



Academy Council Handbook

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Welcome and Introduction

Firstly, thank you for offering your time and skills as an Academy Council governor to Outwood Grange Academies Trust. Being a governor can be both challenging and rewarding as you will help the Trust make a significant difference to the life chances of children within and beyond your academy.

The role of the Academy Council is extremely important: it ensures that local people remain involved in the local governance of the school. You are the ‘eyes and ears’ of the local community and can ensure that all standards of provision at the academy meet the communities high expectation.

Your role as a governor is to challenge and support the academy leadership in equal measure. You have been appointed based on your skill set and we hope that you will utilise these skills for the benefit of children and use your expertise to challenge the leadership of the academy to continually do better.

In order to support you in your role as a governor, the following handbook outlines some of the key information you will need to know about the Trust and your academy. However, this does not replace the need to spend time in the academy and meet the leadership team. In addition, there are some key documents that should be read alongside this handbook, these are:

- The Academy Council Terms of Reference
- The Trust’s Scheme of Delegation

I. Outwood Grange Academies Trust – Our Vision and Values

As a high-performing multi-academy trust we embrace the opportunity to ensure that all children, irrespective of their starting point, receive an excellent education. We relish the opportunity to be part of the much needed regeneration of the areas we work in. To achieve this aim staff within OGAT have three values in common. They:

- put ‘students first’;
- strive to be experts in their respective fields; and
- are obsessive about attaining the highest standards, thereby enhancing children’s life-chances.

As a multi-academy trust we want to be known for placing...

“Students first: raising standards and transforming lives”

The values of our Trust:

We feel strongly that academies should enhance the educational provision of an area, drive up standards, particularly for the most vulnerable, and play a central role in the regeneration of communities. We believe that improving young people's life chances is essential to developing a strong local economy. Our philosophy and values are reflected in the ten underlying principles of our trust:

1. We always put 'Students First'. We care deeply about children;
2. We want to be known for our track record in raising standards: we are obsessive about results;
3. Our staff are experts in their field and through the Outwood Institute of Education (OIE) we will always aim to recruit, retain, develop and deploy both our own staff and help to develop the education system as a whole; in particular, supporting the development of multi-academy trusts, to the best of our ability;
4. We want to transform the life-chances of our children by focussing on raising standards, particularly in the basic skills of literacy and numeracy as well as employability skills so that our students have the best possible start in life;
5. We believe that local children should attend local schools and we are not selective in our admissions: we are fully inclusive and welcome children from vulnerable groups, e.g. SEND, Looked After Children, etc;
6. We play our full role in behaviour partnerships/hard to place protocols;
7. We follow the guiding principles of School Teachers Pay & Conditions and National Joint Council conditions of service and want to work positively with professional associations and actively involve them in our decision making;
8. We always put collaboration before competition and will never do anything detrimental to a young person, member of staff, school or college in a neighbouring community;
9. We believe in the implementation of a systematic model: our 7 strand transformation model, across our multi-academy trust which enables every individual academy and all our academies collectively, our 'family of schools', to raise standards significantly and transform children's life-chances. Individual academies are encouraged to retain and develop their own unique local community links and character alongside our transformation model; and

10. The Trust will ensure that it creates 'capacity in advance of need' at every level of the organisation. Decisions to support new schools will be led by the capacity available and in our confidence that our existing academies continue to perform. Parents/carers and students would quite rightly never forgive us if standards in our existing academies declined.

2. Outwood Grange Academies Trust - Overview

Who we are:

Outwood Grange Academies Trust (OGAT) is a not for profit charity which sponsors primary and secondary academies. We are fortunate that our past performance has been recognised nationally and that we are regarded as one of the highest performing multi-academy trusts and the highest performing family of schools in the North of England. OGAT was one of the first multi-academy trusts first sponsoring academies back in 2009 and prior to this having a number of years' experience in running and supporting schools under National Leaders of Education (NLE) contracts. As such we have developed, and continue to develop, our model for school improvement which is focussed on creating a collaborative pedagogical model and has a transformational effect on children's life chances within very quick timescales.

All academies within our Trust work closely with each other as a 'family of schools'. Indeed, each academy individually and collectively forms the Trust: the Trust as a whole is not a separate body or group of people but rather one single organisation made up of all our academies with one single vision and shared set of values. Together we all work to ensure that all children, irrespective of their starting points, receive an excellent education. We relish the opportunity to be part of the local communities in which we work.

We pride ourselves in meeting the needs of all children in our care, including those who are most vulnerable or indeed challenging. These groups of children are a priority to us and we work closely with parents/carers in helping to raise their children's self-esteem, resilience and subsequent achievement and attainment. We understand that by significantly raising attainment, instilling high standards of behaviour within a caring and safe environment that we will improve social mobility and provide children with life-choices and life-chances - a vulnerable child will remain vulnerable for life without this core entitlement. We are committed to helping our children go on to achieve meaningful employment.

We have always had excellent working relationships with professional associations and these partnerships have reinforced our way of working. We would never do anything that would be detrimental to any child, member of staff or school in a neighbouring community. Importantly, we care as much about the results and outcomes of children in our newest academies as we do for those in our first academy. In order to effect a sustainable transformation for the communities which we serve we will always seek to work with other local education providers and in particular the primary schools which feed in to our secondary academies as these are critical to the long term future of an area.

We are serious about the part we have to play in regenerating the areas we serve by placing an outstanding school at the heart of the community.

3. Outwood Family – Tools

Transformational – 7 Strand Transformation Model:

All of the strands of the transformation model are delivered concurrently: it is not sequential as each relies upon the other to enable school improvement at pace.

1. Leadership with vision and efficacy
2. Quality in the classroom
3. Curriculum design
4. Monitoring and Intervention
5. Systems and policies (Consequences, School Day)
6. Targeted professional development
7. Praise culture for staff and children

Systematic school improvement within OGAT is achieved through the implementation of our transformation model. We have conscientiously developed a model that has ‘tight’ systems which run ‘deeply’ through our Trust with our scheme of delegation as the enabling mechanism. Subject specialist directors, who bring permanent supernumerary capacity to all of our academies, are integral to our model and ensure that our academies develop at pace. This methodology provides comfort to our academies and their principals as we all have a shared understanding of our model and corporate responsibility to develop the entire Trust: we are a ‘family of schools’.

4. Governance of the Trust

Each Outwood Academy is part of the Multi-Academy Trust (MAT) - its board of trustees is accountable for all the academies in its chain. The Trust has two layers of governance:

The Board - the trustees are also the directors of the charitable company, responsible for ensuring the charitable company achieves its objectives, complies with charity and company law and the academy trust's Funding Agreement. The Trust appoints a further layer of governance known as an Academy Council to which the trustees may delegate some governance functions – refer to the Scheme of Delegation. Academy Council members who sit on Academy Councils are not trustees of the academy trust unless they also sit on the trust's board. Conflicts of interest are always managed by the Trust.

The Academy Council - OGAT believes that the Academy Council members of each Academy Council know best the needs of their Academy and their local community – they report back to the board by submitting the minutes of Academy Council meetings, through scheduled meetings and the annual Trust conference.

Protocols are in place to enable a flow of communication from the Board to the Academy Council and vice versa.

On a termly basis there is a meeting of the Chairs of the Academy Councils and the Board of Directors. This allows an open sharing of work across the Trust, ideas, good practice, and updates on matters from the Executive Board.

5. Academy Council Member Roles

It is important to maximise the strengths and skill sets of the Academy Council. It is acknowledged that members will have a broad range of experiences and it is important that we work to these strengths to ensure maximum impact for children.

Academy Councils are strategic, not operational, and all visits to the academy should be coordinated through the Principal's PA. All visits should have a planned purpose and will be reported back to the Academy Council using the appropriate documentation. Classroom visits guidance is included in Appendix 6.

It is at the Principal's discretion, how members are linked to particular areas within the academy e.g. the Deeps. This is usually determined at the start of the year in conjunction

with the Academy Council Chair. However, link governors must be appointed to safeguarding, SEND, health and safety, Looked After Children (LAC) and careers in line with the Terms of Reference.

New Academy Council members should be linked to a mentor Academy Council member to provide support and guidance.

There will normally be a maximum of 6 Academy Council meetings per year. These meetings should last no more than 2 hours and stick to the agenda circulated at least a week in advance of the meeting. In addition, Academy Council governors should try to visit the academy to ensure that, as a whole body, they have an overview of the work of the Academy. Clearly, governors with a specific link role will probably arrange additional visits to monitor their areas of responsibility in more detail.

6. Safeguarding

On each Academy Council there will be a governor with an appointed responsibility for safeguarding. However, as a member of the academy community all governors have a responsibility to understand the safeguarding requirements of the school and what to do should you be made aware of a potential safeguarding matter. In order to support you in this responsibility a number of Safeguarding Policies and documents are available:

- Anti-Bullying Policy
- Child Safeguarding Policy
- Equal and Diversity Policy
- Recruitment and Selection Policy
- Whistleblowing Policy

All policies can be accessed via the 'O Cloud' at https://ocloud.outwood.com/users/sign_in Academy Council members will be given an academy email address to allow access.

Academy Lanyards (staff and visitors)

The coloured academy lanyard system is designed to visually help staff and children to understand whether someone is able to move around the academy or not.

Staff/Academy Council members

Purple lanyards must be signed for, and be worn and visible at all times; if for any reason this is misplaced or forgotten, please inform the Business Manager immediately and a replacement/temporary card can be issued if necessary.

Visitors

All visitors must sign in to the Academy at the reception area where they will be issued with either a black or green lanyard. If a Contractor/Consultant/Visitor/Parent is a regular visitor and we have evidence of an up to date DBS certificate, a green lanyard may be issued. A green lanyard enables the visitor to be unaccompanied on the Academy grounds. If a Contractor/Consultant/Visitor/Parent is a visitor, or is an irregular visitor and does not hold an up to date DBS certificate, a black lanyard will be issued. A black lanyard means that the visitor must be accompanied by a member of staff or Academy Council member at all times on the Academy grounds.

Should you witness someone in the academy without a lanyard or with a black lanyard not being escorted, they should be escorted to Reception.

Online Safeguarding Training (all Academy Council members must complete level 1 training)

You will receive an email from Hays Education Online with a link to a number of online training courses which we require you to complete. The Hays Education Online training course will provide you with knowledge and understanding of various aspects of the education world, utilising legislation and practical advice within the programme.

The four modules to be covered are:

- Safeguarding
- Roles and Responsibilities
- Health and Safety
- E-Safety and Anti Bullying

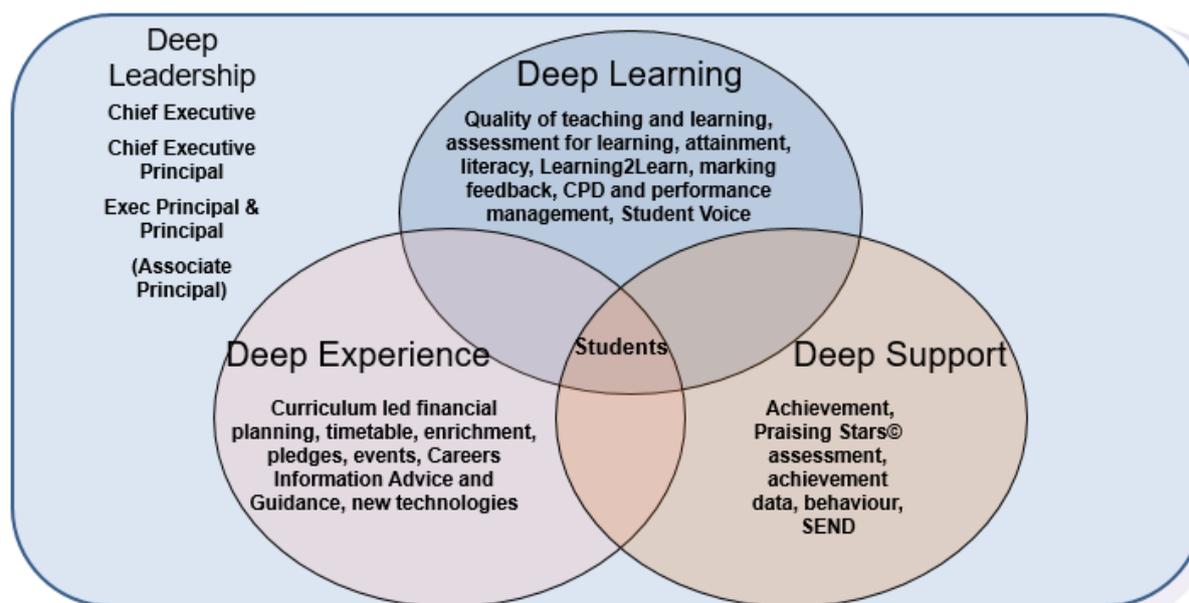
7. The Academy Day

See appendix 9 for the details of the school day in your academy.

8. The Deeps Structure

The Deeps is about shared leadership. It is about embedding a personalised learning agenda, student engagement is a requirement for the development of good learners who possess independence, responsibility, confidence and maturity. This also requires support that goes beyond that which has traditionally been provided by advice, guidance, mentoring and coaching. The fourth Deep focuses on leadership of the sort that will enable transformation. Although each Deep is independent they are dependent on each other in order for each to be successful therefore they constantly overlap.

Deep Leadership means redesigning education so that, through a culture of personalisation and co-construction with shared leadership, the school secures deep experience, deep support and deep learning for all its children.



9. Curriculum

Primary

Our primary curriculum model is built on collaboration across all the academies within the primary family of schools. Our engaging and inspiring approach centres around six key themes which are visited annually:

- Explore
- Discover
- Invent
- Inspire
- Create
- Imagine

Our teaching across the curriculum is thematic in its approach and provides children with real life contexts for learning as well as a range of audiences with whom they are able to share and celebrate learning outcomes.

Secondary

We firmly believe that all children, irrespective of their starting point, are entitled to a broad and balanced curriculum. To that end, we are delighted to offer an innovative and knowledge rich curriculum, which enables any student within our academy to fulfil their potential and develop the all-important skills and qualities, which will serve them well in later life.

Our Key Stage 4 curriculum is run over Years 9, 10 and 11, rather than the two years (10 and 11) which were traditionally advocated. This additional year is one of the hallmarks of our curriculum. This, along with the permanent, supernumerary subject specialist directors of English, maths, science, humanities, modern foreign languages, computer science and the arts, who work across all the academies within the OGAT group, are key to helping teachers add the maximum value that we can to a child's education.

Alongside these important subject specialists, we also deploy specialists in Special Educational Needs and Disabilities and Attendance; regular attendance is critical to a child's success.

10. The Pledges (secondary only)

The Pledges initiative ensures that children understand the value of extracurricular involvement within and outside of the Academy. Through meeting the ten Pledges that range from attending enrichment activities to organising fundraising events, children gain confidence and valuable life experiences that will help to prepare them for life beyond the Academy. The Pledges encourage children to be actively involved in the wider school community and to realise that their experiences whilst at school stretch further than the classroom. By promoting independence and teamwork, children can apply new skills and improved confidence to all aspects of their lives. Whether it's representing the Academy on stage, on the field or on excursions, the Pledges encourage our children to get involved, make new friends and take pride in themselves and all they do:

- Regular attendance at an after Academy activity or club.
- Represent the Academy in either a sporting, cultural or academic event.
- Take part in an Outward Bound residential programme.
- Attend a national sporting, academic or cultural event, or a performance at a major venue.
- Take part in an Academy production or event either on stage, behind the scenes or in an administrative capacity.
- Take part in a formal presentation to an audience using ICT/multi-media.
- To be actively involved in an international experience (either within the Academy, UK or abroad).
- Be actively involved in some form of community experience, within or beyond the Academy.
- Help plan, organise or participate in a major fundraising event within the Academy or the community.
- Contribute to the development of the concept of sustainability whilst at the Academy.

11. Trust and Academy Policies

Outwood Grange Academies Trust operates policies covering all aspects of Academy and Trust operations. All statutory policies are available on the Academy website; others can be requested or accessed via the Academy's intranet - OCloud.

12. Academy Council Member Training

Academy Council member training is essential so that Academy Councils can challenge the leadership team effectively to ensure high quality education is being provided to all groups of children. The majority of training below is delivered locally by the academy's SLT on a rolling programme. However, additional, specialist courses are available from the Outwood Institute of Education (OIE) and can be booked at no cost via the website.

The list of topics is as follows but is not exclusive:

- Safeguarding
- 7 Strand Transformation Model
- Curriculum / Curriculum Lead Financial Planning (CLFP)
- Attendance, Behaviour Management and Exclusions
- Praising Stars© and Tracking
- Progress & Attainment 8
- IAG and Destinations (secondary only)
- RAGs
- 4 I Model
- Lesson structure
- Feedback Policy

- Analyse School Performance system (previously RAISEonline) and School Data Dashboards
- Ofsted inspections; information Academy Council members should have to hand
- Self-Evaluation Form (SEF) & School Development Plan
- Year 7 catch-up funding (secondary only)
- Sport premium funding (primary only)
- Pupil Premium Funding

A record of governor training is kept by the Clerk to the Academy Council, therefore, it is important to ensure any training you have attended is recorded at the next relevant meeting.

13. Composition of Academy Councils (Academy Council)

Membership of the Academy Council shall be determined in accordance with the following provisions:

The total membership shall not be less than 7 and not more than 16 (20 on a combined Academy Council).

The membership of the Local Academy shall be comprised as follows:

- (a) the Principal (this will be both Principals on a combined Academy Council)
- (b) any relevant Executive
- (c) up to 2 parents elected by the parent body of the academy(ies)
- (d) up to 2 staff members elected by the staff of the academy(ies)
- (e) up to 8 sponsor member (this will increase to up to 10 on combined Academy Councils) whose appointment shall be subject to approval by the Trust
- (f) as a sub-committee of the Board, Board Directors can attend any meeting of an Academy Council.

The Academy Council may continue to act notwithstanding a temporary vacancy in its composition.

14. Delegated Accountabilities of the Academy Council

Please refer to the Trust's Scheme of Delegation for further details of delegated accountabilities. However, below is a summary of key roles:

Admissions are controlled by the Local Authority

Appointments The scheme of delegation makes clear who should be involved in appointments at different levels.

Behaviour Panels and Permanent Exclusions are delegated to the Academy Council.

Complaints Academy Council members are involved in Stage 3 of complaints. The complaints policy is available on the OCloud.

Financial Authorities the placing of orders and approval of expenditures reside with Academy Staff and OGAT executives with appropriate levels of authority according to seniority.

15. Common Terms and Abbreviations

See Appendix 3.

16. Standards of Performance and Example Questions Academy Council members could ask

Academy Council members should operate with honesty and integrity taking appropriate steps to ensure the delivery of a good standard of education for children and prudent use of public funds in the achievement of this.

Useful questions: -

1. Do we understand the clear vision for the Trust?
2. What are the Trust's values?
3. What are the strengths and areas of development for the Academy?
4. What are we doing to raise standards for all children?
5. How good is the quality of teaching and learning? How is this evidenced?
6. Are we making the best use of pupil premium and year 7 catch-up funding?
7. Are we making good use of sport premium funding and lead teacher expertise? (Primary only)
8. How does the Academy promote good behaviour to enhance learning?
9. Are the buildings and other assets in good condition and are they well used?
10. Do we keep children safe and healthy?
11. How well do we keep parents informed and take account of their views?
12. Does the academy offer a wide range of extra-curricular activities which engage all children?
13. How does the academy provide for children with additional needs – SEND; EAL?
14. What are the arrangements for religious education and provision?
15. Are standards of attainment similar across all subjects?

16. What are the destinations of our children? Do they go on to worthwhile and fulfilling opportunities?

Specific role descriptions are available for link governors to support them in their role.

17. Outwood Institute of Education

Outwood Grange Academies Trust is proud to have six academies designated as National Teaching Schools:

- Outwood Grange Academy, Wakefield
- Outwood Primary Academy Kirkhamgate, Wakefield
- Outwood Academy Portland, Worksop
- Outwood Academy Ripon, Ripon
- Outwood Academy Adwick, Doncaster
- Outwood Academy Acklam

Together, these academies form the Outwood Institute of Education Teaching School Alliance along with other schools outside the Trust who can join as an Alliance Member.

Teaching schools are centres of excellence for the training and development of the team around the child: teachers, learning support assistants, administrative staff, and maintenance staff – anybody who works in an education environment.

As well as offering training and support for the alliance themselves, teaching schools are asked to identify and co-ordinate expertise from their alliance, using the best leaders and teachers to:

1. Play a greater role in training new entrants to the profession
2. Lead peer-to-peer professional and leadership development
3. Identify and develop leadership potential
4. Provide support for other schools
5. Designate and broker Specialist Leaders of Education (SLEs)
6. Engage in research and development

In their role in directly supporting OGAT, the OIE have refined these priorities into the following 3 areas of focus:

- Recruit – Deep Experience
- Retain – Deep Learning
- Develop – Deep Support

Appendix I

Key Academy Staff List

(Principal's PA or business manager to complete)

Sponsor Academy Council members:

- xxx, Chair of the Academy Council
- xxx, Vice Chair of the Academy Council
- xxx
- xxx
- xxx

Parent Academy Council members: -

- xxx
- xxx

Staff Academy Council members: -

- xxx
- xxx

Appendix 2

List of OGAT academies

The OGAT Multi-Academy Trust (MAT) currently comprises the following academy Schools as at 01/11/17: -

- Outwood Grange Academy, Wakefield
- Outwood Academy Acklam, Middlesbrough
- Outwood Academy Adwick, Doncaster
- Outwood Academy Bishopsgarth, Middlesbrough
- Outwood Academy Brumby, Scunthorpe
- Outwood Academy Bydales, Marske-by-the-Sea
- Outwood Academy Carlton, Barnsley
- Outwood Academy City, Sheffield
- Outwood Academy Danum, Doncaster
- Outwood Academy Easingwold, Easingwold
- Outwood Academy Foxhills, Scunthorpe
- Outwood Academy Newbold, Chesterfield
- Outwood Academy Ormesby, Middlesbrough
- Outwood Academy Portland, Worksop
- Outwood Academy Redcar, Redcar
- Outwood Academy Ripon, Ripon
- Outwood Academy Shafton, Barnsley
- Outwood Academy Valley, Worksop
- Outwood Primary Academy, Darfield, Barnsley
- Outwood Primary Academy Kirkhamgate, Wakefield
- Outwood Primary Academy Ledger Lane, Wakefield
- Outwood Primary Academy Lofthouse Gate, Wakefield
- Outwood Primary Academy, Littleworth Grange, Barnsley

Appendix 3

Common Terms and Abbreviations

AAP Associate Assistant Principal
AO Accounting Officer
AP Assistant Principal
ASP Analyse School Performance
AT Academy Trust
ATL Association of Teachers and Lecturers
AWPU Age-Weighted Pupil Unit – the basic unit used in calculating the funding of the academy, weighted according to the pupils' ages.
CAR Consolidated Accounting Return
CEO Chief Executive Officer
COO Chief Operating Officer
CPD Continuing Professional Development
CTF Common student transfer form
Cohort Body of children entering a school / college in any one year
CRE Commission for Racial Equality
DfE Department for Education
EBD Emotional and Behavioural Difficulties
EFA Education Funding Agency
EWO Education Welfare Officer
EYFS Early Years Foundation Stage
FD Finance Director
FFG Finance Focus Group
FOI Freedom of Information Act
FSM Free school meal
FTE Full time equivalent
GAG General Annual Grant Allocation
HLTA Higher Level Teaching Assistant
HMCI Her Majesty's Chief Inspector – the head of Ofsted
HMI Her Majesty's Inspectorate
HOD Head of Department
ICT Information and Communications Technology
IHCP Individual Health Care Plan
I&E Income and Expenditure
INSET In-service training
ISR Individual School Range – categorisation of a school according to size and type used in calculating the salary level of a Principal
ITT Initial Teacher Training
KSI(2/3/4/5) Key Stage One (Two/Three/Four/Five)
LA Local Authority
LAC Looked After Child
MLD Moderate learning difficulties
MPS Main pay scale
MPSRE Moral Personal Social and Religious Education
MUGA Multi-use games area

NAHT National Association of Head Teacher / Principals
NASUWT National Association of School / College masters Union of Women Teachers
NC National Curriculum
NGC National Governors' Council
NPQH National Professional Qualification for Headship
NQT Newly Qualified Teacher
NUT National Union of Teachers
OGAT Outwood Grange Academies Trust
OIE Outwood Institute of Education
Ofsted Office for Standards in Education
PAT Professional Association of Teacher
PGCE Post-Graduate Certificate of Education
PPA Preparation, planning and assessment time – time for teachers to prepare for lessons and to assess children' progress
PRU Pupil Referral Unit
PSHE Personal, Social and Health Education
QCA Qualifications and Curriculum Authority
QTS Qualified Teacher Status
RAISE Reporting and Analysis for Improvement through School / college Self Evaluation
SAP System Applications Products in Data Processing
SATs Standard Assessment Tests
SEN Special Educational Needs
SEND Special Educational Needs and Disability
SENDSCO Special Educational Needs and Disability Co-ordinator
SI Statutory Instrument
SLA Service Level Agreement
SLD Severe Learning Difficulties
SLT School Leadership Team
SORP Statement of recommended Accounting Practice (Charity Commission)
TA Teaching Assistant
TTA Teacher Training Agency
TUPE Transfer of undertakings protection employment
UPS Upper Pay Spine
VP Vice Principal
YPLA Young Peoples Learning Agency

Appendix 4 - ACADEMY COUNCIL MEMBER INDUCTION CHECKLIST

| | |
|---|--------------------------------|
| Name of Academy Council member: | Start date: Induction date: |
| Academy Council designation (parent/sponsor/staff): | |
| Period of office: | |

| Item | Tick |
|--|------|
| Initial meeting | |
| Complete skills audit form | |
| Inform Academy staff | |
| Complete DBS | |
| Arrange for issue of ID / fob when DBS returned and approved | |
| Academy Council members handbook issued | |
| Tour of Academy (issue map if required) | |
| Declarations of Interest signed and returned to the business manager | |
| Skills and training record completed | |
| Mentor Academy Council member assigned | |
| Deeps link assigned | |
| Terms of reference issued | |
| Articles of Association issued | |
| Master Funding Agreement issued | |
| Scheme of Delegation issued | |
| ICT Acceptable Use Policy (AUP) signed and retained on file | |
| Issued Outwood email address (after receipt of signed AUP) | |

| | |
|-----------------------------------|-------|
| Principal / Chair signature: | Date: |
| Academy Council member signature: | Date: |

Please return the completed form to the Principal's PA within 2 months of start date.

Appendix 6

Classroom visits guidance

Outwood Classroom Visits Guidance

Preamble

The Academy Council has a responsibility to monitor and evaluate the effectiveness of the school and its curriculum. Academy Council members need to know what progress is being made towards targets set out in the academy development plan. Visiting the classroom can help to support this process. Other ways include reading policies, receiving information/data and the Principal's report to the Academy Council which will include progress reports on the implementation of the development plan.

It is also important to Ofsted that the Academy Council makes an impact on school improvement and visit the Academy to see it in operation, and to be aware of standards and progress which are important aspects of this crucial role.

Academy Council members are not qualified to assess standards but they need to visit lessons in order to:

- Appreciate and understand the work of the staff (teachers and support staff) and how the pupils are learning;
- Be aware of the response of pupils to their work and check that the pupils are aware of what they are learning;
- Be aware of resource issues;
- Be able to ask appropriate questions and hold sensible discussions with the professionals;
- Understand as fully as possible the meaning of the results of monitoring reported to them.

N.B. Academy Council members must remember that visits should relate to their responsibilities as Academy Council members and capacities as individuals, and should not go beyond either. Academy Council members are not inspectors and are not present in a lesson to make judgements about the professional expertise of the teachers. That remains a task for the Principal and/or other education professionals. It would be inappropriate, therefore, for Academy Council members to:

- Make judgements about the quality of teaching;
- Report on the progress of individual children;
- Pursue personal agendas;

- Monopolise teachers' time;
- Arrive with inflexible pre-conceived ideas.

Confidentiality

Confidentiality should be adhered to regarding classroom visits. Observations and comments should be shared with the teacher concerned, and with the Principal, but not with other staff or with parents. The approach of an Academy Council member should be to ask for explanations of anything not understood, not to make assumptions.

Reports to the Academy Council should not identify individuals in a critical manner: this is not the role of an Academy Council member.

Minimum commitment

Individual Academy Council members have differing amounts of time to commit to an exercise such as classroom visits. It is important, however, that all Academy Council members should try to make visits at some time, beyond that initial general visit to the Academy when one is newly appointed to the Academy Council. An Academy Council member should aim to make a class/academy visit *at least* once a year.

Ground rules

It is useful to follow some basic rules in planning visits.

Academy Visits – an aide-memoire

What is the purpose of the visit?

The main purpose of any Academy Council member visit is to undertake monitoring of an agreed aspect of the Academy. This focused monitoring is planned in advance within Academy Council meetings and agreed by the Principal who is able to support effective monitoring by Academy Council members by advising on the type of monitoring activities they will undertake during their visit e.g. observation, 'Learning Walk', talking to pupils, talking to staff, pupil work scrutiny etc.

What has prompted my decision to visit?

Who has prompted my decision to visit?

Is the reason specific or general?

What are my/other people's expectations?

How can my visit benefit the teacher?

How shall I carry it out?

What particular areas of the academy am I interested in?

What particular activities am I interested in?

What particular age-group(s) am I interested in?

Are there any questions that can be answered by observation?

What questions should I ask?

Who should I ask?

Did I achieve my aim?

To what extent did I address the reason for my visit?

Which of my questions did I answer?

To what extent did I fulfil my own/other people's expectations?

What difficulties did I meet and why?

Is there any follow-up?

Have I recorded my experiences?

Did I 'report back' to the Principal and staff?

Have I prepared a short report for the next Academy Council members' meeting?

How can I build on this for the next visit?

| | Always | Never |
|---------------|--|--|
| Before | Arrange details of visit. Agree purpose of visit Discuss the context of the lesson to be observed. Agree role within the lesson | Turn up unannounced |
| During | Keep to the role agreed Keep questions for the class teacher until after the visit is over Please remember confidentiality Stick to the times and purpose agreed Be sensitive to the mood in the classroom and the expectations of the children. | Assume a different role Walk in with a clipboard Distract the pupils from their task |
| After | Thank the teacher and the pupils -Discuss the visit with the teacher at their convenience -Feedback to the governing body | Leave without acknowledgement Break rules of confidentiality |

Review

The guidelines should be reviewed by the Academy Council each academic year. We would need to ask:

- *Are our visits proving useful?*
- *Have there been benefits, particularly unexpected benefits, from our visit?*

Outwood Academy Council member visit report

| | |
|---|--|
| Name: | Date: |
| Focus of visit | Classes/staff visited |
| Summary of activities e.g. talking to staff and pupils, looking at resources, had lunch etc. | |
| What have I learned as a result of my visit? | Positive comments about the visit |
| Aspects I would like clarified/questions that I have: | |

Ideas for future visits:

Any other comments:

Signed _____
(Academy Council member)

Appendix 7

Schedule of Board and Academy Council meetings

Appendix 8

List of OGAT Policies

- 16-19 Bursary Fund Policy
- Accessibility Plan
- After Academy Activities Policy
- Alcohol, Tobacco & Drugs Policy
- Allergy Policy
- Animals in Schools
- Anti-Bullying Policy
- Asbestos Management Policy
- Assessment & Feedback Policy
- Attendance & Punctuality
- Back Up & Disaster Recovery Policy
- Behaviour Policy
- Behaviour Policy - Primary
- British Values Policy
- Capability Procedure
- Careers Education & IAG Policy
- Charging Policy
- Charitable Donations Procedure
- Child Safeguarding Policy
- Child Sexual Exploitation Policy
- Communications Policy
- Complaints Procedure
- Confidentiality Policy
- Data Handling Policy
- Data Protection Policy
- Data Retention Policy
- Debtor Procedure
- Dignity at Work Policy
- DT Health & Safety
- Educational Trips, Visits & Events
- Electrical Safety
- Emergency Plan Model
- Entering into Contracts Policy
- Equality & Diversity Policy
- E-Safety Policy
- Estates Policy
- Exam Contingency Policy
- Expenses Policy
- Finance Investment Strategy
- Fire Safety Policy
- First Aid Policy
- Fraud Policy
- Fraud Response Plan

- Freedom of Information Publication Scheme
- H&S PE
- H&S Science
- Hardship Policy and Application Form
- Health and Safety Policy
- ICT Fair Processing Notice - Employees
- ICT Fair Processing Notice - Students
- Lone Working Policy
- Management of Contractors
- Managing Medicines Policy
- Manual Handling Policy
- Mini bus Policy
- No Smoking Policy
- OGAT Scheme of Delegation
- OGAT Terms of Reference
- Outdoor Play
- Pay Policy
- Pension Policy
- Radicalisation & Extremism Policy
- Recruitment & Selection Policy
- Relationships and Sexual Education Policy
- Remuneration of Key Staff Policy
- SEND Policy
- Shared Parental Leave Policy
- Social Media Policy
- Staff and Volunteer Acceptable Use Policy
- Staff Code of Conduct
- Staff Grievance Procedure
- Staff Performance Management - Teachers
- Student Funding/Sponsorship Policy
- Teenage Pregnancies
- Value for Money Statement
- Whistleblowing Policy
- Work Placement Policy

Appendix 9
Academy Day