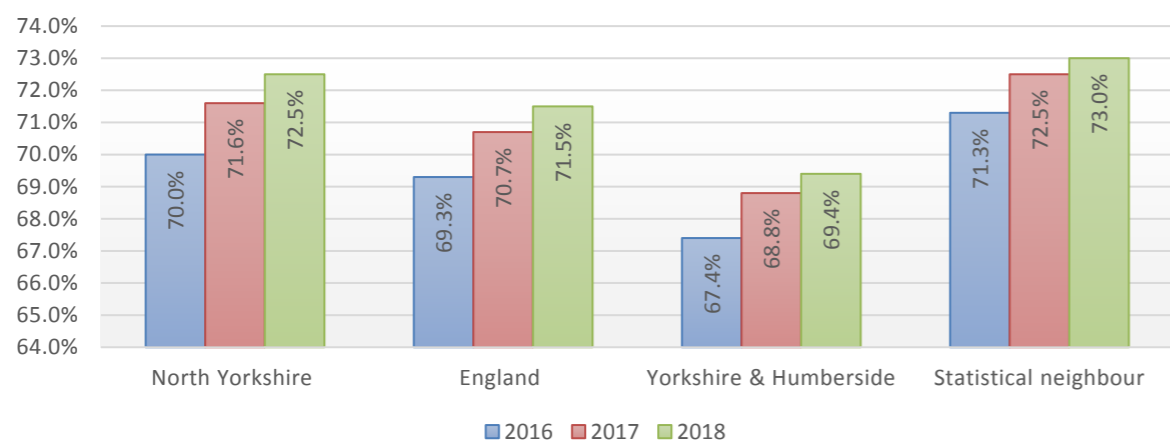
Performance has improved steadily over the last 3 years.

### What needs to happen?

We are developing a school readiness strategy, supported by the University of Manchester, with a focus on early language development. There is a strong link between language and other social, emotional and learning outcomes.

We will continue to focus resource on those early years providers and schools requiring support.

Early Years Foundation Stage Profile - % of pupils achieving a Good Level of Development



## Phonics screening check

### What are we worried about?

Phonics is a way of effectively teaching children to read quickly and skilfully. Pupils take the initial phonics screening check at the end of year 1.

North Yorkshire performs better than the Yorkshire & Humber region, but we are below the England and statistical neighbour benchmarks.

### What's working well?

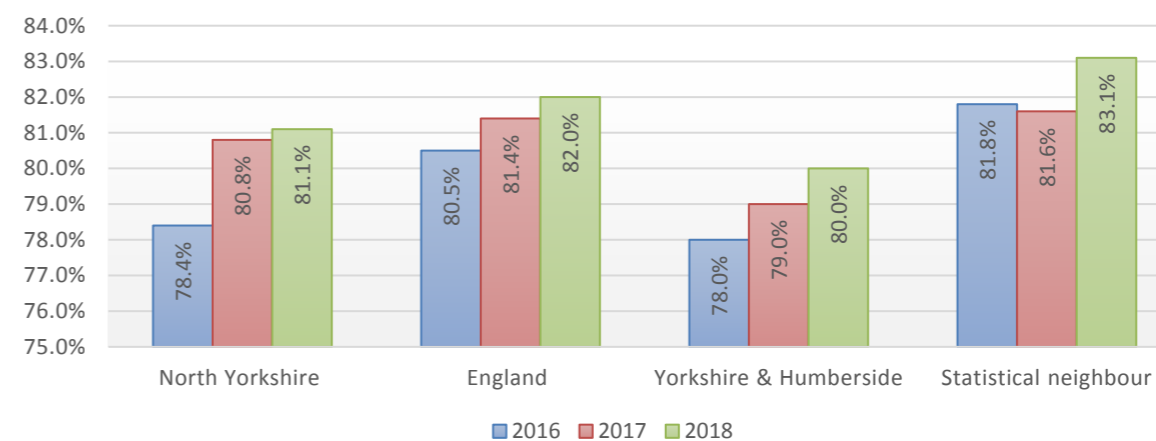
The percentage of pupils working at the expected standard is increasing.

Targeted work continues with those schools and settings who are still developing good phonics practice.

### What needs to happen?

We will continue to raise awareness of effective practice at every opportunity. We will continue to promote our specialist courses and offer expert in-school consultancy on the development of practice and the training of teachers.

Year 1 Phonics screening check – percentage of all pupils working at the expected standard



# Priority 2 - Raise achievement and progress for all

## Primary (Key Stage 1 and 2)

### What are we worried about?

#### Key Stage 1

Performance in maths is marginally below national. We are below statistical neighbour benchmarks for all subjects.

#### Key Stage 2

The percentage of pupils achieving the expected level or above in reading, writing and maths combined is below national and statistical neighbour benchmarks. Performance in maths is significantly behind the national benchmark.

The progress scores for maths (-0.9) and reading (-0.3) mean North Yorkshire pupils on average made less progress in these subjects between the ages of 7-11 than children nationally (0 is the national average).

### What's working well?

#### Key Stage 1

Performance is improving in every subject. Performance in all subjects is above the Yorkshire & Humber region, and reading and writing is similar to national.

#### Key Stage 2

Performance is improving. The percentage of pupils achieving the expected standard or above in reading and writing is in line with national.

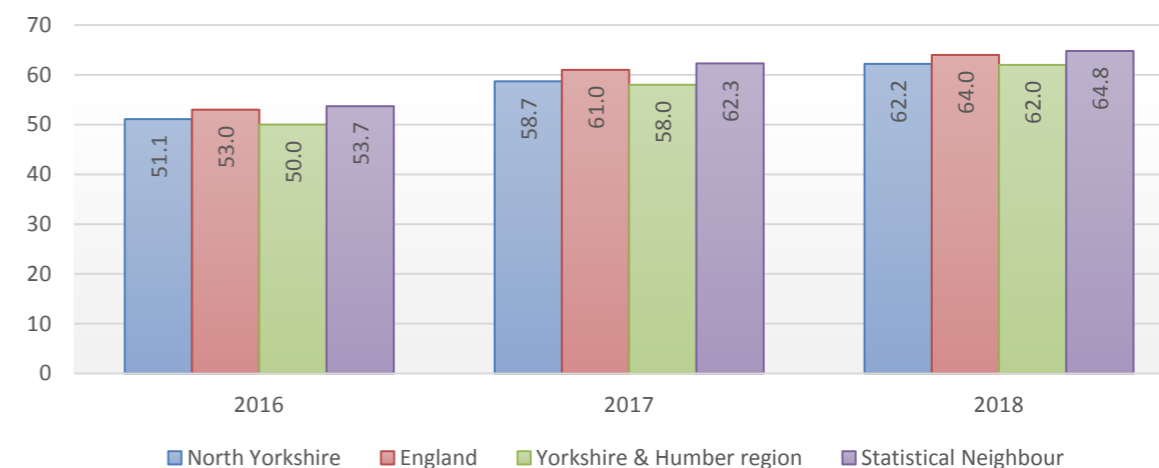
### What needs to happen?

We want to continue the improvement trajectory at Key Stages 1 and 2. The focus will be on supporting those schools most in need of improvement especially in developing skills in the use and application of mathematics at Key Stage 2.

KS1 - Percentage of all pupils achieving the expected level or above by subject



KS2 - Percentage of all pupils achieving the expected level or above in reading, writing and maths combined



## Secondary (Key Stage 4)

### What are we worried about?

Key Stage 4 is critical as GCSE results influence post-16 options. Young people have to continue with education or training after Year 11 which could take place in a school sixth form, college or in the workplace with a training provider.

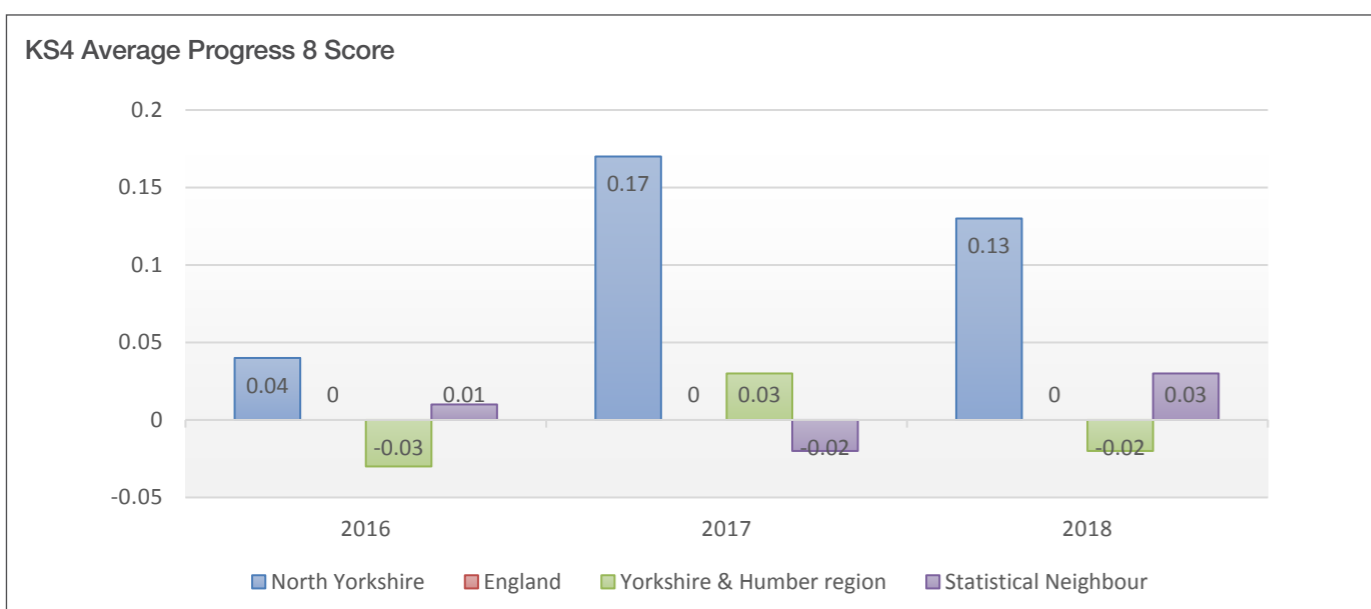
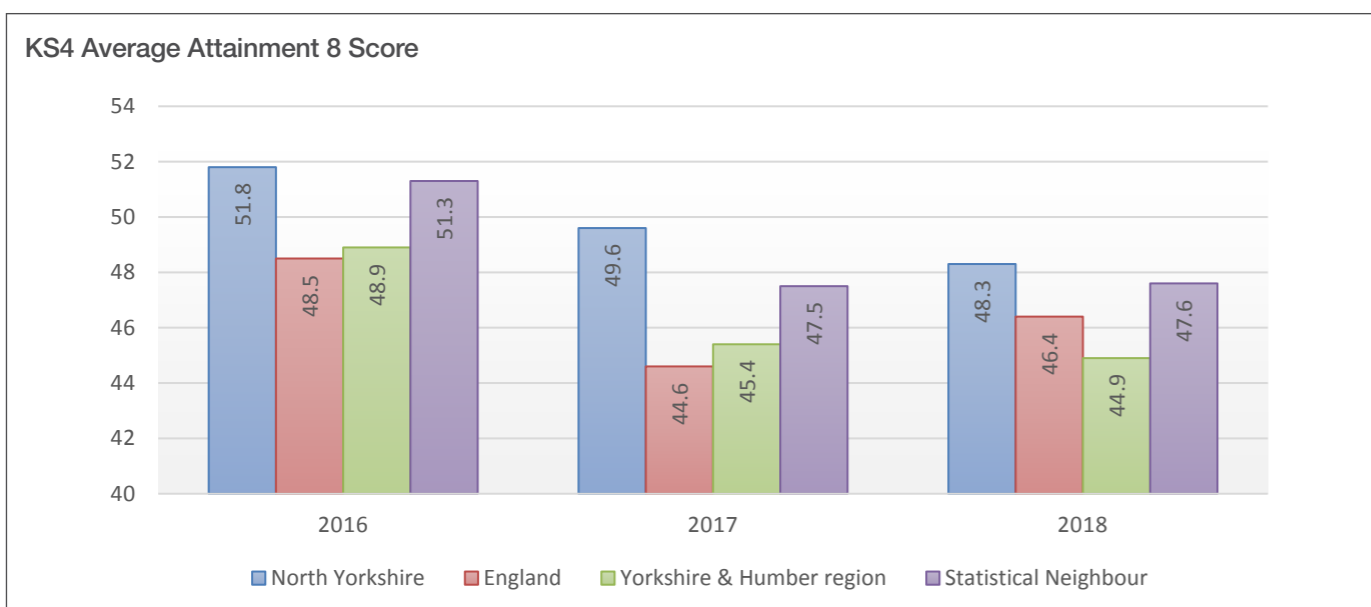
### What's working well?

Despite a slight dip in 2018, North Yorkshire is above all benchmarks for every indicator and performance is in the top 25% of all local authorities nationally.

### What needs to happen?

We will continue to ensure that support and challenge to secondary schools is appropriately targeted and timely.

We continue to work with Teaching School Alliances, federations and other partnerships to coordinate a school improvement process that swiftly identifies and provides appropriate support and challenge.



## District analysis

### What are we worried about?

Scarborough is the lowest performing district at every Key Stage, but there has been significant improvement at Key Stage 2.

### What's working well?

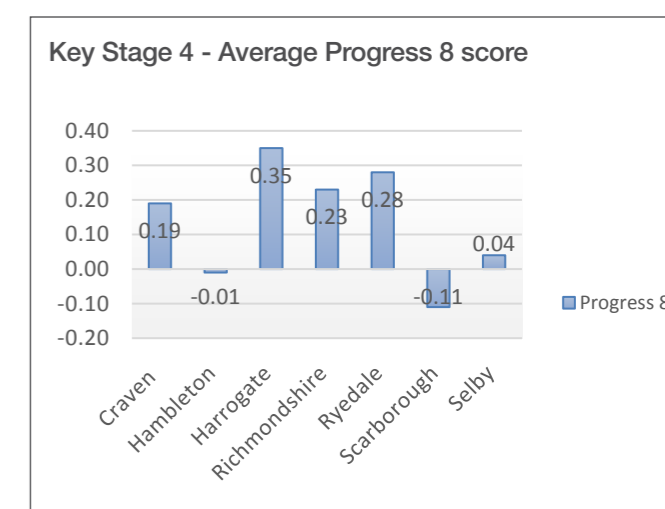
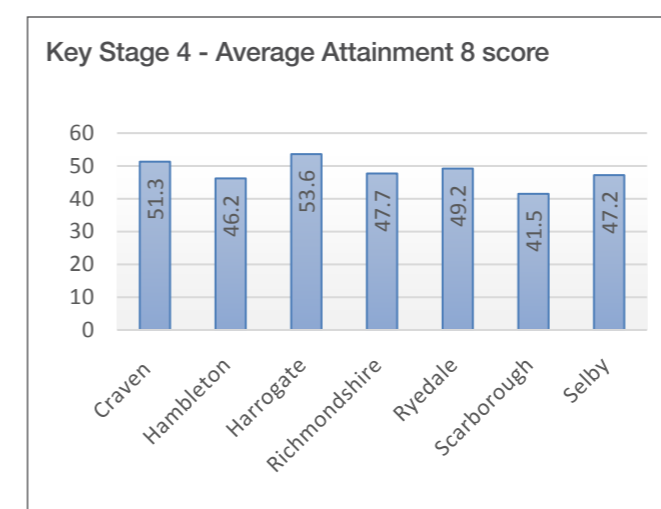
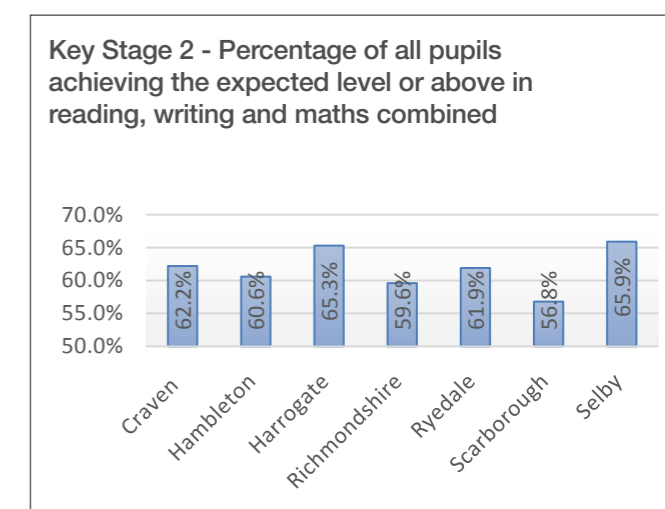
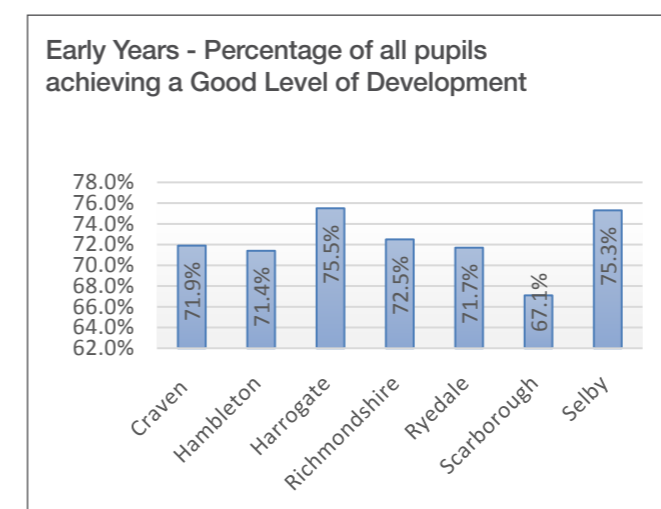
Harrogate performs strongly at every Key Stage.

Selby performs strongly at the Early Years Foundation Stage Profile and Key Stage 2 where it has seen a very significant improvement.

### What needs to happen?

Continue to implement the North Yorkshire Coast Opportunity Area Delivery Plan with a focus on ensuring interventions are sustainable.

Maximise the opportunities for peer learning from high performing schools.



## Free School Meal eligible pupils

### What are we worried about?

There is a longstanding issue with the performance of free school meal (FSM) eligible children.

At the Early Years Foundation Stage Profile performance is decreasing and is below all benchmarks.

Key Stage 1 and 2 performance has improved (rate of improvement better at Key Stage 2), but remains below all benchmarks.

### What's working well?

Performance has improved at Key Stage 4 and is broadly in line with national and regional benchmarks.

### What needs to happen?

The Achievement Unlocked project worked with 58 schools to improve FSM-eligible achievement and overall improvements in this group of schools have been better than other schools in North Yorkshire. However, there is a marked variation in the performance of individual schools in the project with some achieving significant improvements and others actually showing a decline in performance. The evaluation concluded that the intervention is only successful where there is consistent, high quality school leadership. The issue is that there are small numbers of FSM-eligible children in most schools across the county and to make an impact there is a need for all school leaders to embrace the challenge.

We are using the data to target resource at schools where there is no trend of improvement.

The North Yorkshire Coast Opportunity Area programme is focussed on improving social mobility in the borough of Scarborough which has the highest number of FSM-eligible children. The programme has over 30 live projects focussing on improvements in early years, literacy, numeracy and secondary school outcomes.

Comparison of performance of free school meal eligible children							
		North Yorkshire		England		Yorkshire & Humber region	
		2017	2018	2017	2018	2017	2018
Early Years – NY Cohort		481	492				
Early Years	% of pupils achieving a Good Level of Development	52.0%	49.4%	56.0%	57.0%	53.0%	54.0%
Key Stage 1 – NY Cohort		455	493				
Key Stage 1	% of pupils achieving the expected level or above in Reading	56.9%	56.2%	61.0%	60.0%	57.0%	57.0%
	% of pupils achieving the expected level or above in Writing	47.7%	49.3%	52.0%	53.0%	49.0%	50.0%
	% of pupils achieving the expected level or above in Maths	53.4%	57.4%	60.0%	61.0%	57.0%	58.0%
Key Stage 2 – NY Cohort		510	580				
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	32.4%	42.1%	43.0%	46.0%	39.0%	43.0%
Key Stage 4 – NY Cohort		370	376				
Key Stage 4	English and Maths 9-4 pass (broadly equivalent to A*-C prior to 2017)	18.4%	23.4%	21.8%	21.7%	19.2%	20.1%
	English and Maths 9-5 pass (strong pass)	32.9	33.6	35.1	34.5	33.7	33.2
	Attainment 8	-0.57	-0.50	-0.48	-0.53	-0.43	-0.49
	Progress 8	-0.50	-0.48	-0.46	-0.48	-0.49	-0.43

## Special Educational Needs & Disabilities

### What are we worried about?

Despite improvement, the performance of children receiving SEN support remains below the national benchmark.

### What's working well?

Performance for children receiving SEN support has improved significantly at early years and primary.

The cohorts for children with Education, Health and Care (EHC) Plans are small so there can be fluctuations year on year. Performance at early years and primary is broadly in line with benchmarks, whereas performance at Key Stage 4 is above benchmarks.

### What needs to happen?

We are working with schools, through our networks of Special Educational Needs Coordinators (SENCOs), to improve the early and accurate identification of special educational needs and to enhance schools' expertise in meeting these needs through higher quality teaching and the delivery of evidence based interventions.

We will continue to identify specific schools where outcomes are below benchmarks and offer support. We will also encourage peer to peer learning from schools with good outcomes to share best practice.

The Strategic Plan for SEND Education Provision will improve the range of specialist support and alternative provision available to support schools and families in meeting special educational needs.

Comparison of performance of children with an Education, Health and Care Plan							
		North Yorkshire		England		Yorkshire & Humber	
		2017	2018	2017	2018	2017	2018
Early Years – NY Cohort		55	69				
Early Years	% of pupils achieving a Good Level of Development	10.9%	4.4%	4.0%	5.0%	5.0%	5.0%
Key Stage 1 – NY Cohort		84	102				
Key Stage 1	% of pupils achieving the expected level or above in Reading	13.1%	12.7%	14.0%	13.0%	10.0%	11.0%
	% of pupils achieving the expected level or above in Writing	7.1%	5.9%	9.0%	9.0%	7.0%	7.0%
	% of pupils achieving the expected level or above in Maths	17.9%	9.8%	14.0%	13.0%	11.0%	11.0%
Key Stage 2 – NY Cohort		138	151				
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	9.4%	7.9%	8.0%	9.0%	7.0%	8.0%
Key Stage 4 – NY Cohort		151	187				
Key Stage 4	English and Maths 9-5 pass (strong pass)	7.9%	6.4%	5.3%	5.3%	5.1%	5.4%
	Attainment 8	14.7	15.1	13.9	13.5	13.3	13.6
	Progress 8	-0.96	-0.89	-1.04	-1.09	-0.93	-1.05

Comparison of performance of children receiving SEN support							
		North Yorkshire		England		Yorkshire & Humber	
		2017	2018	2017	2018	2017	2018
Early Years – NY Cohort		322	385				
Early Years	% of pupils achieving a Good Level of Development	21.1%	26.0%	27.0%	28.0%	26.0%	26.0%
Key Stage 1 – NY Cohort		694	766				
Key Stage 1	% of pupils achieving the expected level or above in Reading	28.2%	31.1%	34.0%	33.0%	28.0%	30.0%
	% of pupils achieving the expected level or above in Writing	21.6%	24.4%	23.0%	25.0%	20.0%	23.0%
	% of pupils achieving the expected level or above in Maths	31.0%	38.0%	35.0%	36.0%	31.0%	34.0%
Key Stage 2 – NY Cohort		815	883				
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	13.7%	21.4%	21.0%	24.0%	17.0%	22.0%
Key Stage 4 – NY Cohort		376	509				
	English and Maths 9-5 pass (strong pass)	14.6%	14.3%	15.6%	16.5%	12.3%	1.4%
	Attainment 8	30.9	30.8	31.9	32.2	30.1	29.8
	Progress 8	-0.29	-0.38	-0.43	-0.43	-0.37	-0.42

## Service children

### What are we worried about?

At primary performance is below the national benchmark (secondary national data not available at time of writing this report). Attainment and progress in maths is particularly low.

At a national level Service pupils generally perform as well as, or slightly better, than their peers. However, it should be noted that the demographic of our service community is not representative of the national cohort, with a larger concentration of 'lower rank' soldiers due to the nature of Catterick Garrison's units.

High mobility means that large numbers of pupils assessed in North Yorkshire will not have been educated in our schools for their whole education experience.

An increasing number of Service children are being identified with SEND and prevalence in this cohort is above the national average.

### What's working well?

The attainment of service children has improved at every Key Stage.

### What needs to happen?

Our ambition is for Service pupils to achieve at least as well as their civilian peers. We are delivering a number of interventions including:

- The continued support to schools and Service families from our two Service Pupil Champions and adviser with strategic overview.
- The sharing of best practice through a Service Pupils' Strategy Group, involving school leaders, welfare staff, the military and Local Authority officers.
- The strengthening of the Service pupil's voice through involvement in the Royal British Legion's Military Kids' Club Heroes initiative.
- Establishing a Service Children's Strategy Group between the Local Authority and Ministry of Defence.
- Developing links with Higher Education to include running two University taster days in York.
- Ensuring that North Yorkshire remains at the forefront of developments in support for Service children by sitting on a number of national practitioner groups.
- Exploring funding for a project to implement district hubs to develop good practice.

Comparison of performance of Service children					
		North Yorkshire		England	
		2017	2018	2017	2018
Early Years – NY Cohort		355	332		
Early Years	% of pupils achieving a Good Level of Development	69.0%	72.0%	76.0%	77.6%
Key Stage 1 – NY Cohort		338	351		
Key Stage 1	% of pupils achieving the expected level or above in Reading	74.6%	76.1%	79.9%	79.7%
	% of pupils achieving the expected level or above in Writing	64.2%	70.9%	71.4%	73.5%
	% of pupils achieving the expected level or above in Maths	73.7%	74.9%	78.2%	79.5%
Key Stage 2 – NY Cohort		299	271		
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	53.2%	57.6%	62.0%	NA
Key Stage 4 – NY Cohort		233	245		
Key Stage 4	English and Maths 9-5 pass (strong pass)	39.9%	40.4%	NA	
	Attainment 8	44.8	46.6		
	Progress 8	-0.04	0.07		

## Black and Minority Ethnic and English as an Additional Language

### What are we worried about?

Language is the main barrier to achievement and many Black and Minority Ethnic (BME) pupils also have English as an additional language (EAL).

A large proportion of the EAL pupils in Early Years and primary schools are new arrivals and therefore new to English (as opposed to children born in the UK, where the home language is not English).

The performance of children who have EAL is below national benchmarks at every Key Stage.

### What's working well?

In 2018 BME groups generally outperformed national and regional benchmarks at Key Stage 4. Cohorts are relatively small in number and it is therefore not possible to monitor trends over time.

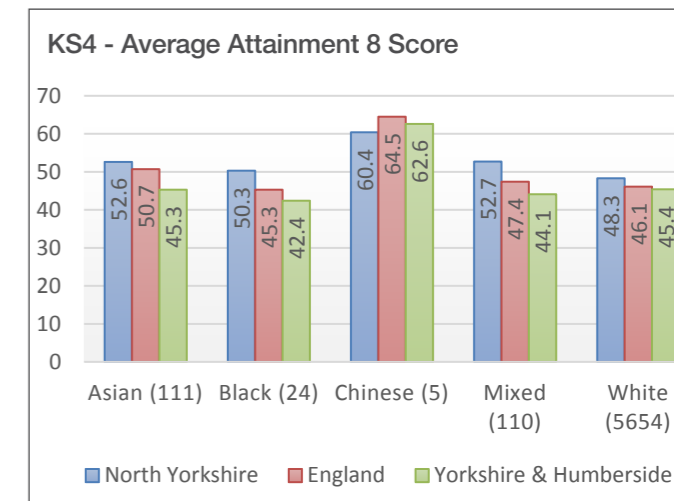
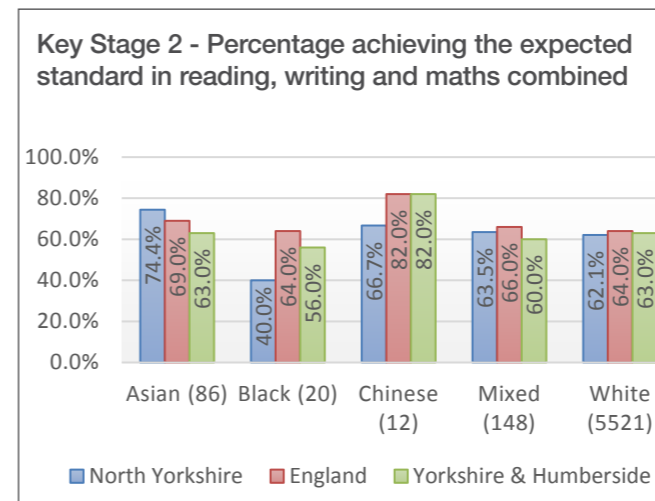
The performance of children who have EAL has improved at Key Stages 1 and 2.

130 of the EAL pupils are refugees, who are part of the Syrian Refugee Resettlement Programme. These pupils and their families are supported by bilingual Arabic/English Advanced Teaching Assistants, who provide essential home school liaison.

### What needs to happen?

We want all BME and EAL pupils to achieve at least the same as other pupils in North Yorkshire.

We support schools through training, advice and direct pupil support. From April 2019, this service will be fully traded to all schools.



Comparison of performance of pupils with English as an Additional Language		North Yorkshire		England		Yorkshire & Humber region	
		2017	2018	2017	2018	2017	2018
Early Years – NY Cohort		315	326				
Early Years	% of pupils achieving a Good Level of Development	61.3%	61.0%	65.0%	66.3%	59.0%	58.8%
Key Stage 1 – NY Cohort		307	331				
Key Stage 1	% of pupils achieving the expected level or above in Reading	62.5%	66.8%	72.0%	73.0%	64.0%	66.0%
	% of pupils achieving the expected level or above in Writing	60.9%	65.6%	67.0%	69.0%	60.0%	65.0%
	% of pupils achieving the expected level or above in Maths	71.3%	72.2%	74.0%	75.0%	67.0%	69.0%
Key Stage 2 – NY Cohort		225	229				
Key Stage 2	% of pupils achieving the expected level or above in Reading, Writing & Maths	52.0%	63.8%	61.0%	65.0%	53.0%	57.0%
Key Stage 4 – NY Cohort		183	186				
Key Stage 4	English and Maths 9-5 pass (strong pass)	49.7%	38.7%	44.3%	44.4%	34.2%	34.3%
	Attainment 8	49.7	45.9	47.7	48.0	42.9	42.5
	Progress 8	0.84	0.66	0.50	0.49	0.41	0.36

### Virtual School

The Virtual School consists of all the children in care of North Yorkshire, whether they are placed in a North Yorkshire School or elsewhere in the country. The 2018 final results will be published later in 2019 and the Council publishes a separate annual report on the performance of the virtual school.

### Ofsted outcomes

The percentage of pupils attending a good or outstanding school continues to be high and is above national at secondary, but below national at primary. At a district level the percentage of children attending a good or outstanding school at both primary and secondary in Scarborough (71.5% primary and 57.9% secondary) and secondary in Hambleton (24.6%) are significantly lower than North Yorkshire overall.

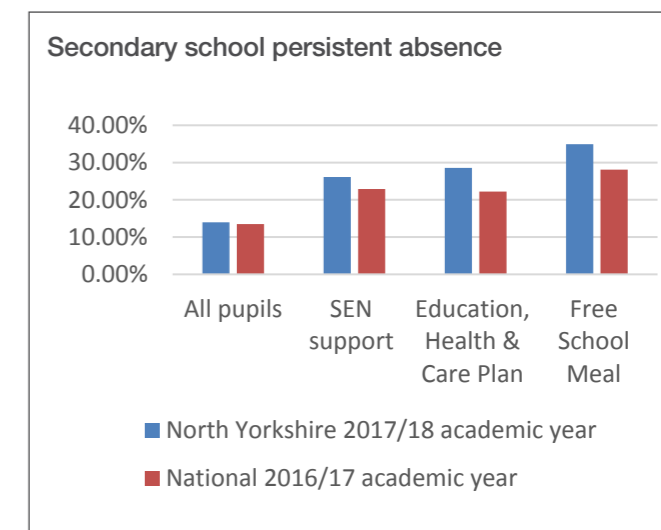
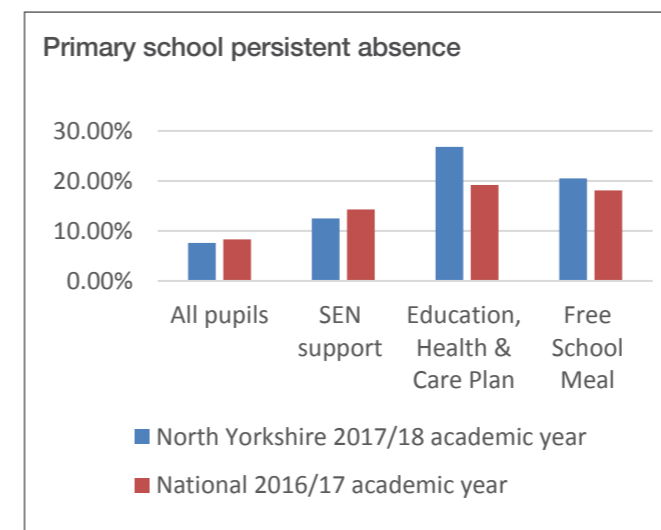
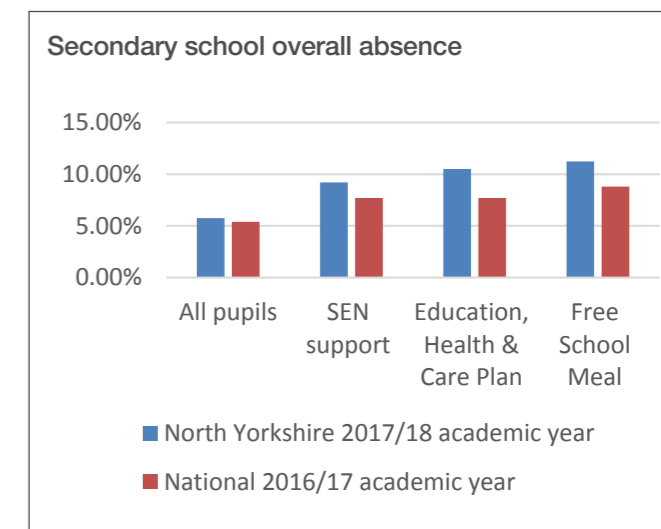
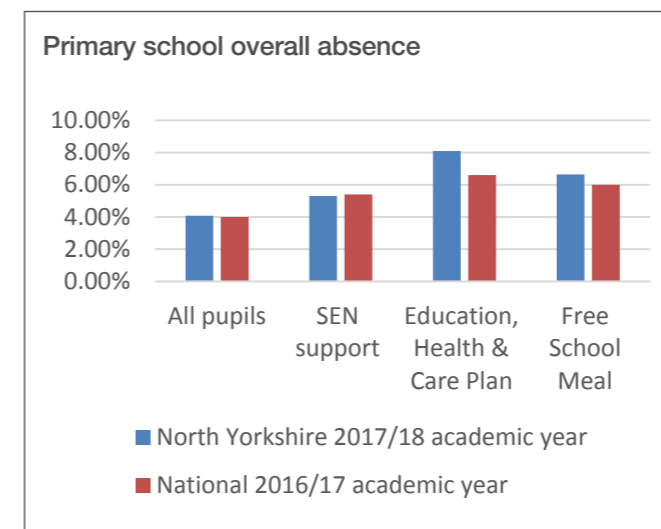
Percentage of all pupils attending a good or outstanding school (end of Q3 2018/19)		
	Primary	Secondary
National	88.9%	83%
North Yorkshire	86.1%	86.3%
Craven	79.8%	92.7%
Hambleton	88.9%	24.6%
Harrogate	89.3%	100.0%
Richmondshire	78.1%	100.0%
Ryedale	87.6%	100.0%
Scarborough	71.5%	57.9%
Selby	94.0%	90.1%

There are currently 35 schools judged requires improvement and 14 judged inadequate. At primary 31.7% of these schools are either academy status or are due to convert in the near future, whilst at secondary this figure is 75%. The Council continues to support Local Authority Maintained schools to implement the necessary improvements. The Regional Schools Commissioner is responsible for taking action where academies are underperforming.

### Absence

The overall absence rate (absence sessions as a percentage of sessions possible) and persistent absence rate (percentage of pupils missing 10% or more sessions) for all pupils is similar to the national benchmark.

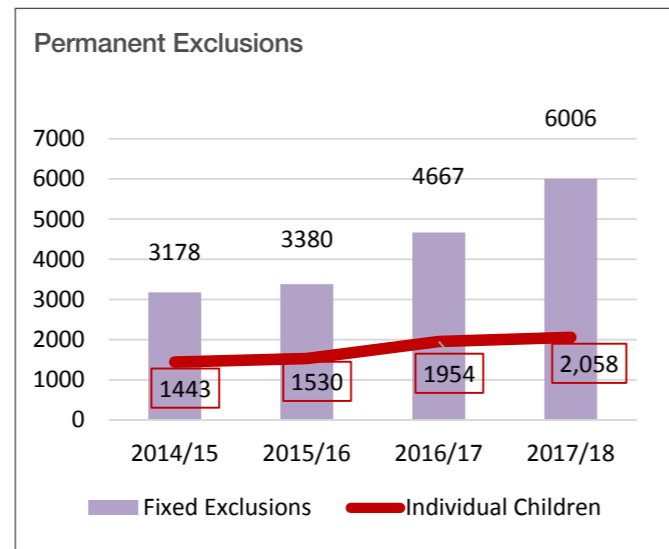
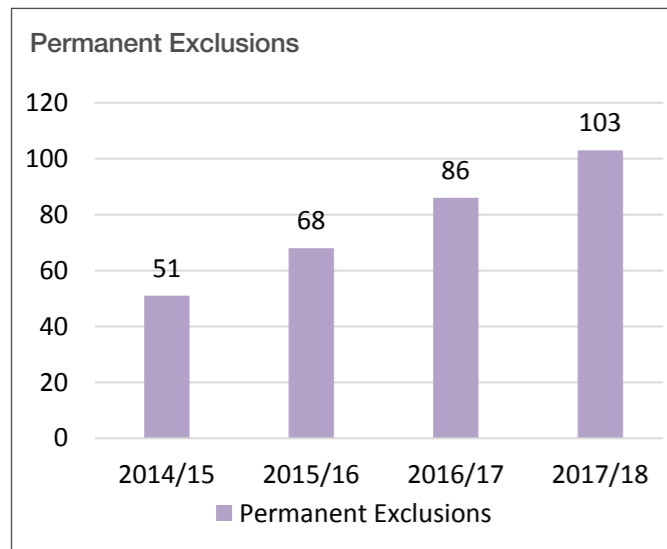
However, rates for children with an Education, Health and Care Plan and those eligible for free school meals are higher than the national benchmarks at both primary and secondary. Rates for children receiving SEN support are also above national benchmarks at secondary. The Department for Education has published research which shows that in general the higher the number of sessions missed by a pupil, the lower the likely level of attainment.





### Exclusions

Exclusions have been steadily increasing since 2014/15 which is a national trend. In the 2017/18 academic year 103 pupils were permanently excluded and 2,058 pupils received a total of 6,006 fixed-term exclusion incidents. The issue is concentrated in a relatively small number of schools with the “top 10” schools for permanent exclusions accounting for 51% of the total and the “top 10” schools for fixed-term exclusion incidents accounting for 54% of the total.



Children with SEND are significantly more likely to be subject to an exclusion from school. In the 2017/18 academic year half of the 103 permanently excluded pupils were identified as SEND (48 receiving SEN support and 4 with an EHC Plan). Of these 52 children 81% had Social, Emotional and Mental Health as their primary need.

FSM-eligible children are also over-represented in terms of exclusions. In the 2017/18 academic year 37.8% of permanent exclusions and 21.7% of fixed-term exclusions involved FSM-eligible children, whereas FSM-eligible children account for 8.1% of the school population.

Continuing to reduce exclusions is an on-going priority for the Council and the interventions underway include: officers visiting the highest excluding schools to review the issues behind these exclusions with head teachers; proactively contacting schools to offer support to children subject to a high level of repeat fixed-term exclusions; and finalising the ladder of intervention which sets out best practice and signposts to resources and support for children with challenging behaviour.

There is a positive sign of impact with a 15% reduction in permanent exclusions in the autumn term 2018/19 compared to the autumn term 2017/18.

### Coasting schools / schools below floor standards

Coasting schools are defined by the Department for Education (DfE) as those where over three years, pupils are not felt to be progressing as much as they should. There are currently 18 such schools in North Yorkshire.

Schools are defined as being below floor standards, where they do not achieve expected attainment and progress levels. There are currently 10 such schools in North Yorkshire.

All schools that are coasting or below floor standards have been risk assessed and have support plans in place. The school governing bodies are held to account for the actions that these schools are taking to improve performance. The Local Authority liaises closely with the Regional Schools Commissioner and the DfE to provide appropriate support.

2017/18 academic year	Number of schools
Primary coasting	17
Secondary coasting	1
Primary below the floor standard	8
Secondary below the floor standard	2

# Priority 3 - Equip young people for life and work in a strong North Yorkshire economy

## Post 16 Achievement

### What are we worried about?

Performance in Tech level (specific qualifications for students wishing to specialise in a specific industry or occupation) and Applied general (qualifications for students who want to continue their education through applied learning) has reduced and is below all benchmarks. However, it should be noted that cohort sizes for these qualifications are small (Tech Level 108 students and Applied General is 367) so annual fluctuations are more likely.

### What's working well?

Achievement at A-level, both percentage achieving AAB grades and average point score per entry, continues to be above all benchmarks.

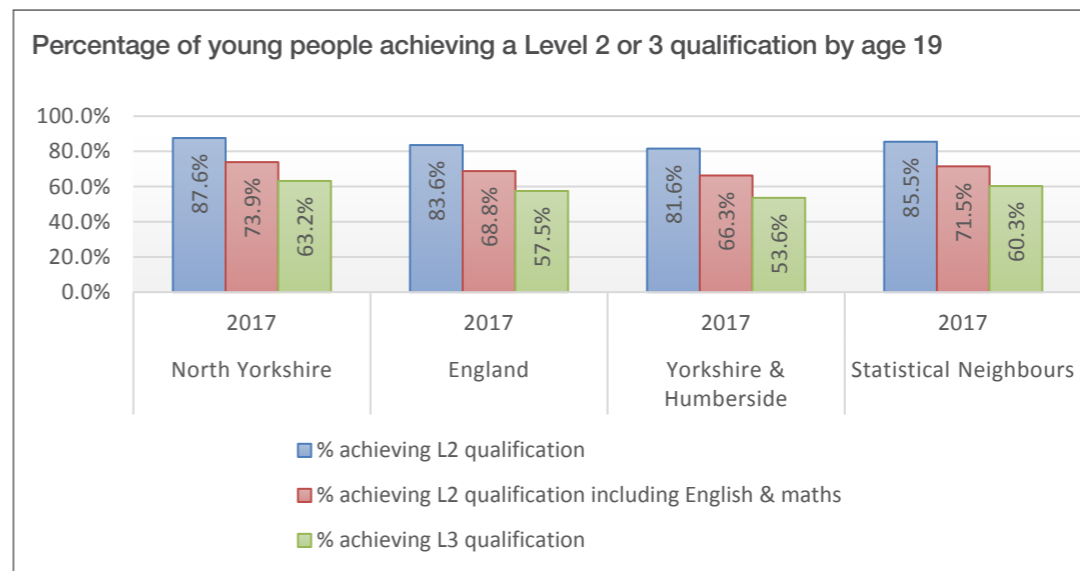
The percentage achieving a Level 2 qualification (GCSE or equivalent) or Level 3 qualification (A level or equivalent) at 19 is higher than all benchmarks.

### What needs to happen?

Our ambition is to provide students with high quality post-16 education which will enable them to progress to their chosen next steps, whether that is a higher level of qualification, employment or training.

One of the enablers in the Council's Growth Plan is to increase skill levels and ensure that the workforce meets the needs of the county. We want to ensure that there is a clear pathway for young people from education to training and employment. To this end, the post-16 skills agenda is being reviewed to ensure that it is fit for purpose and maximises partnership working, both internally and externally.

Post 16 achievement								
	North Yorkshire		England		Yorkshire & Humber region		Statistical Neighbours	
	2017	2018	2017	2018	2017	2018	2017	2018
% Achieving AAB grades at A Level	24.8%	23.5%	22.4%	19.7%	18.6%	18.6%	17.6%	18.1%
A Level Average Point Score per Entry	32.3	32.7	32.4	31.8	30.3	31.7	30.2	31.8
Tech Level Average Point Score per Entry	36.3	26.3	32.3	28.3	31.9	31.9	32.1	28.6
Applied General Average Point Score per Entry	39.3	28.4	35.7	28.2	36.9	29.7	36.4	28.9



## Not in Education, Employment or Training

### What are we worried about?

The percentage of 16-17 year olds with unknown education, employment or training status remains above all benchmarks.

In December 2018 the total number of Not in Education, Employment or Training (NEET) and unknown was 762 out of a cohort of 11,089.

### What's working well?

The percentage of 16-17 year olds Not in Education, Employment or Training (NEET) is reducing and below all benchmarks.

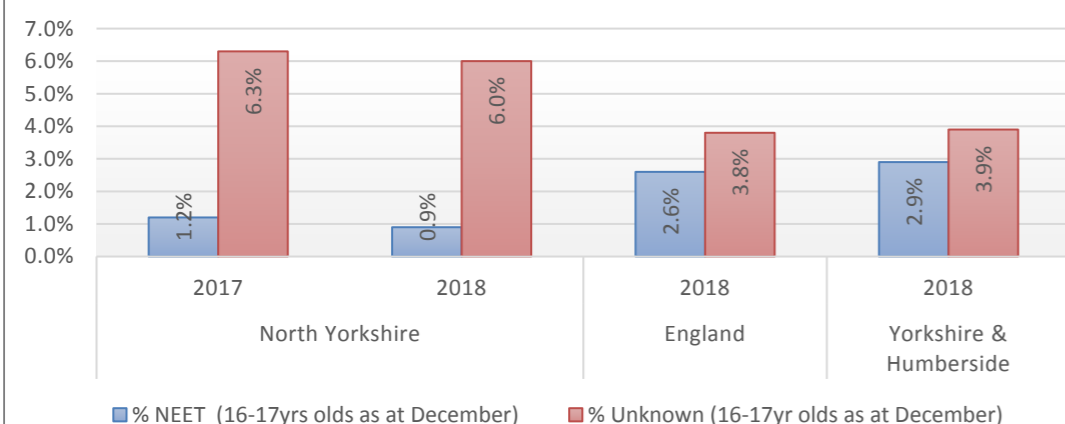
### What needs to happen?

Our ambition is to maintain the good performance for the number of young people who are NEET.

We will continue to work alongside schools, colleges and education providers to reduce the number of young people whose status is unknown.

The NEET pathway helps us to track and monitor the NEET cohort and offer appropriate support to young people. Young people who are NEET are signposted or assisted to access a range of opportunities through the York, North Yorkshire and East Riding Local Enterprise Partnership, European Funded initiatives and Jobcentre Plus.

Percentage of 16-17 year olds not in education, training or employment and status unknown



## Glossary

Achievement Unlocked	A funded project to improve the achievement of disadvantaged learners in North Yorkshire.																												
Attainment 8	Measures pupils' attainment at GCSE and approved non-GCSE across 8 subjects.																												
Benchmarks	Wherever possible North Yorkshire performance is benchmarked against: <ul style="list-style-type: none"> <li>National performance</li> <li>Regional (Yorkshire &amp; Humber) performance</li> <li>Statistical neighbour (local authorities with similar characteristics to North Yorkshire) performance</li> </ul>																												
Coasting schools	A coasting school is one that over time does not support its pupils to fulfil their potential.																												
Education, Health and Care (EHC) Plan	An Education, Health and Care (EHC) Plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.																												
Free School Meal	Children are eligible for free school meals when the family is entitled to a variety of means tested benefits.																												
Key stage	The national curriculum is organised into blocks of years called key stages. At the end of each key stage performance is assessed. <table border="1" data-bbox="1855 709 2763 953"> <thead> <tr> <th>Age</th> <th>Year</th> <th>Key stage</th> <th>Assessment</th> </tr> </thead> <tbody> <tr> <td>4 to 5</td> <td>Reception</td> <td>Early years</td> <td>Early Years Foundation Stage Profile</td> </tr> <tr> <td>5 to 6</td> <td>Year 1</td> <td>KS1</td> <td>Phonics screening check</td> </tr> <tr> <td>6 to 7</td> <td>Year 2</td> <td>KS1</td> <td>National tests and teacher assessments</td> </tr> <tr> <td>10 to 11</td> <td>Year 6</td> <td>KS2</td> <td>National tests and teacher assessments</td> </tr> <tr> <td>15 to 16</td> <td>Year 11</td> <td>KS4</td> <td>GCSE or equivalent</td> </tr> <tr> <td>16 to 18</td> <td>Years 12 &amp; 13</td> <td>KS5</td> <td>A-level or equivalent</td> </tr> </tbody> </table>	Age	Year	Key stage	Assessment	4 to 5	Reception	Early years	Early Years Foundation Stage Profile	5 to 6	Year 1	KS1	Phonics screening check	6 to 7	Year 2	KS1	National tests and teacher assessments	10 to 11	Year 6	KS2	National tests and teacher assessments	15 to 16	Year 11	KS4	GCSE or equivalent	16 to 18	Years 12 & 13	KS5	A-level or equivalent
Age	Year	Key stage	Assessment																										
4 to 5	Reception	Early years	Early Years Foundation Stage Profile																										
5 to 6	Year 1	KS1	Phonics screening check																										
6 to 7	Year 2	KS1	National tests and teacher assessments																										
10 to 11	Year 6	KS2	National tests and teacher assessments																										
15 to 16	Year 11	KS4	GCSE or equivalent																										
16 to 18	Years 12 & 13	KS5	A-level or equivalent																										
North Yorkshire Coast Opportunity Area	A Department for Education funded project to drive social mobility on the North Yorkshire Coast.																												
Not in Education, Employment or Training (NEET)	A 16-17 year old who is Not in Education, Employment or Training.																												
Ofsted judgements	Ofsted inspect all maintained and academy schools in England. There are four overall judgements Ofsted can reach about schools: <ul style="list-style-type: none"> <li>Outstanding</li> <li>Good</li> <li>Requires Improvement</li> <li>Inadequate</li> </ul>																												
Phonics	Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.																												
Progress 8	A headline indicator which aims to capture the progress a pupil makes from the end of primary school to the end of key stage 4.																												
Schools below floor standards	Schools are defined as being below floor standards where they do not achieve expected attainment and progress levels.																												
Service children	Children whose parents are service personnel.																												
Special Educational Needs (SEN) support	The additional support provided to children and young people with Special Educational Needs (SEN)																												
Virtual school	The virtual school promotes the educational achievement of all the children looked after by the local authority.																												

## Contact us

**North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD**

Our Customer Service Centre is open Monday to Friday 8.00am - 5.30pm  
(closed weekends and bank holidays). Tel: **01609 780 780**

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**North Yorkshire County Council**  
**Overview and Scrutiny Committee**

**12 April 2019**

**School Improvement: Supporting Underperforming Schools**

**1 Purpose of the report**

1.1 To inform Members of the Young People Overview & Scrutiny Committee of:

- Support for underperforming primary, secondary, special and PRUs according to the school improvement strategy prioritisation categories
  - the current position in April 2019
  - a North Yorkshire area profile: underperforming schools in the four locality areas

**2 Background**

2.1 The School Improvement Strategy 2019- 21 recognises that it is the responsibility of school leaders to secure improvement in their schools. As part of the working partnership with schools the local authority will act as champions of educational excellence for children and young people, working with early years settings, maintained schools, academies, free and independent schools to forge strong professional relationships through school networks and teaching school alliances.

2.2 We have strengthened our quality assurance role to ensure that all schools strive to improve. We broker school to school support using high quality performing leaders to work alongside those schools requiring support to be good or better.

2.3 Through partnership working we will:

- Ensure every child and young person in North Yorkshire's county has an excellent education.
- Raise educational standards and outcomes in schools and settings.
- Improve the quality of provision so that all schools and settings are judged at least good by Ofsted.
- Ensure safeguarding and the promotion of the welfare of children and young people is central to our work.

**3 Monitoring and Challenge**

- 3.1 A statutory function of all Local Authorities (LAs) is to ensure that all schools provide a high quality educational experience for the children and young people in their care. In meeting these statutory duties the LA is required to monitor, challenge and, where necessary, intervene in maintained schools.

Academies across the county are also invited to engage with the prioritisation should they wish to participate as part of the North Yorkshire family of schools.

- 3.2 We are committed to working with all partners to monitor, challenge and intervene in LA maintained schools in inverse proportion to the success of each school; success being defined in terms of the quality of provision and safeguarding and the outcomes achieved by pupils.
- 3.3 In order to carry out this function in an effective and transparent way, we operate a system of school prioritisation whereby LA officers and school partnerships assess the performance of schools and educational institutions, to judge the degree of risk in the quality of education being provided and where necessary to respond to these risks.
- 3.4 The purpose of the school prioritisation process is to reach an agreement about maintained schools. This enables the LA to deliver its statutory functions, to manage risks, target appropriate interventions and thereby help those who are causing concern. The process also allows the LA to be confident that all schools are meeting their responsibilities for continuous improvement.

#### 4 Prioritisation

- 4.1 We operate a system of school prioritisation whereby local authority officers and school partnerships assess the performance of schools and educational institutions, to judge the degree of risk in the quality of education being provided and where necessary respond to these risks.
- 4.2 There are four prioritisation categories:
- **Priority 1:** School likely to be good or outstanding with strong capacity for improvement; effective safeguarding; effective leadership; effective teaching and learning; consistently high outcomes for all groups of pupils.
  - **Priority 2:** School judged to be good in last Ofsted inspection or requiring improvement but with good capacity to improve; effective safeguarding; effective leadership; effective teaching and learning; outcomes for all groups of pupils are close to national. Concerns about attendance/HR/Finance may have been identified and require close monitoring
  - **Priority 3:** School likely to be judged as Requiring Improvement in its last Ofsted inspection but is likely to be judged as Requiring Improvement in its next inspection; effective safeguarding; concerns about leadership and/or governance; vulnerable groups/disadvantaged outcomes are below national; teaching and learning is inconsistent; in

the past the school has been causing concern but is showing signs of improvement which are not yet secure.

- **Priority 4:** School considered high risk and vulnerable; judged RI for last two inspections or serious weaknesses/special measures; leadership capacity limited; vulnerable groups not effectively supported; teaching and learning inconsistent; significant concerns about attendance/exclusions, behaviour, complaints; likely to be judged as inadequate if inspected or evaluated by external consultants; serious financial concerns; safeguarding ineffective.

4.3 The purpose of the school prioritisation process is to reach an agreement about the intervention required, enabling the local authority to deliver its statutory functions, manage risks, target appropriate interventions and help those schools and institutions who are causing concern.

## **5 Annual Review Process**

5.1 The annual review process consists of gathering information, including provisional outcome data (July for primary schools and August for secondary schools) and considering with schools and settings, the prioritisation criteria. Locality Partnership Boards will then convene, debate and agree categorisation.

## **6 Intervention for Schools Causing Concern**

6.1 We have a well-established process for identifying schools causing concern. When school improvement or safeguarding concerns are raised, contact is made with the school through a school improvement officer employed by the local authority to discuss and identify support required.

6.2 There are three identified types of schools causing concern eligible for intervention by either the local authority, Regional Schools' Commissioner or the Secretary of State: schools inspected and graded as inadequate, schools not meeting floor standards over a period of time and schools failing to comply with a warning notice.

6.3 Local authority powers of intervention are covered within the Education and Inspections Act 2006 (amended). This gives local authorities the power to issue a warning notice to the governing board of a maintained school where the LA is satisfied that the standards of performance of pupils is unacceptably low and are likely to remain so unless the LA exercises its statutory powers under the act.

## **7 Schools in receipt of support and intervention**

7.1 This will involve the implementation of a focused and timely intervention programme, led by a local authority (LA) officer who will broker, commission and coordinate the support package offered to a high risk school. This may include support from Teaching School Alliances, National Leaders of Education, School Partnerships and Multi-Academy Trusts. The support

package is recorded and monitored in a school partnership improvement plan (SPIP). The LA officer will play a key role in holding the leaders and governors to account through appropriate challenge and, where necessary, intervention. In addition if the LA commissions the lead role to a system leader it will be ensured that the strategic plan is clear and understood by all providers. The principal advisers quality assure the support.

7.2 The current position area profile in April 2019 is as follows:

	Priority 4	Priority 3
Primary	13	38
Secondary	3	
Special	1	

Primary Schools	Priority 4	Priority 3
North	3	7
South	3	13
East	3	10
West	4	8

## 8 Recommendations

8.1 Members of the Committee are requested to note and comment on the information in this report.

Author of report: Judith Kirk  
 Job Title Assistant Director: Education and Skills

12<sup>th</sup> April 2019

Background Documents –

- Education and Inspections Act 2006
- DfE schools causing concern: Statutory guidance for local authorities(February 2018)
- North Yorkshire School Improvement Strategy 2019 - 2021
- Quality Assurance : school improvement for all working in schools and settings



**NORTH YORKSHIRE COUNTY COUNCIL**  
**YOUNG PEOPLES OVERVIEW AND SCRUTINY COMMITTEE**

**12 April 2019**

**School Governance**

**1.0 Purpose of the report**

- 1.1 Governance - the extent to which schools are transparent and open about their decision making, focussing on (the changing) Roles and Responsibilities of Parent Governors

**2.0 Background**

- 2.1 Governing boards, and therefore school governors themselves, have three core purposes:
- Ensuring clarity of vision, ethos and strategic direction
  - Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
  - Overseeing the financial performance of the organisation and making sure its money is well spent
- 2.2 These three core purposes are expanded on in great detail in the Governance Handbook, providing considerable support to governors as they carry out their work.
- 2.3 These core purposes and subsequent guidance in the handbook apply to maintained school governors including in voluntary controlled and voluntary aided schools, but also to governors, directors and members in single and multi academy trusts.

**3.0 The role of specific categories of governor**

- 3.1 The Governance Handbook applies to all governors in state funded schools. Different categories of governors do not have different roles within the board. However, there are instances when governors who are staff and governors who are parents are restricted in their involvement. Note the use of the terms “governors who are staff” and “governors who are parents”. This recognises that both staff and parents can be co-opted onto the board in addition to the elected staff and parent governors, and relates to specific declarable interests that these governors have outside of the board that can impact on their governance role.
- 3.2 For example, governors who are staff would withdraw from an agenda item that relates to staffing, and could not sit on staff disciplinary or pupil exclusion panels because these overlap with their professional role.
- 3.3 Similarly, governors who are parents would not be able to join staff disciplinary or pupil exclusions panels relating to their children’s classes.

- 3.4 Beyond these specific restrictions to avoid conflicts of interest, parent governors have exactly the same role as every other category of governor. Parent Governors are entitled to hold office on the board, such as chair and vice-chair. Governors who are staff are not.
- 3.5 Why do we have different categories of governor if they all have the same role?
- 3.6 All governors bring a perspective to the board based on their role within the school community. A staff governor will bring their perspective as a member of staff, and a parent governor will bring their perspective as a parent. However, neither “represent” their electorate in the way that elected members represent the people of their division.
- 3.7 We talk to governors about suspending their constituency and governing for the whole school. School governance is not a representative democracy.

#### **4.0 Transparency and Openness**

- 4.1 All approved governing board minutes are public documents. They become public once approved by the board, typically at the start of the following meeting.
- 4.2 Approved minutes can be made public through a paper inspection copy available in the school office, or through the school website.
- 4.3 Exceptions:
- 4.4 Some items under discussion are classed as confidential, leading to confidential minutes. These are recorded and stored separately to the public minutes.
- Typical reasons for items being treated as confidential include:
    - The disclosure of personal information or protected data, for example in discussing the outcome of an HR process
    - Discussion of commercially sensitive information, such as exploring federation options prior to a decision being made. This might be to avoid raising unnecessary concerns in the community whilst exploring options.

#### **5.0 What is recorded in the minutes?**

- 5.1 Governing board meetings need to facilitate open and at times robust discussion. To support this expectation, we encourage boards not to publish detail of such discussions, but to focus on their collective agreement that results from this discussion.
- 5.2 The governor code of conduct explicitly prevents governors discussing the details of any vote including numbers for and against.
- 5.3 The ideal minutes therefore record a brief summary of discussions, actions required and decisions taken, along with governor questions to leaders to evidence effective accountability. However, it is the responsibility of the board to agree the style and level of detail in the minute record.

## **6.0 Governance Structures.**

- 6.1 Boards can operate a traditional committee structure with the work and scrutiny of the full board being supported by sub-committees such as a finance or resources committee, a school improvement or curriculum committee or where there is a need, a premises committee. These committee meeting minutes are not required to be made public, because they often discuss more sensitive matters that include both protected data and commercially sensitive information – for example, staffing and budgetary issues.
- 6.2 Many boards have opted to run without committees as a way of increasing their effectiveness. In this model, all critical business, including finance and educational standards, are discussed with the whole board. The advantages of this approach include all governors understanding all aspects of the school which improves accountability. It also creates an opportunity for the board to streamline its membership in line with recent DFE thinking. It does require more careful minute taking at meetings, and can increase the number of confidential items recorded. However, the schools who adopt this approach find that the advantages outweigh the disadvantages.
- 6.3 Whatever structures a board operates; all full board meetings have certain standing items. The regulated ones are procedural (e.g. consenting/not consenting to absence, minute approval, declarations of interests). In addition, through the NYCC Clerking Service, we advise on best practice to help boards focus on their strategic priorities, such as key priorities like school improvement being near the top of the agenda and ensuring that safeguarding is a standing item.

## **7.0 What else is expected of governors?**

- 7.1 Governors are expected to attend all board meetings and any committees they sit on. This commitment can vary from as little as one meeting a term to as much as one meeting a month. This variation is caused by a mix of custom and practice, committee structure and need. In addition to attending meetings, all governors are expected to know their school well, and to visit as part of a schedule of governor monitoring visits. Typically, these would be termly or half termly.
- 7.2 All governors must have a DBS check; register all interests, both pecuniary and relationships; and also to sign a declaration that they are not disqualified according to the criteria in the constitution regulations.
- 7.3 Governors are also expected to undertake training, including safeguarding training, and to keep themselves up to date with all relevant developments. To support governors with this, we run network meetings, training courses, and send regular newsletters.

## **8.0 Challenges**

- 8.1 Governor recruitment is always a challenge, for all categories of governor. We provide advice and support where we can. We also work with boards to ensure that induction starts before recruitment, enabling new governors to understand what they are signing up for.

## **9.0 When it goes wrong**

- 9.1 When maintained schools get into difficulties with governance, the local authority does have some statutory powers of intervention. Obviously, these are not used casually and they are a significant addition to colleagues' workloads.
- 9.2 We can issue a formal warning notice to a failing board. If the response to this notice is inadequate, we are then entitled to use statutory powers. These include imposing additional governors, replacing the board with an Interim Executive Board (IEB), de-delegating the budget and requiring the school to enter into arrangements, such as a federation with a strong school.
- 9.3 If a school has been judged by Ofsted to require special measures, we are able to use these powers without issuing a formal warning notice. An IEB requires the additional approval of the Department for Education.
- 9.4 North Yorkshire does have a small number of IEBs, mainly in special measures schools. An IEB is an appointed board made up of people with the skills and experience to deliver effective governance in a challenging situation. These boards are given strategic direction by NYCC, but they retain all of the autonomous powers of the governing board.

## **10.0 Academies and Multi Academy Trusts**

- 10.1 Academies are defined as state funded independent schools. The intention of the DFE is that they have greater freedom than local authority maintained schools. The reality is that their additional freedoms are few and all come with additional costs and risks. All academy trusts, whether responsible for one school or many, are registered with Companies House as not for profit companies limited by guarantee, and with the Charity Commission as charities.
- 10.2 Academy governance is defined in three key documents: The Memorandum of Understanding that incorporates the company, the Articles of Association that define the company's charitable purpose and governance arrangements and the Funding Agreement between the Trust and the Education and Skills Funding Agency (ESFA).
- 10.3 The local authority does not have powers of intervention with academies. This power has been passed to the Regional Schools Commissioner (RSC) as the local representative of the Secretary of State. The RSC's powers are very similar to the LA's powers to intervene with maintained schools, but appear to be used less often in our region.
- 10.4 To ensure continuing high standards of education and financial probity, academies have different governance structures to maintained schools:

## **11.0 Members.**

- 11.1 These are the original signatories to the Memorandum of Understanding who have oversight but no day-to-day role. They have powers to appoint and remove at least some of the Directors.

## **12.0 Directors or Trustees (Still often referred to as Governors).**

- 12.1 These have the full governance responsibilities as described in the Governance Handbook which includes ensuring compliance with charity and company law. They are in effect, non-executive directors. Typically, they will meet between three and six times a year, and have sub-committees to manage different aspects of their business.
- 12.2 There are no categories of directors in the same way as there are categories of governor, but some trusts will have foundation trustees appointed by the diocese. Trusts will also have some co-opted trustees and some appointed (by the Members).
- 12.3 There is a requirement to have parental representation but it can be at local level instead of at trust level. The parent voice is therefore not as strong in a multi academy trust as in a maintained school or a single academy trust.

## **13.0 Local Academy Committees (only apply to Multi Academy Trusts).**

- 13.1 These are often referred to as local governing boards, although they may not have many actual powers. The precise nature of their work is dependent on the Scheme of Delegation that the trust board must write to define the powers delegated to the local boards.

## **14.0 Recommendations**

- 14.1 That YPOSC accept this report as a record of these aspects of the role of school governors.

Author of report: Stuart Boothman

Lead Adviser Governance

27th March 2019

Background Documents: NGA Code of Conduct 2018, NGA Governor Role Description 2017

**Annexes – none**

## Model Procedures:

# Code of Conduct

Legislation, policies and procedures



### Need advice?

For advice on any issue, GOLD members have access to GOLDline legal advice 9–5pm weekdays. Find out more T: 0121 237 3782 [www.nga.org.uk/goldline](http://www.nga.org.uk/goldline)



### National Governance Association

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# Code of Conduct for School Governing Boards

## 2018 Version

This code sets out the expectations on and commitment required from school governors, trustees and academy committee members in order for the governing board to properly carry out its work within the school/s and the community. It can be amended to include specific reference to the ethos of the particular school. Unless otherwise stated, 'school' includes academies, and it applies to all levels of school governance.

This code can also be tailored to reflect your specific governing board and school structure, whether that is as a maintained school or academy, either as a single school or group of schools. Where multiple options are given, i.e. senior executive leader/headteacher and governor/trustee/academy committee member, please amend to leave the option relevant to your governing board.

Once approved by the governing board, the Code will apply to all governors/trustees/academy committee members.

**This Code should be read in conjunction with the relevant law and for academies, their articles of association and agreed scheme of delegation. It should be adapted as appropriate depending on the governance setting and level of delegation.**

### The governing board has the following strategic functions:

Establishing the strategic direction, by:

- Setting and ensuring clarity of vision, values, and objectives for the school(s)/trust
- Agreeing the school improvement strategy with priorities and targets
- Meeting statutory duties

Ensuring accountability, by:

- Appointing the lead executive/headteacher (where delegated)
- Monitoring the educational performance of the school/s and progress towards agreed targets
- Performance managing the lead executive/headteacher (where delegated)
- Engaging with stakeholders
- Contributing to school self-evaluation

Overseeing financial performance, by:

- Setting the budget





- Monitoring spending against the budget
- Ensuring money is well spent and value for money is obtained
- Ensuring risks to the organisation are managed

## As individuals on the board we agree to the following:

### Role & Responsibilities

- We understand the purpose of the board and the role of the executive leaders.
- We accept that we have no legal authority to act individually, except when the board has given us delegated authority to do so, and therefore we will only speak on behalf of the governing board when we have been specifically authorised to do so.
- We accept collective responsibility for all decisions made by the board or its delegated agents. This means that we will not speak against majority decisions outside the governing board meeting.
- We have a duty to act fairly and without prejudice, and in so far as we have responsibility for staff, we will fulfil all that is expected of a good employer.
- We will encourage open governance and will act appropriately.
- We will consider carefully how our decisions may affect the community and other schools.
- We will always be mindful of our responsibility to maintain and develop the ethos and reputation of our school/group of schools. Our actions within the school and the local community will reflect this.
- In making or responding to criticism or complaints we will follow the procedures established by the governing board.
- We will actively support and challenge the executive leaders
- We will accept and respect the difference in roles between the board and staff, ensuring that we work collectively for the benefit of the organisation;
- We will respect the role of the executive leaders and their responsibility for the day to day management of the organisation and avoid any actions that might undermine such arrangements;
- We agree to adhere to the school's rules and policies and the procedures of the governing board as set out by the relevant governing documents and law
- When formally speaking or writing in our governing role we will ensure our comments reflect current organisational policy even if they might be different to our personal views;
- when communicating in our private capacity (including on social media) we will be mindful of and strive to uphold the reputation of the organisation

### Commitment



- We acknowledge that accepting office as a governor/trustee/academy committee member involves the commitment of significant amounts of time and energy.
- We will each involve ourselves actively in the work of the governing board, and accept our fair share of responsibilities, including service on committees or working groups.
- We will make full efforts to attend all meetings and where we cannot attend explain in advance why we are unable to.
- We will get to know the school/s well and respond to opportunities to involve ourselves in school activities.
- We will visit the school/s, with all visits arranged in advance with the senior executive leader/headteacher and undertaken within the framework established by the governing board.
- When visiting the school in a personal capacity (i.e. as a parent or carer), we will maintain our underlying responsibility as a governor/trustee/academy committee member.
- We will consider seriously our individual and collective needs for induction, training and development, and will undertake relevant training.
- We accept that in the interests of open governance, our full names, date of appointment, terms of office, roles on the governing board, attendance records, relevant business and pecuniary interests, category of governor and the body responsible for appointing us will be published on the school's website.
- In the interests of transparency we accept that information relating to governors/trustees/academy committee members will be collected and logged on the DfE's national database of governors (Edubase).

## Relationships

- We will strive to work as a team in which constructive working relationships are actively promoted.
- We will express views openly, courteously and respectfully in all our communications with other governors/trustees/academy committee members, the clerk to the governing board and school staff both in and outside of meetings.
- We will support the chair in their role of ensuring appropriate conduct both at meetings and at all times.
- We are prepared to answer queries from other board members in relation to delegated functions and take into account any concerns expressed, and we will acknowledge the time, effort and skills that have been committed to the delegated function by those involved.
- We will seek to develop effective working relationships with the executive leaders, staff and parents, the trust, the local authority and other relevant agencies and the community.

## Confidentiality



- We will observe complete confidentiality when matters are deemed confidential or where they concern specific members of staff or pupils, both inside or outside school.
- We will exercise the greatest prudence at all times when discussions regarding school/trust business arise outside a governing board meeting.
- We will not reveal the details of any governing board vote.
- We will ensure all confidential papers are held and disposed of appropriately.

### Conflicts of interest

- We will record any pecuniary or other business interest (including those related to people we are connected with) that we have in connection with the governing board's business in the Register of Business Interests, and if any such conflicted matter arises in a meeting we will offer to leave the meeting for the appropriate length of time.
- We accept that the Register of Business Interests will be published on the school/trust's website.
- We will also declare any conflict of loyalty at the start of any meeting should the situation arise.
- We will act in the best interests of the school as a whole and not as a representative of any group, even if elected to the governing board.

### Ceasing to be a governor/trustee/academy committee member

- We understand that the requirements relating to confidentiality will continue to apply after a governor/trustee/academy committee member leaves office

### Breach of this code of conduct

- If we believe this code has been breached, we will raise this issue with the chair and the chair will investigate; the governing board will only use suspension/removal as a last resort after seeking to resolve any difficulties or disputes in more constructive ways.
- Should it be the chair that we believe has breached this code, another governing board member, such as the vice chair will investigate.

### The seven principles of public life

(Originally published by the Nolan Committee: The Committee on Standards in Public Life was established by the then Prime Minister in October 1994, under the Chairmanship of Lord Nolan, to consider standards of conduct in various areas of public life, and to make recommendations).

**Selflessness** - Holders of public office should act solely in terms of the public interest.

**Integrity** - Holders of public office must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. They should not act or



take decisions in order to gain financial or other material benefits for themselves, their family, or their friends. They must declare and resolve any interests and relationships.

**Objectivity** - Holders of public office must act and take decisions impartially, fairly and on merit, using the best evidence and without discrimination or bias.

**Accountability** - Holders of public office are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.

**Openness** - Holders of public office should act and take decisions in an open and transparent manner. Information should not be withheld from the public unless there are clear and lawful reasons for so doing.

**Honesty** – Holders of public office should be truthful

**Leadership** – Holders of public office should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles and be willing to challenge poor behaviour wherever it occurs.

Adopted by the governing board of [name of school] on [date].

### Tools and Checklists:

#### Model governor role description



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# Model governor role description

## Role of a school governor

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

- ensuring clarity of vision, ethos and strategic direction
- holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff
- overseeing the financial performance of the organisation and making sure its money is well spent

Chair:.....

Vice chair:.....

Clerk:.....

Buddy/mentor:.....

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

1. Contribute to the strategic discussions at governing board 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 executive 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 board on the progress on the relevant school priority
  - 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 a governor is largely a thinking and questioning role, not a doing role.

A governor does NOT:

1. write school policies
2. undertake audits of any sort – whether financial or health & safety - even if the governor has the relevant professional experience
3. 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
4. fundraise – this is the role of the PTA – the governing board should consider income streams and the potential for income generation, but not carry out fundraising tasks
5. undertake classroom observations to make judgements on the quality of teaching – the governing board monitors the quality of teaching in the school by requiring data from the senior staff and from external sources
6. 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 board 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 role description 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 visiting the school occasionally during school hours and in agreement with the headteacher, and gaining a good understanding of the school's strengths and weaknesses
- attend induction training and regular relevant training and development events
- attend meetings (full governing board meetings and committee meetings) and read all the papers before the meeting
- act in the best interests of all the pupils of the school
- behave in a professional manner, as set down in the governing board's code of conduct, including acting in strict confidence

**Expenses:** Governors may receive out of pocket expenses incurred as a result of fulfilling their role as governor and NGA recommends that a governing board 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: [see the NGA website](#) for expectations about the time commitment

## Academies

This description can be adapted to cover both the role of trustees in a single academy trust and the role of academy committee members (often referred to as local governing bodies) within a MAT. MAT trustees should refer to the [MAT trustee role description](#)

YOUNG PEOPLES OVERVIEW AND SCRUTINY COMMITTEE

**Scope**

The interests of young people, including education, care and protection and family support.

**Meeting Details**

Committee Meetings	Friday 28 June 2019 at 10am
	Friday 6 September 2019 at 10am
	Friday 6 December 2019 at 10am
	Friday 28 February 2020 at 10am

**Programme**

Friday 4 April 2019 March 2018 at 10.00am			
Supporting Underperforming Schools -	especially those in Special Measures	Review of approach	Judith kirk leading (Stuart Boothman)
Attainment 2018		Overview item	Judith Kirk leading
Governance	the extent to which schools are transparent and open about their decision making, focussing on (the changing) Roles and Responsibilities of Parent Governors	Review of approach	Judith Kirk leading
Friday 28 June 2019 at 10.00am			
Disabled Children Service	Current challenges, priorities activity, covering how we are meeting needs in more inclusive and enabling ways.	Overview item	Jane le Sage and Karl Podmore
Young People with additional needs Transitioning to Adulthood	How NYCC supports and offers guidance to a <b>young person</b> aged 14 to 25 with <b>special educational needs</b> or a <b>disability</b> . Including access to education, training and employment, and to live as independently as possible.	Possible informal workshop session with Care and Independence Overview and Scrutiny Committee members.	Jane le Sage

Healthy Child Programme?	Depending on status of Procurement		Emma Lonsdale
School deficits and overspend programme of action progress	An update following the briefing given earlier in the year		Howard Emmett
Friday 6 September 2019			
Safeguarding	Annual Report/Update on Children Safeguarding Board		(Maggie Atkinson has confirmed)
Young people and Sex Education; Managing Risk and Safeguarding			
Children, Adolescents and the Media (online networks, social inclusion and bullying			
Annual report of the Looked After Children's Group			Cllr Annabel Wilkinson
The experience of young people in foster care as they transition into adulthood			
Friday 6 December 2019 at 10am			
Teacher recruitment - the Rural Challenge			
Report of the Young Peoples Champion			
Friday 28 February 2019 at 10am			
Young Carers	especially those who support adults with mental health issues		

### **Mid Cycle Briefing Items**

<b>Date</b>	<b>Probable Item</b>
26 July 2019	Opportunities for Physical Activities and Physical Education in School and the community (including Disability and empowerment)
18 October 2019	Supporting children in education who have medical condition, especially as chronic (life threatening) illness – scoping for probable committee item, Possible session on Elective Home Education
17 January 2020	Small Schools and their sustainability - scoping
3 April 2020	The Citizenship Agenda: Education and Democratic Citizenship