The Blessed Peter Snow
Catholic Academy Trust

# Lead Academy Councillor Roles and Responsibilities

2023/24

# Contents

Introduction ..... 3

Appointing Lead Councillors ..... 4

Your Role ..... 6

Lead Councillor duties and responsibilities ..... 7

Lead Councillor - Safeguarding and Child Protection ..... 8

Lead Councillor - SEND ..... 16

SEND monitoring checklist ..... 17

Lead Councillor - Catholic Life and RE ..... 24

Catholic Life/RE monitoring checklist ..... 25

Lead Councillor - Careers Education ..... 31

Lead Councillor - Resources/CPD/Staff Welfare ..... 36

Lead Councillor School Development/Standards ..... 40

Lead Councillor - Pupil Premium ..... 45

Lead Councillor - PE Premium ..... 49

Lead Councillor – Health and Safety ..... 522

Lead Councillor – GDPR/Data Protection ..... 555

Lead Councillor – English ..... 622

Lead Councillor – Maths ..... 68

Lead Councillor – Early Years Foundation Stage (EYFS) ..... **Error! Bookmark not defined.**4

# Introduction

When you have been appointed or elected as a Councillor you may be assigned to various roles and responsibilities within the Academy Council. The information provided in this booklet is to assist you in your role as a Lead Councillor.

Lead Councillors are appointed to take the lead in an area of their Academy Council's responsibilities or to help monitor a specific improvement priority. This can be an opportunity to utilise an individual's experience and skill set.

The lead Councillor role normally involves:

- making pre-arranged visits to the school, with a clear focus
- keeping the Academy Council informed about their area
- supporting the member of staff who is responsible for the particular area/subject

Lead roles do not remove the Academy Council's collective responsibility. As such, the Academy Council should ensure that the area assigned is covered on the agenda of full Academy Council meetings as appropriate, so that all members of the Academy Council remain informed of the key issues, strategy outcomes and areas for development.

I hope that this booklet will provide you with the information you need to carry out your role as a Lead Councillor, if you have any queries please do get in contact.

Kind Regards

David Hymas
Governance Manager
d-hymas@bpstrust.org.uk
**07462044684**

## Appointing Lead Councillors

The Academy Council, working with the Headteacher, should allocate lead councillor roles.

All Academy Councils are required to appoint councillors to take responsibility for safeguarding, special educational needs and disabilities (SEND) and Catholic Life. It is also advised that secondary school Academy Councils appoint a councillor to take a strategic interest in careers education and guidance. Some additional guidance for primary schools is added to the lead councillor template for careers at the end of the booklet.

Outside of mandatory roles, there is no 'standard' list of lead councillor roles. Academy Councils should consider the following when assigning specific areas:

- those linked to current priorities in the Trust's strategic plan and the individual school development plan, for example, to improve the quality of education, staff wellbeing or pupil premium funding on the pupils it is intended to support

- those that are required for an effective monitoring programme

Assigning a specific area will also depend on the individual Councillor's skill set and the number of Councillors you currently have. The list below is an example of areas that could be assigned to a lead Councillor (the top four areas are mandatory). Templates at the end of this document can be used to assist Councillors to carry out their role of Lead Councillor.

- Safeguarding/Child Protection
- SEND
- Catholic Life/RE
- Careers Education (for secondary school, with an addendum for primary schools)
- Resources/CPD/Staff Welfare
- School Development/Standards
- Pupil Premium
- PE Premium
- Health and Safety
- GDPR/Data Protection
- EYFS
- Specific core subject areas – Maths/English/Science
- Equality and Diversity

**Questions to ask when appointing a Lead Councillor:**

- Why do we need this role, or, do we still need this role?
- Does this role add real value to the Academy Council's monitoring programme?
- Does the role have a clear set of responsibilities attached to it?
- What training or CPD is needed and available to those carrying out the role?
- Is the role duplicating what is done by other Councillors or the Headteacher/staff at full Academy Council meetings?
- Does the Academy Council have more lead Councillor roles than it can effectively manage with its current membership?

**Who is eligible?**

All Councillors are eligible to be lead Councillors, except the Headteacher.

However:

- Staff Councillors should not take on a lead Councillor role where there is **overlap** between their role as school staff and their lead Councillor role. For example, if the designated safeguarding lead (DSL) is a staff Councillor, they should not be the safeguarding lead Councillor.

**Volunteer to be a Lead Councillor**

You should be given the chance to put yourself forward for a lead role you want, rather than just assigning roles, think of your skill set and interests.

You can nominate an individual to be a lead Councillor because of their skills and knowledge – but the Councillor will still need to agree to accept the lead Councillor role.

**What if no one volunteers?**

The **chair** should consider whether Councillors are:

- Unclear about what the role entails
- Concerned that it may be too much work
- Concerned about their lack of knowledge in the area
- Uninterested in the subject

The Clerk to the Academy Council should then contact the Trust Governance Manager to:

- Arranging for a Councillor to connect with the corresponding lead Councillor from another school
- Offering training and support
- Arranging for a member of staff to talk to Councillors about areas in which Councillors need to improve their knowledge

Councillors are reminded that you do not need to have prior experience to become a lead Councillor in a particular subject or area. Instead, you should have an **interest** and be willing to learn more. The skills audit should be used to help Councillors identify strengths and areas of interest.

**Review roles annually**

Review your lead Councillor roles at the beginning of each school year. This is to make sure that key priorities are covered and the right people are in the roles.

## Your Role

You should:

**Work closely with the area/subject lead**

You're not expected to be an expert, to judge the subject the same way an Ofsted inspector would, or to know as much as the Headteacher.

You need to work closely with the area/subject lead to get the insights you need to help the Academy Council hold staff to account and drive improvement.

**Be the Academy Council's specialist**

Your job is to act as the link between Councillors and staff and to report to the Academy Council on things like:

- Subject delivery
- The impact of interventions
- Use of resources
- Attainment and progress
- Compliance

Bring your more detailed knowledge of the subject to important decisions, for instance, about school improvement priorities or policy approval.

## Lead Councillor duties and responsibilities

At the end of this booklet, you will find lead Councillor templates that can be used to detail the role and responsibility for lead areas assigned.

In broad terms, the role of the lead Councillor is to:

- build productive working relationships with relevant staff while having due regard to their work-life balance
- ensure necessary policies and procedures are in place and monitor and evaluate them
- agree a schedule at the end of the academic year ready for the start of the new academic year; spread your feedback reports over the six meetings.
- arrange focused visits to the school, (normally a maximum of one visit each term), based on strategic priorities and following an agreed visits protocol set by the Headteacher.
- report back to the Academy Council following monitoring visits or discussions with staff.
- be well informed and prepared ahead of meetings with staff or the full Academy Council by reading relevant information, such as policies and data
- keep the Academy Council fully informed about issues and actions in the assigned area
- participate in relevant personal development to improve skills and knowledge

# Lead Councillor - Safeguarding and Child Protection

The appointed Councillor should take the lead on monitoring Child Protection and Safeguarding provision. However, the Academy Council retains collective responsibility.

**Role and responsibilities**

The lead Councillor for safeguarding will:

- Make sure the school has suitable and up-to-date policies for:
  - Child Protection
  - Staff code of conduct/staff behavior
  - Handling allegations of abuse against staff and volunteers
- Monitor the school is safeguarding systems and procedures. **(See Checklist below)**
- Make sure the school has an appropriate safeguarding response to children who go missing from education
- Make sure the school has appropriate online filters and monitoring systems in place
- Make sure the school has appointed a designated safeguarding lead (DSL)
- Meet regularly with the DSL to monitor that the school's policies and procedures are effective and all staff and Councillors have had the appropriate level of training
- Make sure the DSL has sufficient time, resources and training to carry out their role effectively
- Make sure the school has appointed a designated teacher to promote the educational achievement of looked-after and previously looked-after children, and that this person has appropriate training
- Make sure the curriculum covers safeguarding, including online safety
- Make sure that checks to the Single Central Register (SCR) are happening. You do not need to check the SCR yourself; you need to ensure the Headteacher/delegated staff are checking the SCR.
- Keep the Academy Council up to date with statutory guidance relating to safeguarding and child protection and any advice issued locally by the school's safeguarding partners
- Inform the Academy Council of whether it needs to make any changes (e.g., in light of new regulations)
- Update the Academy Council on how monitoring activities are going. Report any concerns to the Trust Board through your Link Director or Clerk to the Trust Board.
- Attend training for safeguarding
- Encourage other members of the Academy Council to develop their understanding of their safeguarding responsibilities
- Make sure any external safeguarding audits and recommended actions are carried out. Report on the outcome of the audit and progress of actions to the Academy Council and Trust Board.

The lead Councillor for safeguarding **will not:**

- ❖ Produce a safeguarding report to the Academy Council, as this is done by the Headteacher or DSL
- ❖ Deal with specific safeguarding incidents, but school leaders will notify you when they happen if necessary.

**Safeguarding monitoring checklist**

How to use this checklist

Use it to help you monitor whether your school has appropriate safeguarding arrangements in place

Go through it with your designated safeguarding lead (DSL) to satisfy yourself/the Academy Council that these policies and procedures are effective. Keep in mind the workload of the DSL and their deputies. The checklist is extensive, schedule more than one meeting/visit with the DSL across the academic year to ensure you and the DSL have the capacity to review the safeguarding procedures. You do not have to cover all of the points in one meeting, use the checklist as a guide to inform your meetings/visits.

The checklist is not exhaustive. The tasks are taken from the Department for Education (DfE)'s Governance Handbook, statutory safeguarding guidance Keeping Children Safe in Education (KCSIE), and its advice on the Prevent duty.

## Roles and responsibilities

| SAFEGUARDING POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| The school has appointed a senior member of staff as the designated safeguarding lead (DSL) | As necessary | | |
| Are the DSL's and their deputies' names and photographs displayed around the school?<br><br>Do staff and pupils know who the DSL and deputy DSL's are? | Review annually | | |
| The school has appointed a designated teacher to promote the educational achievement of looked after children (LAC) and previously LAC, and this person has appropriate training | As necessary | | |

## Training

| SAFEGUARDING POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| The DSL and any deputies undergo updated child protection training | Every 2 years | | |
| The DSL and any deputies also refresh their knowledge and skills regularly (at least annually) | In line with advice from your local safeguarding partners | | |
| The DSL and any deputies (as a minimum) have Prevent awareness training | In line with advice from your local safeguarding partners | | |
| All staff members have child protection training, including about online safety, which is regularly updated, and they receive safeguarding and child protection updates as required (at least annually) | In line with advice from your local safeguarding partners | | |
| All staff have the skills, knowledge and understanding to keep looked after and previously looked after children safe | Review annually | | |
| All staff have the skills and knowledge to identify:<br>• Children who may benefit from early help<br>• Signs of abuse and neglect, and what to do if a child makes a disclosure | In line with advice from your local safeguarding partners | | |
| All Academy Council members have training about safeguarding | In line with advice from your local safeguarding partners | | |

## Policies and procedures

| SAFEGUARDING POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| An effective child protection policy is in place and available on the school website<br><br>(The policy should describe procedures that are in accordance with government guidance and refer to locally agreed multi-agency safeguarding arrangements put in place by the local safeguarding partners) | Review annually | | |
| There are systems in place for children to:<br>• Confidently report abuse, and for their concerns to be treated seriously<br>• These systems are well promoted, easily understood and easily accessible | Review annually | | |
| There are procedures in place to:<br>• Handle reports of peer-on-peer abuse, and these procedures are well promoted, easily understood and easily accessible<br>• Minimise the risk of peer-on-peer abuse<br><br>(See paragraph 145 of Keeping Children Safe in Education (KCSIE) for a list of what your child protection policy should include on this) | Review annually | | |
| There are procedures is in place for dealing with concerns and/or allegations of abuse against staff, including supply staff, volunteers and contractors, covering two levels of allegation/concern:<br>• Allegations that may meet the harm threshold<br>• Allegations/concerns that do not meet the harm threshold – also known as 'low-level concerns'<br>(This might be included in your child protection policy) | Review annually | | |

| SAFEGUARDING POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| There are clear procedures in place for protecting children at risk of radicalisation (this might be included in your child protection policy) | Review annually | | |
| There are clear safeguarding procedures in place for protecting children who go missing from education<br>(this might be included in your child protection policy) | Review annually | | |
| There are clear procedures in place for identifying possible pupil mental health problems, including routes to escalate concerns and clear referral and accountability systems | Review annually | | |
| There is a clear policy on the use of mobile and smart technology in the school, which reflects the fact that many children have unlimited and unrestricted access to the internet via mobile phone networks (this might be included in your child protection policy) | Review annually | | |
| There are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns (or would have been if they had not resigned) | Review annually | | |
| A staff behaviour policy (code of conduct) is in place | Review annually | | |
| Appropriate whistle-blowing procedures are in place | Review annually | | |
| All staff are aware that they must raise concerns related to female genital mutilation (FGM) with the DSL (or deputy), and that there's a specific legal duty on teachers to report known cases of FGM to the police | Ongoing | | |
| There are clear processes and principles for sharing information within the school and with the local safeguarding partners, other organisations, agencies and practitioners as required | Review annually | | |

| SAFEGUARDING POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| DSL/delegated staff:<br>• Have due regard to the data protection principles, which allow them to share personal information<br>• Are confident of the processing conditions, which allow them to store and share information for safeguarding purposes<br>• Are aware that, if they need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information | Ongoing | | |
| The DSL keeps child protection files up to date and in line with Keeping Children Safe in Education (Annex C) | Review annually | | |
| The DSL/deputy DSL can identify when a Subject Access Request (SAR) or other information request is made?<br><br>The DSL and delegated staff are aware of the procedure and guidance for disclosing information in relation to a SAR or 3rd party request such as the police? | Review annually | | |

## Safer recruitment

| SAFEGUARDING POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| The single central record (SCR) is up to date and all staff and Councillors have had the relevant checks where applicable<br><br>(Please note: checks carried out on maintained school Councillors and local Councillors in an academy trust don't need to be recorded on the SCR under the latest version of Keeping Children Safe in Education, but we recommend they are included) | This is a live document, and so should be updated immediately. Councillors need to make sure the SCR is being monitored rather than checking it themselves – they could do this termly | | |
| The school is meeting its duties with respect to the childcare disqualification requirements (early years/primary) | Ongoing | | |
| At least one of the people conducting an interview has done safer recruitment training | As necessary | | |
| There are clear recruitment and selection policies and procedures that deter and prevent people who are unsuitable to work with children from applying or securing employment/volunteering opportunities | Review annually | | |

## Teaching and learning

| SAFEGUARDING POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Children are taught about safeguarding, including online safety, and this training is more personalised or contextualised for more vulnerable children, victims of abuse and some children with special educational needs (SEN) and/or disabilities, where needed | Review annually | | |

| SAFEGUARDING POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Appropriate internet filters and online safety monitoring systems are in place (without 'over blocking') | Review annually | | |

The Blessed Peter Snow Trust recommends all Councillors read the whole of the Keeping Children Safe In Education (KCSIE) document annually. This is because the Academy Council as a whole is responsible for safeguarding, and making sure your school's policies, procedures and training are compliant. You need to be familiar with KCSIE to monitor your school effectively.

# Lead Councillor – SEND

**Contact:**

Our Trust contact for SEND is: Manshah Ajaib Email: m-ajaib@bpstrust.org.uk

The appointed Councillor should take the lead on monitoring SEND provision. However, the Academy Council retains collective responsibility.

**Role and responsibilities**

- To lead on the Academy Council's monitoring of SEND arrangements, ensuring that all pupils with SEND get the support they need.
- To act as the Academy Council's specialist on SEND and champion the needs of pupils with SEND at Academy Council level.

**Working with the SENCO**

The special educational needs co-ordinator (SENDCO) is the lead member of staff for SEND within the school, with responsibility for overseeing the day-to-day operation of the SEND policy and co-ordinating provision for children with SEND. The lead Councillor for SEND should engage with the SENDCO on a regular basis in order to:

- Develop an effective working relationship that allows for appropriate support and challenge.
- Conduct monitoring visits to learn about the school context and the needs of pupils with SEND.
- Discuss SEND provision, focusing on how policies are applied and whether any changes are needed.
- Understand the school strengths in relation to SEND provision and areas for development.
- Ensure that the SENCO has received appropriate training and is well supported.
- Seek assurance that staff receive effective and up to date SEND training.

The lead Councillor should report to the Academy Council on their meetings with the SENDCO.

**Understanding and monitoring effective SEND practice**

The SEND lead Councillor should have a good understanding of the legal duties of school and Academy Council in relation to pupils with SEND. You also need to learn how SEND provision works in your school. This should focus around:

- Investing time in appropriate development and learning

- Attending regular training on SEND and inclusion, and reading and understanding chapter 6 of the SEND Code of practice.
- Understanding the views of all key stakeholders in relation to SEND (pupils, families, staff, and local partners).
- Checking that the school makes good use of financial resources (including the notional budget) to support pupils with SEND.
- Ensuring the school publishes the necessary documentation detailing their SEND provision on the school website.

**Supporting the Academy Council to monitor SEND provision**

As the Academy Council SEND specialist, the lead Councillor should:

- Champion an inclusive culture, reminding the Academy Council to consider the impact of their decisions on pupils with SEND (particularly during budget discussions).
- Use their specialist knowledge to challenge senior executive leaders about SEND provision.
- Ensure all members of the Academy Council have the knowledge and understanding they need to make informed decisions – all Councillors should be familiar with Chapter 6 in the SEND Code of Practice 2015. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Make sure that the school and Academy Council comply with their statutory duties around SEND.

**SEND monitoring checklist**

How to use this checklist

Use it to help you monitor whether your school has appropriate SEND arrangements in place

Go through it with your SENDCO to satisfy yourself/the Academy Council that these policies and procedures are effective. Keep in mind the workload of the SENDCO. The checklist is extensive, schedule more than one meeting/visit with the SENDCO across the academic year to ensure you and the SENDCO have the capacity to review the SEND procedures. You do not have to cover all of the points in one meeting, use the checklist as a guide to inform your meetings/visits.

## Roles and responsibilities

| SEND POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| The school has appointed a senior member of staff as the Special Education Needs Co-ordinator (SENDCo) | As necessary | | |
| Is the name of the SENDCO and inclusion staff with responsibility for SEN displayed on the website and in school?<br><br>Do staff and pupils know who the SENDCO is? | | | |
| Has the school/Academy Council reassured itself that the key responsibilities of the SENDCO are drawn up? | As necessary | | |
| Does Academy Council monitor the effectiveness of the way the SENDCO responsibilities are carried out against a list of illustrative activities, as described in the SEND code of practice? | Review annually | | |
| Has your Academy Council/Headteacher reassured themselves that the SENDCO has sufficient time and resources to carry out their role effectively? | Review annually | | |
| Does the Academy Council/SENDCO/Headteacher ensure that your school does not discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil in relation to admissions? | Review annually | | |

| SEND POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Does the Academy Council/SENDCO/Headteacher ensure that your school does not discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil in the way it provides education for pupils? | Review annually | | |
| Does the Academy Council/SENDCO/Headteacher ensure that your school does not discriminate (directly or indirectly) against, harass or victimise a pupil or potential pupil in the way it provides pupils access to any benefit, facility or service or by excluding a pupil or subjecting them to any other detriment? | Review annually | | |
| Does the Academy Council/SENDCO/Headteacher ensure that your school complies with the reasonable adjustment duty by taking reasonable steps to try to avoid any disadvantage that may place a pupil with a disability at disadvantage compared to other pupils? | Review annually | | |
| Does the Academy Council/SENDCO/Headteacher ensure that your school compiles with the reasonable adjustment duty by providing an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils? | Review annually | | |

| SEND POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Does the Academy Council/SENDCO/Headteacher ensure that your school:<br>• aim to Increase the extent to which pupils with a disability can participate in the curriculum;<br>• improve the physical environment to enable pupils with a disability to take better; advantage of education, benefits, facilities and services provided and improve the availability of accessible information to pupils with a disability | Review annually | | |

## Training

| SEND POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| The SENDCO completes updated SEND training | Every 2 years | | |
| The SENDCO also refreshes their knowledge and skills regularly (at least annually) | Review annually | | |
| All staff have the skills and knowledge to identify:<br>• Children who may benefit from early help<br>• Signs of SEN | Review annually | | |
| Have Councillors read chapter 6 of the SEND code of practice | Review annually | | |

## Policies and procedures

| SEND POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| An effective SEND policy is in place and available on the school website | Review annually | | |
| Does the school co-operate with the LA in reviewing the provision that is available locally and developing the local offer? | Review annually | | |
| Does the school use its best endeavours to make sure that a child with SEND gets the support they need – this means doing everything, they can to meet children and young people's SEND? | Review annually | | |
| Does the school ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND? | Review annually | | |
| Does the school inform parents when they are making special educational provision for a child? | Review annually | | |
| Does the school ensure that arrangements are in place in school to support pupils at school with medical conditions? | Review annually | | |
| Does the school have a clear approach to identifying and responding to SEND? | Review annually | | |
| Does the school provide a termly and annual report for parents on their child's progress? | Review annually | | |
| Does the school determine their approach to using their resources to support the progress of pupils with SEND? | Review annually | | |
| Is there support for improving emotional and social development? This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying. | Review annually | | |

## Record Keeping

| SEND POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Does the school record accurately and keep up to date the provision made for pupils with SEND? | Review annually | | |
| Does the school/SENDCO ensure that all pupils whose statement of SEN or EHC plan names the school the pupil are admitted to? | Review annually | | |
| Does the school record the arrangements for assessing and reviewing children and young people's progress towards outcomes? This should include the opportunities available to work with parents or carers and young people as part of this assessment and review. | Review annually | | |
| The SENDCO keeps SEN files up to date and secure in line with the SEN code of practice and the Data Protection Act 2018. | Review annually | | |
| Can the SENDCO identify when a Subject Access Request (SAR) or other information request is made?<br><br>The SENDCO and delegated staff are aware of the guidance for disclosing information in relation to a SAR or 3rd party request such as the police? | Review annually. | | |

## Information Published

| SEND POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Does the school publish information on their websites about the implementation of the policy for pupils with SEND, the School SEN Information Report? | Review annually | | |
| Does the school publish information about the arrangements for the admission of a pupil with a disability, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans? | Review annually | | |
| Does the school have an accessibility policy and is it in date, approved by the Academy Council and displayed on the website? | Review annually | | |
| Is the school accessibility plan updated every three years?<br><br>Is the plan approved by the Academy Council? | Review every 3 years | | |
| Does the school publish the kinds of SEN that are provided for at the school? | Review annually | | |
| Does the school publish arrangements for consulting parents of children with SEN and involving them in their child's education? | Review annually | | |
| Does the school publish how adaptations are made to the curriculum and the learning environment of children and young people with SEN?<br><br>And the approach to teaching children and young people with SEN | Review annually | | |

| SEND POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Does the school publish how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families | Review annually | | |
| Does the school publish arrangements for handling complaints from parents of children with SEN about the provision made at the school? | Review annually | | |

## Lead Councillor - Catholic Life and RE

**Contact:**

Our Trust contact for Catholic Life and RE is: Rachel McEvoy & Harry Rowan

Email: r-mcevory@bpstrust.org.uk hrowan@bpstrust.org.uk

The appointed Councillor should take the lead on Catholic Life and RE. However, the Academy Council retains collective responsibility.

Academy Councils are required to have a particular focus on Catholic Life and Religious Education of the school.
Each Academy Council will ensure:

- That the Catholic character of the school is preserved;
- That the school is conducted in accordance with its trust deed; and
- That the religious education curriculum is in accordance with the Bishop's policy for his diocese, based on the Bishops' Conference Curriculum Directory
- Ensure that the school has a medium to long-term vision for its future viability as a Catholic academy within the Trust and that there is a robust strategy in place for achieving its vision

**Supporting the Academy Council to monitor Catholic Life and RE**

To support the Academy Council in its responsibilities the lead Councillor for Catholic Life and RE should:

- Be the 'Critical Friend' to the Headteacher and school staff on the school's Catholic Life and S48 standard
- Report to the Academy Council how the school is delivering its strategy for developing its Catholic Life within the Trust's overall strategy.
- Make any proposals and requests to the Academy Council (and Trust Board) that support the Catholic Life of the school and its S48 performance.
- Support the Academy Council to collectively play a personal role in the Catholic Life of the school.
- Report performance, any significant concerns that cannot be addressed by the school alone, and any proposals for development, to the Academy Council and if required through the appropriate channel to the Trust's senior executive officers and/or the Trust Board.

**Methods to fulfil your/Academy Council responsibilities**

- Review, contribute to and approve plans (along with the full Academy Council) for developing the Catholic Life of the school as an integral part of the school's Academy Improvement Plan and longer-term strategy.
- Attend and participate in school liturgies and collective worship from time to time as personal availability permits.

**Catholic Life/RE monitoring checklist**

How to use this checklist

Use it to help you monitor whether your school is fulfilling its Catholic Life and RE responsibilities and statutory obligations.

Go through it with your Catholic Life/RE lead to satisfy yourself/the Academy Council that these policies and procedures are effective. Keep in mind the workload of staff members. The checklist is extensive, schedule more than one meeting/visit with the area lead across the academic year to ensure you and the staff member have the capacity. You do not have to cover all of the points in one meeting, use the checklist as a guide to inform your meetings/visits.

## Catholic Life and Collective Worship

| CATHOLIC LIFE OF THE SCHOOL | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Is the school mission statement in the pupil planner/on the website/and forms part of Acts of worship/ Collective Worship? | Review annually | | |
| Do staff participate in school activities, which reflect the Catholic Life and mission of the school, such as staff prayer, CPD on Catholic Life? | Review annually | | |
| Do school displays include quotes from scripture and prayers to encourage pupils to engage in thoughtful reflection? | Review annually | | |
| Does the weekly school newsletter stress the importance of prayer and the work of the Diocese? | As necessary | | |
| Does the curriculum reflect a commitment to Catholic social teaching? | Review annually | | |
| Does the school provide extensive opportunities for moral and spiritual development of all pupils and staff? | Review annually | | |
| Are Diocesan initiatives fully supported? | As necessary | | |

| CATHOLIC LIFE OF THE SCHOOL | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How well do pupils respond to and participate in the school's Collective Worship? | Review annually | | |
| How well do leaders and Councillors promote, monitor and evaluate the provision for Collective Worship? | Review annually | | |
| Is the school properly part of our Parish and do our Parishioners know what is happening in it? | Review annually | | |

## RE Strategy

| RE STRATEGY | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How does our RE offer contribute to and fit in with the wider curriculum? | Review annually | | |
| How can we see the progression of what pupils learn in RE through the year groups? | Review annually | | |
| How does the school build on what pupils learned in RE in the past year? | Review annually | | |

| RE STRATEGY | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Tell me about the RE curriculum plan | As necessary | | |
| Are different members of staff responsible for different parts of the plan? | As necessary | | |
| How will RE develop across the school? What are the plans and how will you do this? | Review annually | | |
| How are you monitoring RE across the school? How often do you do this? What is the impact of monitoring?<br><br>The RE lead should have time to monitor their subject/department. If the lead indicates they do not have time, bring this to the attention of the Academy Council. | Review annually | | |
| Are there any barriers to meeting the improvements/objectives/targets for RE? | Review annually | | |

## RE – Teaching and Learning

| RE – TEACHING AND LEARNING | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How do you make sure that RE is of educational value to all pupils, regardless of their belief background? | Review annually | | |

| RE – TEACHING AND LEARNING | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| What are pupils' attitudes to RE? How do you know? | Review annually | | |
| How often do you evaluate the standards, achievement and quality of provision in RE? | Review annually | | |
| How does the school monitor RE teaching? Who is responsible for this? | Review annually | | |
| How does the school assess this subject? How do we know pupils are making good progress? | Review annually | | |
| How do you know those teaching RE are suitably qualified and trained in the subject? Do staff have regular and effective opportunities for CPD? | Review annually | | |
| How do you make sure RE is resourced, staffed and timetabled in a way that means the school can fulfil its legal obligations on RE and pupils can make good progress? | Review annually | | |
| How do the progress and attainment of different groups of pupils compare – for example, girls compared with boys, children on free school meals (FSM) compared with others? | Review annually | | |

| RE – TEACHING AND LEARNING | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How might the experience of a pupil with SEN differ from one without? | Review annually | | |
| How are high-attaining children challenged to reach their individual potential? | Review annually | | |
| How do you notify parents about the upcoming plans for RE in their child's class? | Review annually | | |

# Lead Councillor - Careers Education

The statutory guidance states that there should be a member of the Academy Council who takes a strategic interest in careers, encourages employer engagement and who may work closely with the Careers Leader. This role does not remove the Academy Council's collective responsibility; the appointed person should ensure the Academy Council is kept up to date on progress being made.

Supporting young people to make informed choices about their future is an important responsibility for schools and the Academy Council.
The governance duty is, above all, to drive relentless ambition for the young people served by our schools. This means ensuring that they not only achieve good academic outcomes, but that they are equipped for life beyond school and to arrive in the workplace with the skills they need to thrive.

Aside from being a statutory responsibility, providing good careers guidance is a fundamental aspect of the school's and Academy Council's service to its community(ies). It helps strengthen our economy and improve society by driving down youth unemployment and driving up social mobility.

This is why Academy Councils should collaborate with senior leaders and careers leaders to embed careers within the curriculum and ensure every young person is supported to move on to positive destinations.

**Statutory responsibilities**

The Department for Education (DfE) statutory guidance sets out the requirements on all schools and trusts to provide careers guidance. This applies to students in years 8 to 13 (ages 12 to 18) and those aged up to 25 with an education, health and care plan (EHCP). The requirements are to:

- Ensure opportunity for a range of education and training providers to talk to students in years 8 to 13 about approved technical education qualifications or apprenticeships.
- Publish a policy statement on the school website setting out the arrangements for provider access. Make sure that the policy is followed.

- Develop a careers programme, which meets internationally recognised Gatsby Benchmarks. (The benchmarks are non-statutory but provide a framework around which schools can develop their careers programme in line with their legal requirements.)
- Appoint a named person to the role of Careers Leader to lead their careers programme.
- Publish details of their careers programme on the website (this information must be available for students, parents and carers).

**What Ofsted look for**

When evaluating the impact of the education provided by a school, Ofsted inspectors will consider whether students are ready for the next stage of education, training or employment by the point they leave the school or provision that they attend. This includes the effectiveness of high quality, impartial careers guidance in enabling students to make progress. Sources of evidence used by inspectors include nationally published information about the destinations to which students' progress when they leave the school.

**The role of Careers Leader**

Careers Leaders are responsible and accountable for the delivery of their school's careers programme. This role requires the appointed member of staff to have a clear overview of the school's careers programme.

The Careers Leader should have clear reporting procedures to the senior leadership team and the Academy Council.

## Roles and responsibilities

| CAREERS POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Does the school have a plan, which sets out the delivery of the careers programme in the school and how impact will be measured? | Review annually | | |

| CAREERS POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Does the Careers Leader work collaboratively with others (the SENCO for example) to embed a whole school approach? | As necessary | | |
| Has effective CPD and support been provided to the Careers Leader? | Review annually | | |
| Do those giving careers guidance to students in the school promote the best interests of the students to whom it is given? | Review annually | | |
| Has the Academy Council reviewed the plan for providing careers guidance as a regular agenda item and use the opportunity to discuss delivery and impact with the senior leadership team and Careers Leader? | Review annually | | |

## Procedures and Publications

| CAREERS POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Is the careers education and guidance featured within the school development plan? | Review annually | | |
| Are details of the careers programme published on the school website? | Review annually | | |
| Are resources like the National Careers Service are being used to support students and parents to make informed choices? | As necessary | | |
| Does the school report and use case studies that show the range of information used to inform students and parents of different courses, job roles and progression pathways? | Review annually | | |

| CAREERS POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Is destination data used to shape the careers programme and advice given? | Review annually | | |
| Does the school gather feedback from students and parents on the career programme offered? | Review annually | | |
| Are Reports/feedback of student and parent attendance and engagement with enrichment activities, such as careers fairs and visiting speakers presented to the lead Councillor/Academy Council? | Review annually | | |
| Is student voice used to identify areas of interest and target engagement? | Review annually | | |
| Workplace experiences have clearly defined outcomes attached to them: what students need to take away from meeting a range of people from workplaces | Review annually | | |
| Are students introduced to careers concepts and options at an early stage? | Review annually | | |
| Are the needs of all students clearly being considered, such as through SEND-focused careers events? | Review annually | | |
| Does every student have a one-to-one guidance interview before they leave in year eleven? | Review annually | | |
| Are summaries of progress against priorities included in the SLT report? | Review annually | | |
| Is an update report to the Academy Council from the Careers Leader on the implementation of the careers programme presented? | As necessary | | |

## Linking Careers to the Curriculum

| CAREERS POLICY OR PROCEDURE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Is curriculum content for each subject area linked to the world of work throughout the academic year? | Review annually | | |
| Does the school have strong working relationships with employers for students to carry out work experience? | Review annually | | |
| Does the careers lead and SLT gain feedback from staff on the impact of careers CPD on the curriculum? | Review annually | | |
| Does the school gain feedback from employers on the impact of their involvement? | Review annually | | |
| Are students in all year groups and their parents engaged in careers enrichment activities? | Review annually | | |
| Are opportunities to learn from employers linked to the curriculum (rather than one-off events)? | As necessary | | |
| Are student surveys used? | As necessary | | |
| Are a wide range of workplace experiences are offered by the school? | Review annually | | |

Academy Councils in primary schools can also have a significant influence in equipping pupils for the world of work. If you govern in a primary school, then you are in a position to support and challenge your school leaders to inspire pupils and challenge preconceptions about certain careers or pathways. The following questions could be used:

- How do pupils at our school learn about the world of work?
- Do we invite volunteers into school to talk to pupils about different careers?

- Do we talk to our pupils about their perception of certain careers or pathways such as women in science, technology, engineering and maths (STEM) or men in teaching or caring professions?

## Lead Councillor - Resources/CPD/Staff Welfare

There is no denying that a critical part of good school governance depends on maintaining healthy financial performance and managing resource effectively. Staff are a school's most costly, but also valuable and high-impact asset, and there is nothing more important in any school than ensuring that leaders are getting the best from their people – ensuring that they are constantly improving and developing.

The Councillors and staff performance guidance published by the National Governance Association (NGA) advises that "Councillors must make sure that adequate time and resources are devoted to CPD at the school.

Effective governance may not involve having an operational level detail of the training and development opportunities available to teachers, but it is reasonable to expect to be kept well informed about how CPD sits at the heart of the school and contributes to success in the areas of academic standards, wellbeing and staff retention.

This role does not remove the Academy Council's collective responsibility; the appointed person should ensure the Academy Council are kept up to date on progress being made.

**Staff Welfare**

Effective CPD can significantly improve both teacher and pupil wellbeing. It can provide teachers with the time, support and resources needed to overcome the challenges they face in the profession.

As a Councillor, you can ensure professional development is not creating additional workload pressures. Instead you can be ensuring that CPD maximises existing time, offers a balance of support and challenge, instils trust and autonomy in classroom practitioners, and drives important collaboration between colleagues.

Each school has subscribed to the National College, this platform tracks the latest updates in policy, practice and research, delivers them quickly, and effectively through video CPD. Councillors can access National College training modules and webinar through the school subscription; please speak to the Headteacher for further information.

**Resources/CPD/Staff Welfare checklist**

The Headteacher will most likely be the area/subject lead for Resources, CPD and Staff Welfare. The checklist below can be used to assist the lead Councillor when meeting with the Headteacher or the staff member who has delegated responsibility for this area. The lead Councillor in liaison with the Headteacher (or delegated staff member) keeping in mind the workload and capacity of school staff, may wish to ask staff within the school some of the questions below. This will enable the lead Councillor to gain feedback from staff and report to the Academy Council and Headteacher.

## Resources/CPD/Staff Welfare

| RESOURCES/CPD/STAFF WELFARE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| What is the programme of CPD activities for the year? | Review annually | | |
| Do CPD activities have specific outcomes associated with them, including, where possible, pupil outcomes? | Review annually | | |
| Is the impact of each activity being evaluated upon these outcomes? | Review annually | | |
| How long is each CPD focus being sustained for – are these one-off activities or long-term approaches? | Review annually | | |
| Is staff development a core feature of appraisal processes and conversations? | Review annually | | |
| What steps is the school taking to ensure up-to-date, evidence-based approaches to teaching are being actively sought and embedded? | Review annually | | |
| How positively do staff speak about the professional development available to them? | Review annually | | |

| RESOURCES/CPD/STAFF WELFARE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| What opportunities do staff have for personal and career progression? | Review annually | | |
| What is the staff feedback of the support they receive from leaders to implement ideas from training into the classroom? | Review annually | | |
| Are HR policies in place and are staff aware of these policies?<br>• Pay policy<br>• Grievance policy<br>• Disciplinary policy<br>• Capability policy<br>• Teachers appraisal policy<br>• Equality and Diversity policy<br>• Redundancy policy<br>• Staff wellbeing policy<br>• Sickness absence policy. | Review annually | | |
| Are there effective strategies in place to support the management of workload and wellbeing of all staff? | Review annually | | |
| Are there effective strategies in place to support the Headteacher in the management of Headteacher workload and well-being? | Review annually | | |
| Is the Academy Council regularly updated in relation to staff development, retention and wellbeing? | Review annually | | |
| Is the Academy Council regularly updated on succession planning for middle and senior leaders? | Review annually | | |

| RESOURCES/CPD/STAFF WELFARE | HOW OFTEN TO DO IT | COMPLIANT? | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Does the Academy Council contribute to the selection process for Headteacher recruitment, including chairing the interview panel? | Review annually | | |
| Is the Academy Council engaged in the Headteacher appraisal? | Review annually | | |

# Lead Councillor School Development/Standards

In your role as lead Councillor, you will assist the school to develop and implement the school strategy, culture and ethos in line with the overall Trust mission and strategy. This role does not remove the Academy Councils collective responsibility; the appointed person should ensure the Academy Council are kept up to date on progress being made.

The school will develop and propose school priorities and its Academy Improvement Plan (AIP). The AIP is implemented in order to achieve strategic priorities, the Academy Council's responsibility is to support and challenge the Headteacher on the development of Academy Improvement Plan.

The Academy Council will:

- Oversee the school curriculum model.
- Monitor academy performance against AIP and targets by reviewing and challenging Headteacher updates and data analysis.
- Comply with any denominational inspections pursuant to s48 and any additional canonical inspections and visitations of the Bishop.
- Oversee the implementation of any school-to-school support opportunities as directed by the CEO and monitor any such arrangements, reporting to the CEO at appropriate intervals or as required.
- Comply with any other educational inspections, for example s5 (Ofsted) as required by law.
- Ensure that inspection recommendations and actions are implemented within the academy.

**Checklist for School Development/Standards**

The Headteacher will most likely be the area/subject lead for School Development and Standards. The checklist below can be used to assist the lead Councillor when meeting with the Headteacher or the staff member who has delegated responsibility for this area. The lead Councillor in liaison with the Headteacher (or delegated staff member) keeping in mind the workload and capacity of school staff, may wish to ask staff within the school some of the questions below. This will enable the lead Councillor to gain feedback from staff and report to the Academy Council and Headteacher.

# School Development/Standards

| SCHOOL DEVELOPMENT/STANDARDS | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| What are we doing to raise standards for all children? | Review annually | | |
| How does attainment at the school compare to national averages? | Review annually | | |
| What, if any, impact does the context of our school have on pupils' attainment? | Review annually | | |
| How is the school performing in English and Maths? | Review annually | | |
| How do children in our school progress compared with expectations? | Review annually | | |
| How does the school's performance compare to other schools within the Trust and outside of the Trust? | Review annually | | |
| Which groups of pupils in terms of gender and ethnicity are the highest and lowest performing? | Review annually | | |

| SCHOOL DEVELOPMENT/STANDARDS | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How are FSME (ever-six Free School Meal), SEN and EAL students progressing compared with other students in this school, and compared with FSME students in other schools? | Review annually | | |
| How are low, middle and high ability children progressing and attaining? | Review annually | | |
| Which subjects are highest and lowest performing? | Review annually | | |
| Do we know how these results have been changing over the past three years: are we improving or not? | Review annually | | |
| How does attendance in each year group compare with national averages, and what are the trends over time? | Review annually | | |
| Does the Headteachers report give a clear indication of progress towards meeting the targets/objectives in the academy improvement plan (AIP)? | Review annually | | |

| SCHOOL DEVELOPMENT/STANDARDS | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Does the Headteachers report give a clear indication of pupil progress for all year groups and subjects in the school? | Review annually | | |
| What are the strengths and weaknesses of the school? | Review annually | | |
| How do we know that the information we have about our school is robust and accurate? | Review annually | | |
| Why is progress in some subjects under national expectations?<br><br>What is your strategy for improving the areas of weak performance? | Review annually | | |
| Who in the staff group has responsibility for monitoring the effectiveness of different interventions and how is this done? | Review annually | | |

| SCHOOL DEVELOPMENT/STANDARDS | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Why is progress in some subjects or year groups better than others in the school?<br><br>What is being done to raise performance specifically in those areas, which are under-achieving?<br><br>What has worked well and can we use it more widely?<br><br>How does this relate to the quality of teaching across the school? | Review annually | | |
| Why are some groups of pupils progressing less well than others in the school?<br><br>What is being done to close this gap? | Review annually | | |
| Which interventions offer the best results and how does this compare with the cost? | Review annually | | |
| How do we assess our pupils? | Review annually | | |
| How is assessment and feedback used to help children progress and meet their targets? | | | |

| SCHOOL DEVELOPMENT/STANDARDS | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| What strategies are in place to ensure the most able pupils are stretched?<br><br>How do you know they are working? | Review annually | | |
| How much progress are pupils with e.g., SEN, FSM making in relation to:<br><br>The expected level?<br><br>The national average?<br><br>The school average?<br><br>Other schools? | Review annually | | |

## Lead Councillor - Pupil Premium

**Contact:**

Our Trust contact for Pupil Premium is: Manshah Ajaib

Email: m-ajaib@bpstrust.org.uk

Appointing a lead Councillor to pupil premium can be a useful way for Academy Councils to monitor this area. Linking a Councillor to pupil premium does not remove the Academy Councils collective responsibility; it should complement the monitoring process.

A Councillor linked to pupil premium would be expected to maintain an overview and take an active role in any Academy Council discussion regarding spending and impact. Their contribution should be informed by their evaluation of relevant data and routine discussions with key members of staff.

Pupil premium makes up a significant proportion of income in some schools. Academy Councils are responsible for ensuring that pupil premium funding is spent effectively and in a way that improves the attainment of eligible pupils.

School leaders are best placed to assess their pupils' needs and decide how to use pupil premium funding to improve attainment. The Academy Council is responsible for ensuring that the spending is targeted at the right pupils and has an impact on their attainment and progress. Pupils who are targeted will include those who receive the funding, and pupils who do not but will benefit from the support and intervention that the funding is spent on.

Academy Councils fulfil this responsibility by:

- Looking into the barriers to learning faced by pupils eligible for pupil premium.
- Using data, information and research to both support and challenge the school's approach to targeting pupil premium funding.
- Contributing towards and approving the school's strategy for spending the pupil premium.
- Monitoring the implementation of the pupil premium strategy – ensuring that the funding is used in identifiable ways and assessing its impact on attainment and progress. This may result in adjustments to the strategy and spending decisions over time.

Headteachers and delegated staff should present internal information and data to the Academy Council in such a way that makes clear:

- Variations in progress and attainment between pupils eligible for the premium and other pupils.
- Trends, patterns and potential barriers to learning.
- Strengths and weaknesses across the school.
- Strategies that target under achievement throughout the school.

This should help Academy Councils understand what is consistently preventing pupils from achieving their full potential, which pupils are affected, and therefore where pupil premium spending needs to be targeted.

All schools are required to publish a pupil premium strategy statement on their website. The purpose of the statement is to explain the decisions made by school leaders and Academy Councils regarding how pupil premium is spent and the intended impact of these decisions.

**Pupil Premium Checklist**

# Pupil Premium

| PUPIL PREMIUM | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How many pupils are eligible for pupil premium? | Review annually | | |
| How much pupil premium does our school receive? | Review annually | | |
| How is this funding allocated? | Review annually | | |
| How does the attainment and progress of our pupil premium eligible pupils compare with other pupils and groups of pupils in the school or trust? | Review annually | | |
| What are the main barriers to learning for our pupil premium eligible pupils? | Review annually | | |
| How do we identify the support needed by particular groups of pupil premium eligible pupils (e.g., looked after children and pupils with SEND)? | Review annually | | |
| What is our ambition for the attainment and progress of pupil premium pupils? | Review annually | | |

| PUPIL PREMIUM | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How are we engaging stakeholders, parents, staff and the pupils themselves, to share our ambition for what all pupils can achieve? | Review annually | | |
| What specific outcomes are we aiming to achieve with our pupil premium funding? (E.g., raising attainment, accelerating progress, improving attendance, increasing opportunities)? | Review annually | | |
| How does our strategy for spending pupil premium funding and our interventions compare with other schools? | Review annually | | |
| Are all staff aware of which pupils are eligible for pupil premium and our strategy for supporting disadvantaged pupils? | Review annually | | |
| How are staff developed and supported to effectively implement our pupil premium strategy – are they receiving specific CPD? | Review annually | | |
| What evidence do we have to show that our pupil premium strategy is working and having an impact (e.g., progress data for pupil premium eligible pupils)? | Review annually | | |

# Lead Councillor - PE Premium

PE is a compulsory part of the national curriculum for all key stages. The curriculum aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

While academies do not have to follow the national curriculum, they are required to provide a broad and balanced curriculum that promotes the physical development of pupils.

PE and sport premium funding is provided to **primary** schools in England to make additional and sustainable improvements to the quality of provision.

Schools may use the premium to develop or add to their existing offer and build capacity and capability.

This may include:

- Providing staff with CPD opportunities, mentoring, appropriate training and resources.
- Partnering with external organisations or other schools to expand the range of sports and physical activities offered to all pupils and deepen the delivery of existing core PE.
- Breakfast and after-school clubs encouraging engagement in sport and physical activity

School leaders and Academy Councils are responsible for ensuring pupils receive a high-quality PE curriculum that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.

Progress and assessment data can help the Academy Council to evaluate the impact of PE provision, but this is by no means be the only measure. There will be other aspects of the whole school PE experience, including opportunities for physical activity and sport outside of the curriculum.

All primary schools are required to publish a PE premium strategy statement on their website. The purpose of the statement is to explain the decisions made by school leaders and Academy Councils regarding how PE premium is spent and the intended impact of these decisions.

The lead Councillor should consider visits to school (following the school visit protocol and liaison with the Headteacher/subject leads) to monitor relevant activity and key milestones linked to strategic priorities. This may include attending sport or stakeholder events or observing CPD, for example. School visits are also an opportunity to have focused discussions with subject leaders and other key staff members.

Linking a Councillor to PE premium does not remove the Academy Councils collective responsibility; it should complement the monitoring process.

**PE Premium Checklist**

## PE Premium

| PE PREMIUM | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How does our school ensure that the PE and extra-curricular offer is engaging and stretching for all pupils? | Review annually | | |
| How is PE inclusive and accessible to all pupils? (Consider culture, ethnicity, disability, faith, age, gender, sexual orientation and gender identity.) | Review annually | | |
| Do school leaders have a good understanding of barriers to engagement and a plan in place to address these? | Review annually | | |
| How does PE, school sport and physical activity contribute to pupils' development of character, confidence and resilience? How is the progress captured? | Review annually | | |
| What strategies do we have for ensuring effective professional development for PE? How is this led and monitored? | Review annually | | |

| PE PREMIUM | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| What quality assurance processes are in place for the provision of external providers and the impact of their delivery? | Review annually | | |
| How can PE, physical activity and school sport support COVID-19 recovery? | As necessary | | |
| Is the PE Premium statement on the school website?<br><br>Does it include:<br><br>The amount of premium received.<br><br>A full breakdown of how it has been spent.<br><br>The impact the school has seen on pupils' PE and sport participation and attainment.<br><br>How the improvements will be sustainable in the future.<br><br>The percentage of pupils within their year 6 cohort that can do each of the following:<br>• swim competently, confidently, and proficiently over a distance of at least 25 metres<br>• use a range of strokes effectively<br>• perform safe self-rescue in different water-based situation | Review annually | | |

# Lead Councillor – Health and Safety

**Contact:**

Our Trust contact for Health and Safety is: David Holdsworth

Email: d-holdsworth@bpstrust.org.uk

Ensuring the health and safety of the pupils, staff and members of the public on the school premises is an essential part of risk management. The Academy Council should have regular updates and reports on health and safety at Academy Council meetings.

Although not a statutory requirement, your Academy Council may choose to nominate a lead Councillor to have specific oversight of health and safety, report to the Academy Council on compliance and on any presenting issues. However, the Academy Council retains collective responsibility to monitor, support and challenge the school on its health and safety compliance. The Academy Council has responsibility for reporting any concerns that cannot be dealt with by the school or Academy Council to the Trust central team and/or the Trust Board.

The operational management of health and safety issues, such as health and safety checks, should be delegated to appropriately trained employees in the school or Trust central team. For example, it would be appropriate for the Academy Council to receive a health and safety audit/report and monitor that any actions are completed. However, it would not be appropriate for a Councillor to conduct the checks/audit, even if a Councillor has some health and safety experience themselves.

## Site walks

Even though you should not be carrying out full inspections yourself, you should still actively participate in the health and safety function of the school by accompanying professionals and school leaders during their inspections.

It is suggested you do this termly, and the purpose of the site walk should be agreed with the Headteacher beforehand.

Taking part in site walks will:

- Provide evidence that inspections are undertaken
- Give you the chance to ask appropriate questions in a more relaxed and relevant environment
- Demonstrate the Academy Council's commitment to health and safety

This also gives you a chance to review any specific items for which you have oversight responsibility. For example, you might want to:

- Review any specific health and safety issues that were identified in prior inspections and check that any proposed solutions or mitigations are in place
- Check that any health and safety issues raised by your school development plan are being addressed and moved forward (for example, if new playground equipment is being installed)
- Look for specific issues raised by pupils, parents, staff or Councillors and see how they're being addressed

For those identified issues, reassure yourself that:

- School leaders and staff are aware of the issue and appropriate risk assessments have been carried out
- The hazard has been mitigated as far as possible or reasonable
- The risks are at an acceptable level with mitigation
- Feedback any issues to the Headteacher and Trust COO (Chief Operating Officer)

**Health and Safety Checklist**

## Health and Safety

| HEALTH AND SAFETY | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Do we keep children safe and healthy? | Review annually | | |
| Do we meet the statutory health and safety requirements? | Review annually | | |
| What is the allocated budget for health and safety spending in the school? | Review annually | | |
| Does the school have a health and safety operations plan setting out short, medium, and long-term spending? | Review annually | | |

| HEALTH AND SAFETY | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Is there a risk register and is it current? Is it regularly reviewed and who is involved? | Review annually | | |
| How do we ensure statutory compliance in health and safety matters? (For example, legionella testing, fixed electrical appliances, fire safety, asbestos management) | Review annually | | |
| Are staff trained to implement the controls necessary within their working environments? | Review annually | | |
| Are health and safety information posters displayed? | Review annually | | |
| Are accident reporting systems effective, and are staff aware of the requirements of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR)? | Review annually | | |
| Is the Trust monitoring the latest recommendations on health and safety from the Department for Education and the local authority? Are these recommendations being implemented? | Review annually | | |

| HEALTH AND SAFETY | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Have staff responsible for health and safety had recent and appropriate training? | Review Annually | | |
| Does the school have a health and safety policy?<br><br>Is the policy in date?<br><br>Who is responsible for updating the policy? | Review annually | | |
| What training and guidance is provided by the Trust?<br><br>Does the Trust have a health and safety-working group?<br><br>What are the roles and responsibilities of those involved in the working group? | Review annually | | |

## Lead Councillor – GDPR/Data Protection

The UK General Data Protection Regulation (UK GDPR) works with the Data Protection Act 2018 (DPA 2018) to form the UK's data protection framework. It determines how people's personal data is processed and kept safe, and the legal rights individuals have over their own data.

'Personal data' means information that can identify a living individual.

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

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

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

- **The individual's rights include:** to be informed about how their data is used, to have access to their data, to rectify incorrect information, to have their data erased, to restrict how their data is used, to move their data from one organisation to another, and to object to their data being used at all.

**Main requirements**

- The Trust must appoint a data protection officer (DPO), who will advise on compliance with the GDPR and other relevant data protection law
- Privacy notices must be in clear and plain language and include some extra information – the school's 'legal basis' for processing, the individual's rights in relation to their own data
- Schools have a month to comply with subject access requests, and in most cases can't charge
- Where the school needs an individual's consent to process data, this consent must be freely given, specific, informed and unambiguous
- There are special protections for children's data
- The Information Commissioner's Office must be notified within 72 hours of a data breach if the breach puts people at risk
- Your school and the Trust has to demonstrate that it is complying with UK GDPR - this can be done through the data protection policy, privacy notices, and records of any training for staff and the DPO

The Data Protection Officer (DPO) for all BPSCAT schools is RADCaT LTD

It is not mandatory to appoint a lead Councillor for GDPR/Data Protection, if you have been appointed as lead Councillor for this subject area, the following checklist will assist you with monitoring your school and the Trusts responsibilities.

## GDPR/Data Protection Checklist

# GDPR/Data Protection

| GDPR/DATA PROTECTION | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Does the Trust have a DPO?<br><br>Do all staff and Councillors know who the DPO is? | Review annually | | |
| Does the school have a Data Protection Policy?<br><br>Is the policy in date and displayed on the school website? | Review annually | | |
| Does the school have privacy notices?<br><br>Are the privacy notices displayed on the school website? | Review annually | | |
| Does the school have a Records Management Policy? (Details the retention guidelines, how long we can retain information for)<br><br>Is the policy in date and displayed on the school website? | Review annually | | |
| Have staff and Councillors received any training on GDPR and Data Protection? | Review annually | | |

| GDPR/DATA PROTECTION | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Do staff/Councillors understand what a data Breach is?<br><br>Do staff know how to report a data breach?<br><br>Do staff know who to report a data breach to? | Review annually | | |
| How many data breaches has the school had this term? | Review termly | | |
| What actions have been taken to ensure similar data breaches do not occur? | As necessary | | |
| Was the DPO informed of all data breaches?<br><br>If not, why not? | As necessary | | |
| Were any of the data breaches reported to the Information Commissioners Office (ICO)?<br><br>What was the outcome? | As necessary | | |

| GDPR/DATA PROTECTION | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Do staff/Councillors understand what a Subject Access Request (SAR) is?<br><br>Do staff know how to deal with a SAR? | Review annually | | |
| How many SAR's were made this term?<br><br>Was the SAR reported to the DPO?<br><br>If not, why not? | Review termly | | |
| Were all SAR's completed in the statutory timeframe of one calendar month? | As necessary | | |
| Have we seen an increase in the number of SAR's made?<br><br>Why has there been an increase in SAR's? | As necessary | | |

| GDPR/DATA PROTECTION | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Has the school received any Freedom of Information Requests (FOI)?<br><br>Was the FOI reported to the DPO?<br><br>If not, why not? | Review termly | | |
| Were all FOI's completed in the statutory timeframe?<br><br>If not, why not? | As necessary | | |
| Does the school have an archive room/storage? | As necessary | | |
| Does the school have a process in place for archiving documents and files? | Review Annually | | |
| Are documents and files retained in line with the records Management policy? | Review Annually | | |
| Has the DPO carried out a Data Protection Audit at the school? | Review Annually | | |

| GDPR/DATA PROTECTION | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Does the school hold a destruction log that details when files and documents held within the archive room have reached their retention period and have been destroyed?<br><br>NB. All files and documents that are removed from the archive room and destroyed must be documented on a destruction log. | Review Annually | | |
| Is the school website up to date?<br><br>When was the website last audited by the Trust? | Review Annually | | |

# Lead Councillor – English

## Work closely with the subject lead

You're not expected to be an expert, to judge the subject the same way an inspector would or to know as much as the Headteacher.

You need to work closely with the subject lead to get the insights you need to help the Academy Council hold staff to account and to drive improvement.

Your job is to act as the link between staff and the Academy Council on things like:

- Subject delivery
- The impact of interventions
- Use of resources
- Attainment and progress

You can help other Councillors understand what aspects of teaching and learning look like in practice.

Bring your more detailed knowledge of the subject to important decisions (for instance, about school improvement priorities or policy approval).

## Establish a focus for each visit

These should be linked to any Literacy/English priorities in your school improvement plan (SIP).

## What you should focus on

Key things to monitor might include:

Attainment and Progress; especially

- At the end of a Key Stage
- For key groups within your school (including pupils with SEN, pupils eligible for the pupil premium, and pupils with English as an additional language)
- Teacher workload and development
- Subject improvement plans
- The quality of resources
- How the school environment has an impact on learning
- Pupil and parent engagement with the subject
- The curriculum (what you teach, why you teach it, and how you teach it)
- The impact of early reading provision, including phonics

**Monitoring your subject**

You might do this through:

- Regular meetings with the subject lead
- Visit to the school to see the curriculum in action
- Reports from the subject lead

**Checklist for English**

You don't need to (and you really shouldn't) ask all these questions in one meeting. Take some time ahead of your meeting to choose the right questions to ask based on the focus of your meeting or visit.

## English – Literacy Strategy

| Literacy strategy | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Tell me about the literacy curriculum plan. | Meeting with Subject Lead | | |
| Are different members of staff responsible for different parts of the plan? | Meeting with Subject Lead | | |
| How will literacy develop across the school? What are the plans and how will you put them into action? | Meeting with Subject Lead | | |

| Literacy strategy | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How are you monitoring literacy across the school? How often do you do this? What's the impact of monitoring?<br><br>A lead should have time to monitor their subject. If the lead says they don't have time, bring this up in your feedback to the Academy Council | Meeting with Subject Lead | | |
| Are there any barriers to meeting the improvements/objectives/targets for literacy? | Meeting with Subject Lead | | |
| Have you changed classroom displays to reflect what our focus is? How do the displays support learning? | Meeting with Subject Lead | | |
| What resources are we using? Are they effective? | Meeting with Subject Lead | | |
| How are we working with parents to support literacy? Do parents know what our focus is for literacy? | Meeting with Subject Lead | | |
| How are we helping children take responsibility for their own learning? | Meeting with Subject Lead | | |

| Literacy strategy | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Do staff have the right knowledge and skills to deliver the curriculum really well? Are there any gaps where we need to provide additional training? | Meeting with Subject Lead | | |
| How are we supporting the staff who work with the weakest readers? | Meeting with Subject Lead | | |
| Do you feel supported by senior leaders? | Meeting with Subject Lead | | |

## English - Teaching and learning

| Teaching and Learning | how often to do it | Comments | action (if applicable) |
|---|---|---|---|
| How well are reading/writing skills taught across the whole curriculum? | Meeting with Subject Lead | | |
| How are we supporting children who aren't on track with our literacy curriculum or who are struggling with literacy skills? Do we know this support is working? | Meeting with Subject Lead | | |
| How are we encouraging pupils to read outside of school? | Meeting with Subject Lead | | |

| Teaching and Learning | how often to do it | Comments | action (if applicable) |
|---|---|---|---|
| How do we assess in this subject? How do we know pupils are making good progress? | Meeting with Subject Lead | | |

## English – Pupil Groups

| Pupil Groups | how often to do it | Comments | action (if applicable) |
|---|---|---|---|
| How do the progress and attainment of different groups of pupils compare – for example, girls compared with boys, pupils on free school meals (FSM) compared with others? | Meeting with Subject Lead | | |
| How are our pupils with special educational needs (SEN) challenged and supported to reach their individual potential? | Meeting with Subject Lead | | |
| How might the experience of a pupil with SEN differ from one without? | Meeting with Subject Lead | | |
| How are high-attaining children challenged to reach their individual potential? | Meeting with Subject Lead | | |

**Data questions to ask the subject leader**

These questions relate to end-of-Key Stage data (for example, SATs).

**You shouldn't analyse the data yourself**. The subject lead should have already done this, and be able to say what progress looks like and have the evidence for this. You can ask:

| Data Questions | how often to do it | Comments | action (if applicable) |
|---|---|---|---|
| Did we hit our target for the proportion of pupils reaching expected standard/greater depth | Meeting with Subject Lead | | |
| If not, why not? What are we doing to address this? | Meeting with Subject Lead | | |
| Is there a specific aspect of literacy/English where our pupils do especially well? Anywhere they don't perform as well? | Meeting with Subject Lead | | |
| Are the upcoming cohorts on track to do better/worse than the most recent cohort? | Meeting with Subject Lead | | |
| What did progress look like last summer? How has this changed? What does this tell us about the progress made by pupils? | Meeting with Subject Lead | | |

# Lead Councillor – Maths

## Work closely with the subject lead

You're not expected to be an expert, to judge the subject the same way an inspector would or to know as much as the Headteacher.

You need to work closely with the subject lead to get the insights you need to help the Academy Council hold staff to account and to drive improvement.

Your job is to act as the link between staff and the Academy Council on things like:

- Subject delivery
- The impact of interventions
- Use of resources
- Attainment and progress

You can help other Councillors understand what aspects of teaching and learning look like in practice.

Bring your more detailed knowledge of the subject to important decisions (for instance, about school improvement priorities or policy approval).

## Establish a focus for each visit

These should be linked to any numeracy/maths priorities in your school improvement plan (SIP).

## What you should focus on

Key things to monitor might include:

Attainment and Progress; especially

- At the end of a Key Stage
- For key groups within your school (including pupils with SEN, pupils eligible for the pupil premium, and pupils with English as an additional language)
- Teacher workload and development
- Subject improvement plans
- The quality of resources
- How the school environment has an impact on learning
- Pupil and parent engagement with the subject
- The curriculum (what you teach, why you teach it, and how you teach it)

**Monitoring your subject**

You might do this through:

- Regular meetings with the subject lead
- Visit to the school to see the curriculum in action
- Reports from the subject lead

**Checklist for Maths**

You don't need to (and you really shouldn't) ask all these questions in one meeting. Take some time ahead of your meeting to choose the right questions to ask based on the focus of your meeting or visit.

## Maths - Numeracy/maths strategy

| Numeracy/maths strategy | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Tell me about the numeracy/maths curriculum plan | Meeting with Subject Lead | | |
| Are different members of staff responsible for different parts of the plan? | Meeting with Subject Lead | | |
| How will numeracy/maths develop across the school? What are the plans and how will you do this? | Meeting with Subject Lead | | |

| Numeracy/maths strategy | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How are you monitoring numeracy/maths across the school? How often do you do this? What's the impact of monitoring?<br><br>A lead should have time to monitor their subject. If the lead says they don't have time, bring this up in your feedback to the Academy Council | Meeting with Subject Lead | | |
| Are there any barriers to meeting the improvements/objectives/targets? | Meeting with Subject Lead | | |
| Have you changed classroom displays to reflect what our focus is? How do the displays support learning? | Meeting with Subject Lead | | |
| What resources are we using? Are they effective? | Meeting with Subject Lead | | |
| How are we working with parents to support numeracy/maths? Do parents know what our focus is on for numeracy/maths? | Meeting with Subject Lead | | |
| How are we helping children take responsibility for their own learning? | Meeting with Subject Lead | | |

| Numeracy/maths strategy | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Do staff have the right knowledge and skills to deliver the curriculum really well? Are there any gaps where we need to provide additional training? | Meeting with Subject Lead | | |
| How are we supporting the staff who work with the weakest mathematicians? | Meeting with Subject Lead | | |
| Do you feel supported by senior leaders? | Meeting with Subject Lead | | |

## Maths - Teaching and learning

| Teaching and Learning | how often to do it | Comments | action (if applicable) |
|---|---|---|---|
| How well are numeracy/maths skills taught across the whole curriculum? | Meeting with Subject Lead | | |
| How are we supporting children who aren't on track with our numeracy/maths curriculum or are struggling with numeracy skills? How do we know this support is working? | Meeting with Subject Lead | | |

| Teaching and Learning | how often to do it | Comments | action (if applicable) |
|---|---|---|---|
| How do we assess attainment in this subject? How do we know pupils are making good progress? | Meeting with Subject Lead | | |
| How do we support pupils who may be high-attaining mathematicians but face barriers when reading the questions? | Meeting with Subject Lead | | |

## Maths – Pupil Groups

| Pupil Groups | how often to do it | Comments | action (if applicable) |
|---|---|---|---|
| How do the progress and attainment of different groups of pupils compare – for example, girls compared with boys, pupils on free school meals (FSM) compared with others? | Meeting with Subject Lead | | |
| How are our pupils with special educational needs (SEN) challenged and supported to reach their individual potential? | Meeting with Subject Lead | | |
| How might the experience of a pupil with SEN differ from one without? | Meeting with Subject Lead | | |

| Pupil Groups | how often to do it | Comments | action (if applicable) |
|---|---|---|---|
| How are high-attaining children challenged to reach their individual potential? | Meeting with Subject Lead | | |

**Data questions to ask the subject leader**

These questions relate to end-of-Key Stage data (for example, SATs).

**You shouldn't analyse the data yourself**. The subject lead should have already done this and be able to say what progress looks like and have the evidence for this. You can ask:

| Data Questions | how often to do it | Comments | action (if applicable) |
|---|---|---|---|
| Did we hit our target for the proportion of pupils reaching expected standard/greater depth | Meeting with Subject Lead | | |
| If not, why not? What are we doing to address this? | Meeting with Subject Lead | | |
| Is there a specific aspect of numeracy/maths where our pupils do especially well? Any aspects where they don't perform as well? | Meeting with Subject Lead | | |
| Are the upcoming cohorts on track to do better/worse than the most recent cohort? | Meeting with Subject Lead | | |

| Data Questions | how often to do it | Comments | action (if applicable) |
|---|---|---|---|
| What did progress look like last summer? How has this changed? What does this tell us about the progress made by pupils? | Meeting with Subject Lead | | |

# Lead Councillor – Early Years Foundation Stage (EYFS)

## Work closely with the subject lead

You're not expected to be an expert, to judge the subject the same way an inspector would or to know as much as the Headteacher.

You need to work closely with the subject lead to get the insights you need to help the Academy Council hold staff to account and to drive improvement.

Your job is to act as the link between staff and the Academy Council on things like:

- Subject delivery
- The impact of interventions
- Use of resources
- Attainment and progress

You can help other Councillors understand what aspects of teaching and learning look like in practice.

Bring your more detailed knowledge of the subject to important decisions (for instance, about school improvement priorities or policy approval).

## Establish a focus for each visit

These should be linked to any EYFS priorities in your school improvement plan (SIP).

## What you should focus on

Key things to monitor might include:

Attainment and Progress; especially

- At the end of EYFS
- For key groups within your school (including pupils with SEN, pupils eligible for the pupil premium, and pupils with English as an additional language)
- Teacher workload and development
- Subject improvement plans
- The quality of resources
- How the school environment has an impact on learning
- Pupil and parent engagement with the subject
- The curriculum (what you teach, why you teach it, and how you teach it)

**Monitoring your subject**

You might do this through:

- Regular meetings with the subject lead
- Visit to the school to see the curriculum in action
- Reports from the subject lead

**Checklist for EYFS**

You don't need to (and you really shouldn't) ask all these questions in one meeting. Take some time ahead of your meeting to choose the right questions to ask based on the focus of your meeting or visit.

# EYFS

| EYFS | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| Tell me about how you designed your early years curriculum<br><br>The early years curriculum should be designed around the early learning goals (ELGs). The ELGs are described in more detail in the EYFS statutory framework<br><br>There might be reference to local learning – for example, going on visits to local places and developing links with home experiences. | Meeting with Subject Lead | | |

| EYFS | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How do you monitor, record and report progress in the EYFS?<br><br>Teachers will usually monitor progress qualitatively through written comments and judgements, rather than data.<br><br>For example, your teacher might show you portfolios of photographs that include comments from early years practitioners about a child's progress against different Early Learning Goals (ELGs).<br><br>Profiles should be recorded in a way that makes progress very visible and accessible for parents or carers – who might also be encouraged to share photos or comments about their child's learning at home. | Meeting with Subject Lead | | |

| EYFS | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How do you support different pupil groups in the EYFS?<br><br>For example, pupils with special educational needs and disabilities (SEND) or pupils with English as an additional language (EAL).<br><br>You want to be assured that school leaders have processes in place to support various pupil groups to reach their full potential, and that they can access the curriculum in a way that will have a positive impact. | Meeting with Subject Lead | | |

| EYFS | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How do you manage the transition for pupils from home or nursery into school?<br><br>Your teacher should be able to explain:<br><br>How they prepare pupils for transition (for example, pre-school home visits, open days/mornings, staggered start times in the first term)<br><br>How effective these preparations are for pupils<br><br>What happens when children find it difficult to cope in the school environment<br><br>How they manage parents in the school building | Meeting with Subject Lead | | |

| EYFS | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How do you manage the transition to Key Stage 1?<br><br>Your teacher should explain how each child's learning profiles are communicated to the Key Stage 1 teacher(s).<br><br>Pupils might:<br><br>Begin to attend whole-school assemblies towards the end of the EYFS<br><br>Have visits or help from children further up the school | Meeting with Subject Lead | | |

| EYFS | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How do you make sure staff to child ratios are maintained?<br><br>In the EYFS, the staff-to-child ratios are smaller than classes for older children.<br><br>For example, for children in reception class who have someone with a level 6 qualification working directly with them (e.g., a qualified teacher), then there must be:<br><br>At least 1 member of staff for every 13 children<br><br>At least 1 other member of staff with an approved level 3 qualification<br><br>Your teacher should be able to explain how they monitor staffing to make sure their ratios remain compliant. | Meeting with Subject Lead | | |

| EYFS | HOW OFTEN TO DO IT | COMMENTS | ACTION (IF APPLICABLE) |
|---|---|---|---|
| How is your classroom and outdoor space organised to support pupils' learning?<br><br>Areas should be designated for the development of different skills, for example:<br><br>Sandpit spaces<br><br>Water spaces<br><br>Dressing-up areas<br><br>Quiet spaces | Meeting with Subject Lead | | |

**If you have a concern about your school's EYFS provision**

Your first port of call is to discuss your concern with your Headteacher and Chair of Councillors.

As a lead Councillor, your role isn't to judge the EYFS like an inspector, and you don't have the power to insist on any changes yourself.

**Ofsted and the EYFS**

Ofsted will inspect your school's EYFS as part of regular inspections.

For example, inspectors will consider:

- The intent, implementation and impact of your school's curriculum, including the extent to which your staff plan, design and implement it
- The impact of your school's curriculum and care practices on the children, particularly children with SEND

The progress all children make in their learning and development (relative to their starting points), evidenced by the extent to which children know and remember more

This is only a snapshot of what they'll inspect. If you want to know more, see Ofsted-registered provision April 2023: https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2022

Inspectors don't expect you to know every detail of the EYFS, but they may also look for evidence that your role as a link Councillor is performed effectively.

Use your reports to the Academy Council and the questions you ask your subject lead as evidence of how you're fulfilling your role.