Handbook for new Headteachers
in Buckinghamshire
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## Section 2 – Buckinghamshire Learning Trust

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1. ROLE OF THE LOCAL AUTHORITY

The role of the Local Authority has changed and continues to evolve; local authorities have new powers in relation to children’s well-being, duties to secure school improvement and deal with failing maintained schools, duties to commission places and provision for post-16 education and training. Increasingly, local authorities are seen not as providers of education, but as strategic commissioners. Buckinghamshire County Council, therefore, may not always be the frontline provider of services, but is responsible for setting the strategy, ensuring quality assurance of provision or service and managing contracts with out-sourced or commissioned providers.

Buckinghamshire County Council has three core responsibilities in education:

**Ensuring a sufficient supply of school places**
This involves supporting parents and families through promoting a strong and diverse range of schools, through school place planning and through a Co-ordinated Admissions Scheme.

**Tackling underperformance in schools and ensuring high standards**
Buckinghamshire County Council remains accountable for securing good outcomes for all children and young people in its area, and has a statutory duty to promote high standards. As a result, Buckinghamshire County Council commissions the Buckinghamshire Learning Trust to deliver school improvement support to schools and also works with schools to try to ensure that a school-to-school support model is coherent and comprehensive. This work is important in ensuring that every school has access to a range of high quality support and receives the necessary external support and challenge to secure improvement or sustain outstanding quality.

**Supporting vulnerable children**
This includes ensuring fair access to all schools for every child and standing up for the interests of parents and children. Local Authorities retain important responsibilities to manage Fair Access Protocols for the benefit of hard-to-place children, and ensure the provision of full-time education for pupils excluded from school. Buckinghamshire County Council also retains statutory duties to support pupils with SEND.
There are numerous teams and services which support all the above work. They include:

- Admissions and Transport Team;
- Safeguarding (e.g. First response, Family Resilience, Social Care and the Education Safeguarding Advisory team, Education of Children in Public Care);
- Exclusions and Reintegration Team, including the Education Welfare Service
- Special Educational Needs Service;
- Youth Service;
- School Management Support Information;
- Finance.

A summary of the work of the various teams can be found on the Buckinghamshire County Council Website, SchoolsWeb, with more detailed information on the A-Z of Services at https://schoolsweb.bucks.gov.uk/.
2. HEADTEACHER MEETINGS

Primary Voice

There are 3 levels of meeting with the Primary Voice process which enables Headteachers to contribute to decisions and discussions at a strategic level.

Liaison Group Meetings

Buckinghamshire has 19 Liaison Groups in total; they are divided into local areas and comprise Primary, Secondary, special school and PRU Headteachers. All groups are representative of both Maintained schools, Academies and Free schools. Meetings are arranged every half-term by agreement of members, where the agenda items are primarily driven by the schools’ needs. Professional support for meetings is provided by a Buckinghamshire County Council School Liaison Officer (SLO) and by a BLT Officer. Headteachers, the BLT and BCC work together to encourage and promote localised partnership working across all phases. BCC commissions the Learning Trust to provide statutory and other support to Buckinghamshire education providers. The School Liaison Officers and BLT identify local need and changing trends, piloting and developing collaborative local projects and agreeing and compiling an annual programme of work. Items raised in Liaison Groups that display a common theme may then feed into the Hub Meetings via the SLOs report to Hub Chairs.

Primary Hub Meetings

Primary Hub Meetings involve all Headteachers within the Primary school sector. Headteachers are invited to attend the termly meeting linked to their area; i.e. Wycombe, Chiltern and South Bucks, or Aylesbury Vale. The agenda for these meetings is school-led and gives Headteachers the opportunity to further discuss shared/common issues/concerns raised at Liaison Group level. They also provide a platform for services to consult with schools, in order to influence decision making or to develop provision. Attendance at Hub meetings provide Headteachers with the opportunity to share both National and Local updates, as well as extending the opportunity to develop localised partnership working generated through the Liaison Groups.

Primary Executive Board Meetings

The Primary Executive Board (PEB) is the overarching strategic decision-making body of the Primary Voice process representing the views of all Primary schools in Buckinghamshire.
Membership of the PEB is made up of 19 PEB Headteacher Representatives, appointed by their respective Liaison Group, plus a Primary Special School Representative and a Primary PRU Representative. There are two PEB meetings each term, usually held in Aylesbury. The agenda of the PEB is determined by the issues and concerns of Headteachers. The SLOs collate the feedback from Liaison Group and Hub meetings and report to a meeting of Hub Chairs who select the items for the PEB agenda. PEB Representatives report back to their next Liaison Group meeting on all agreed actions, decisions and other key agenda items from the PEB.

For further details and dates of future Primary Headteacher meetings, please contact the School Liaison Officer for your area.

**Chiltern & South Bucks:**
Hazel David  
hdavid@buckscc.gov.uk

**Aylesbury Vale:**
Eleanor Markland  
emarkland@buckscc.gov.uk

**Wycombe Area:**
Gill Beagent  
gbeagent@buckscc.gov.uk
Buckinghamshire Academy for School Leadership

The Buckinghamshire Academy for School Leadership (BASL) is led by school leaders for school leaders. It aims to further improve the quality of leadership, teaching and learning in the county through professional development, collaboration and mutual support. All Headteachers of Buckinghamshire maintained schools and Academies are members of the Academy and entitled to stand for election to the BASL Board. The aim of the Academy is to raise the quality of leadership in the county through a collaborative leadership learning community that:

- Encourages and supports collaborative leadership learning;
- Provides a professional development programme that is innovative, research-based and builds on shared experience;
- Celebrates success.

For more information about BASL and the programmes and events on offer please visit www.baslonline.org

Buckinghamshire Association of Secondary Headteachers

The Buckinghamshire Association of Secondary Headteachers (BASH) is the overarching strategic decision-making body for the Secondary sector and all Secondary schools are members. BASH is an independent association, run by the Secondary Headteachers.

Buckinghamshire School Improvement Strategy 2014 - 17

In 2014 a Buckinghamshire School Improvement Strategy was agreed to support School Improvement through partnership working. This can be accessed on SchoolsWeb. If you would like a published copy please ask your School Liaison Officer.
3. COMMUNICATIONS AND MEDIA CONTACTS

There may be times when a situation or incident may attract media attention but is not classed as an emergency. Examples might include urgent HR issues or the death of a pupil which is not directly related to school activity.

For advice and guidance contact:

Office hours: 01296 382444

Out-of-office hours (duty officer rota): 07825 430978

media@buckscc.gov.uk
4. EDUCATION WELFARE SERVICE

(Part of the Exclusion and Reintegration Team)

Service Overview

This service provides advice and guidance to families, schools and other professionals on children with irregular school attendance and child employment.

Services Provided

- Encourages and supports collaborative leadership learning;
- Provides a professional development programme that is innovative, research-based and builds on shared experience;
- Responsible for issuing penalty notices for term time holidays and irregular school attendance;
- Undertakes the LA statutory responsibility to prosecute parents for irregular school attendance;
- Via traded services will support schools in addressing irregular school attendance (see SchoolsWeb for further details);
- Offers advice and guidance on child employment matters, e.g. issuing work permits and licences for children who participate in public performances. We also issue licenses to adults who chaperone child performers;
- Works closely with the Safeguarding Team to ensure any child missing education is kept safe.

Contact Information

Please feel free to contact the team for advice and guidance.

Vivian Trundell
Exclusions and Reintegration Manager
01296 383884
vtrundell@buckscc.gov.uk

Education Welfare Service queries via
Educationwelfareservice@buckscc.gov.uk

Gwen Medd
Child Employment Officer
Tel: 01296 383512
gmedd@buckssc.gov.uk

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Buckinghamshire School Improvement Strategy 2014-2017
CHILDREN MISSING EDUCATION
(Part of the Exclusion and Reintegration Team)

Service Overview
This service provides advice and guidance to schools and other professionals on children missing education.

Services Provided
Collates data and tracks pupils who go missing from schools in the county, or who disappear from other LAs and may arrive in Buckinghamshire;

- Contacts parents/carers to discuss and support with applications for a school placement;
- Consults with Education Welfare Services when parents are failing to provide an appropriate education for their child(ren);
- Works closely with the Safeguarding Team to ensure any child missing education is kept safe.

Contact Information
Please feel free to contact the team for advice and guidance.

Vivian Trundell
Exclusions and Reintegration Manager
01296 383884
vtrundell@buckscc.gov.uk

Gemma Vinall
Children Missing Education Officer
01296 383098
gvinall@buckscc.gov.uk

Specialist Business Support Officer
01296 382835
childrenmissingeducation@buckscc.gov.uk
EXCLUSIONS AND REINTEGRATION TEAM

Service Overview

This service provides advice and guidance to schools, governors, parents and other professionals on managing exclusions with intervention in individual cases, and liaison with schools and other education providers in the case of young people who have no education placement.

Services Provided at No Charge to Schools

- The collation and processing of data relating to exclusions and children for whom a permanent education placement has yet to be identified;
- The provision of advice and guidance in response to telephone enquiries where schools wish to consult on exclusion policy and procedure;
- The provision of advice and guidance by publishing a reference document for managing exclusions, in accordance with the latest guidance from the DfE. (See SchoolsWeb Exclusions);
- A home visit by an Exclusions and Reintegration Officer to the family of permanently excluded pupils to explain parents’ and pupils’ rights and responsibilities in the exclusion process;
- The attendance of a Local Authority (LA) officer at meetings of the Governors’ Discipline Committee convened to consider permanent exclusions and fixed term exclusions, when requested by parents at Academies, and subject to availability;
- The attendance of a LA officer at meetings of the Independent Appeal Panel, convened to consider permanent exclusions;
- Administration for the Authority’s Fair Access Board in respect of permanently excluded pupils, in accordance with the Admissions Forum Arrangements for the Admission of Vulnerable and Challenging Children;
- To ensure effective reintegration packages are in place to meet the needs of permanently excluded pupils;
- Provision of termly data, relating to pupils at risk of permanent exclusion who have been excluded for more than fifteen days in the school year, and the intervention of an Exclusions and Reintegration Officer in appropriate cases.
Contact Information

Please feel free to consult team members about strategies as alternatives to exclusion and about exclusion procedures.

Exclusions and Reintegration Support Officers Team Mailbox
01296 382835
exclusions@buckscc.gov.uk

Vivian Trundell
Exclusions and Reintegration Manager
01296 383884
vtrundell@buckscc.gov.uk

Nas Khan
Exclusions & Reintegration Officer (South)
01296 387819
nkhan@buckscc.gov.uk

Julia Donnelly
Exclusions & Reintegration Officer (North)
01296 382879
jdonnelly@buckscc.gov.uk

Cathy Fletcher
Exclusions & Alternative Provision Officer
01296 382117
cfletcher@buckscc.gov.uk
5. EMERGENCY PROCEDURES AND CONTACTS

Emergency Contacts and Procedures at Buckinghamshire County Council

Buckinghamshire County Council provides schools with support in the case of a school emergency and the response to that emergency. A document available on SchoolsWeb titled ‘Emergency Planning Guidance for Buckinghamshire County Council Schools’ provides comprehensive guidance on emergencies in schools. The scope of this document is to provide School Resilience Planners with an understanding of:

- The composition of a school emergency response plan;
- The hazards/threats for which schools should plan;
- Several generic responses.

This document provides schools with a quick reference list of officer contact numbers which should be used for specific single issues which may require an urgent response and or support from officers e.g. media interest, HR issues and property incidents. It, however, requires regular updating and the contacts are available from the Emergency Planning Guidance.

School Closures

Schools are reminded that the decision to close a school is taken by the Headteacher and governing body. When the decision has been taken they should log the closure as soon as possible via the SchoolsWeb which automatically generates emails to the LA, Passenger Transport Team, Senior Adviser and local radio stations informing them of the closure. We would encourage schools to use this process where possible but should this not be possible schools can phone their local radio station and log the closure. You will need to use a password so that the station knows that it is a genuine call – password is ROSEBUD.

For other grave or severe emergencies 24hr contact details can be found on SchoolsWeb: https://schoolsweb.buckscc.gov.uk/emergencies/.
6. FINANCIAL SERVICES

Service Overview

The Chief Finance Officer has statutory duties in relation to the financial administration and stewardship of the Council and lays down the financial requirements for maintained schools in the Local Management Handbook. The Finance Service carries out the statutory responsibilities on behalf of the Head of Finance. In addition to providing services to meet the statutory responsibilities, the Finance Service offers a range of additional financial management and support services to maintained schools and academies. For maintained schools this includes: providing finance support packages, managing issues relating to the County Council’s and school’s bank accounts, managing all aspects of payments and receipts for non-cheque book schools, ensuring that they are made on time and allocated correctly, assurance services and finance training support.

Buckinghamshire County Council – Traded Service

We provide a wide range of services for schools, academies, businesses and charities, which can be purchased online. Our services are delivered by our highly experienced teams who have a passion for quality and excellence in customer service. More information can be found at the following link:

[https://commercial.buckscc.gov.uk/s4s/](https://commercial.buckscc.gov.uk/s4s/)

Contact Information

For general finance service related queries:
Email [financeservicedesk@buckscc.gov.uk](mailto:financeservicedesk@buckscc.gov.uk)
For an urgent response call Service Desk on ext. 2222

Emma Wilding
Senior Accountant
[ewilding@buckscc.gov.uk](mailto:ewilding@buckscc.gov.uk)
7. HEALTH, SAFETY AND WELLBEING TEAM

The County Health, Safety and Wellbeing Team provide a comprehensive advice and support service to schools to help Headteachers fulfil the legal duties in relation to health and safety matters. This service is free to maintained schools. Academy schools can purchase a standard or enhanced health and safety service package or purchase stand-alone services.

Each school or academy (that purchases the standard or enhanced service package) will have an attached Health and Safety Adviser who will usually be the first point of contact through the HR Service Desk. Each school is audited on a three-year rolling programme; this is a supportive exercise to help keep you compliant with the legislation and best practice.

Schools should contact the Health, Safety and Wellbeing Team immediately to report any serious accident or incident so that a visit can be arranged, usually on the same day.

Frequently asked questions can be found by clicking on the link below to the SchoolsWeb (password protected) https://schoolsweb.buckscc.gov.uk/health-and-safety/, together with links on how to:

- Report accidents, incidents and near misses;
- Further report accidents, incidents and dangerous occurrences to the Health and Safety Executive using form F2508;
- Find Health and Safety policies and procedures;
- Find advice on undertaking risk assessments;
- Find recent health and safety alerts;
- Modify and adopt the Model Health and Safety Statement/Policy for schools;
- Carry out an assessment of your workstation using Workstation Safety Plus;
- Find and book Health and Safety training courses;
- Find the Headteacher’s Checklist for health and safety;
- Carry out an inspection;
- Safely employ contractors.
Contact Information

The HR Service Desk should be contacted for any health and safety queries so that your call can be logged and passed to the Health, Safety and Wellbeing Team for action.

E-mail: hrservicedesk@buckscc.gov.uk
Telephone: 01296 382233

Pat Beveridge
Principal Health and Safety Consultant
01296 382906
The Performance and Information Team provides a comprehensive data support service covering children’s lives from age 0-19 (25 for young people with special educational needs) for the Children’s Social Care and Learning Business Unit. The team also supports Schools, Early Years (EY) Providers and commissioned providers, covering a range of services including data collection and analysis, statutory returns, maintenance of client management systems and the processing and payment of EY Provider funding claims of £15m per year.

The team covers four main areas:

- School Management Support Team;
- Early Years and Systems Team;
- Children’s Information Team;
- Connexions (Youth Support) CCIS Team.

School Management Support Team/Early Years and Systems Team

The team collect and analyse data relating to:

- LA, school and pupil level performance - from EYFSP up to A Level;
- School and pupil context – pupil numbers, pupil characteristics;
- School place planning – including support to the admissions team and school commissioning team;
- Early Years places and sufficiency;
- Process funding claims and payments for free early education places;
- Manage the key LA Client Management Systems relating to school age pupils. This includes managing the transfer of data from school systems (SIMS etc.) into our central pupil database, and ensuring that the data held is complete, up-to-date and accurate.

The team is responsible for various Statutory Returns involving collection data from schools, including:

- School Census;
- School Workforce Census;
• Early Years Census;
• Early Years Foundation Stage Profile results;
• Phonics Check results;
• Key Stage 1;
• Key Stage 2 Teacher Assessment.

For all statutory returns the team:
• Provide support to schools to create the data returns (alongside ICT);
• Work with schools to check and validate the data;
• Resolve any queries or errors;
• Submit the data to the Department of Education for maintained schools, and also for academies if required.

Details about the data collections and statutory returns are published in the School Bulletin. These Bulletin articles will give details of return deadlines. For most collections there are also seminars or training sessions available to support schools; these are normally run by ICT and supported by SMST.

Free Services
A limited range of performance analysis and data packs are provided to all schools free of charge. These include:
• Data checking packs for statutory returns (EYFSP, KS1 etc.);
• BASICS report (Buckinghamshire Alerts & Signposts for Intervention, Challenge or Support);
• School Indicators System;
• LA level results and key headlines are reported via PEB and BASH;
• Support for statutory collections and transfer of data to the county pupil database;
• Processing and payment of early education funding claims (2, 3 and 4 year olds).

Chargeable Services
A full range of detailed analysis and benchmarking systems are available to schools as part of an annual buyback package. Further analysis, reports and maps can be commissioned individually if required. Some commonly requested reports have
been set up with fixed prices available through our Additional Analysis service. Ad-hoc requests will be considered if resources within the team allow, and prices/timings will be discussed with the school before any work commences. Free School Meal Eligibility Checking Service is also available.

**Contact Information**

For general service enquiries contact smst@buckscc.gov.uk

Joanna Preston
Performance and Information Development Manager
*Overall responsibility for the team*
01296 382244
jpreston@buckscc.gov.uk

Sarah Sewell
Senior Information Officer (School Performance)
*Responsible for school performance information, including collection of results from schools and provision of performance analysis*
01296 382640
sswell@buckscc.gov.uk

Richard Hardy
Senior Information Officer (Pupil Data & Census)
*Responsible for collection and processing of school census, support for admissions and school place planning and Free School Meal eligibility checking service*
01296 382599
rahardy@buckscc.gov.uk

Pam Vaughan-Roberts
Senior Information Officer (Early Years & Systems)
*Responsible for LA data systems (including B2B transfer from schools) and Early Years funding*
01296 387481
pvroberts@buckscc.gov.uk
9. PROPERTY RELATED INCIDENTS

If reporting a major property-related emergency incident such as fire or serious storm damage ring the emergency services on 999 as normal.

In response to a major property-related incident the Buckinghamshire & Milton Keynes Fire Officer (or other such informant) will alert the County Council’s Resilience Officer who will in turn make contact with Property staff (named below) and other key personnel listed on the Council’s Emergency Plan to make them aware of the major incident.

Those schools participating in the County Council’s reactive maintenance Buyback Scheme or the alternative STAR package also have access to a 24-hour Help Desk (number below and on the Emergency Plan) operated by the Council’s term maintenance contractor, Bilfinger Europa, to report an urgent property-related incident requiring reactive maintenance assistance.

Further details in regard to reactive maintenance and explanation of general maintenance responsibilities are available on the Property pages on the SchoolsWeb [https://schoolsweb.buckscc.gov.uk/premises-and-property/](https://schoolsweb.buckscc.gov.uk/premises-and-property/).

Contact Information

John Collins
Principal Property Lead
01296 38274 / 07825 732904

Vince Probert
Building Services Lead Officer
01296 382465 / 07802 846738

George Thompson
Contract Performance & Improvement Lead Officer
01296 382595 / 07585 677292

Reactive Maintenance Help Desk
Bilfinger Europa
01296 383238 (available 24/7)
Through the new Ofsted inspection framework and recent changes in legislation, safeguarding children and young people now reaches beyond basic child protection. It incorporates the additional aims of preventing the impairment of children’s health and development; ensuring children are growing up in circumstances consistent with the provision of safe and effective care, as well as protecting children from maltreatment. Schools are now required to work in partnership with children, their families and partner agencies to promote the wellbeing of students; this includes engagement with the Prevent Agenda to support students at risk of being drawn into radicalisation.

Schools have a statutory responsibility under Section 175, Education Act 2002 with further guidance offered in Keeping Children Safe in Education 2015 which outlines the duties educational providers must regard. These include a responsibility to report concerns regarding FGM, to incorporate the Prevent Agenda across the curriculum and to have in place systems to evaluate the risk for students who may be vulnerable to exploitation or radicalisation. The central theme is to create a culture of safeguarding where staff are vigilant to safeguarding concerns and know what to do if they are worried a child may be vulnerable or subject to harm.

The Role of School and Colleges Child Protection

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. The new Threshold document supports schools to work effectively with families and partner agencies ensuring the right help is offered at the right time. Schools and their staff form part of the wider safeguarding system for children. Schools are encouraged to have a culture of vigilance and to be alert to possible indicators of harm.

There are specific requirements with regard to child protection:

- Each school and college should have a designated safeguarding lead (DSL) who provides support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as Children’s Social Care. This person
should be part of the senior leadership team, usually a senior teacher or leader. The Buckinghamshire Safeguarding Children’s Board (BSCB) recommends all schools in Bucks have an additional DSL to support staff in case of absence;

In the absence of a DSL, the Headteacher must take on that role;

The DSL must have undertaken the necessary training; which should be updated at least every 2 years. It is the responsibility of the DSL to promote a culture of safeguarding within the school. All staff members should be aware of systems which support safeguarding and these should be explained to them as part of staff induction. This includes:

- The school or college’s child protection policy;
- The school or college’s staff behaviour policy (sometimes called a code of conduct – this should include personal use of social media, use of personal mobile phones on site and e-safety generally);
- The reporting mechanism for concerns and the record keeping processes in place;
- The details of the DSL and those responsible for supporting safeguarding within the school;

All staff members should also receive appropriate child protection training which is updated regularly (BSCB has stated this should be a minimum of every 3 years). Ideally safeguarding should be a fixed item on the agenda at team meetings, with minutes retained as evidence of discussion.

**The Management of Safeguarding**

Governing bodies must ensure that they comply with their duties under current legislation. Including ensuring all staff have read and understood their roles and responsibilities as contained in part 1 of Keeping Children Safe in Education 2015. They must also have regard to ensuring that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

**Allegations Against Staff**

It is the responsibility of the Headteacher, rather than the DSL, to manage allegations against staff. Any allegation must be reported on the same day to the Local Authority Designated Officer (LADO), who will advise on the next steps.

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Governing bodies should ensure a member of the governing body, usually the chair, is nominated to liaise with the Local Authority on issues of child protection and in the event of allegations of abuse made against the Headteacher, or other person in a position of trust at the school. Training to support staff to manage these matters is available via Governors Services.

**Recruitment, Selection and Pre-employment Vetting**

A crucial first step in the creation and maintenance of a safeguarding culture is ensuring robust recruitment processes are in place. The adoption of safer recruitment procedures help deter, reject or identify people who might pose a risk to children. ‘Keeping Children Safe in Education’ describes in detail those checks that may be required for individuals working in the school including: criminal record checks (DBS checks), barred list checks and prohibition checks. Further information is available in the HR section of SchoolsWeb [https://schoolsweb.buckscc.gov.uk/hr-zone/](https://schoolsweb.buckscc.gov.uk/hr-zone/).

There must be at least 1 person trained in safer recruitment on every interview panel within schools. The Headteacher and a governor should undertake the on-line training available as a minimum requirement.

**Single Central Record**

Schools and colleges must keep a single central record of all individuals in regular contact with children in the school.

The Central Record will contain details of dates checks were completed and certificates obtained for each individual. For maintained schools: Schedule 2 to the School Staffing (England) Regulations 2009 and for pupil referral units the School Staffing (England) Amendment Regulations 2013 apply.

Individuals who have lived or worked outside the UK must undergo the same checks as other staff in schools. In addition, schools must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.
The SCR must cover the following people:

- All staff, including supply staff, who work in school
- All others who work in regular contact with children in school, including volunteers
- For independent schools, including academies, free schools, all members of the proprietal body

SCR required checks, certificates obtained and the date the checks were completed:

- Name
- Identity check
- Barred list check
- Enhanced DBS check
- Prohibition from teaching check
- Further checks on people living or working outside the UK
- Check on professional qualifications
- Check to establish the person’s right to work in the UK

Further details about volunteers, agency staff, students, governors, contractors and host families are covered in the statutory guidance.

Support

The Education Safeguarding Advisory Service are available to offer advice, support and guidance on matters relating to safeguarding and child protection.

The team also provides safeguarding training on a range of topics for both Designated Safeguarding Lead and whole schools. Training on safe working practices is also available.

A range of resources are available in the Safeguarding area of SchoolsWeb, these are contained within the Toolkit https://schoolsweb.buckscc.gov.uk/safeguarding-zone/safeguarding-in-education/safeguarding-toolkit/. Resources include local guidance, model policies, child protection procedures along with a number of audit tools, induction processes and leaflets.
Contact Information

Therese McAlorum
Education Safeguarding Advisor Team Manager
01296 382732
tmcalorum@buckscc.gov.uk

Hannah Bradshaw
Safeguarding Officer
01296 382612
rbell@buckscc.gov.uk

Jonathan Kempster
Safeguarding Officer
01296 383703
jkempster@buckscc.gov.uk

Bridget Day
Local Authority Designated Officer LADO
01296 382070
bday@buckscc.gov.uk

Yvette Morello
Local Authority Designated Officer LADO
01296 387820
ymorello@buckscc.gov.uk

For information regarding the SCR:
Pat Stappard
Resourcing and Safeguarding
01296 382231
pstappard@bcc.gov.uk
Buckinghamshire Children’s Safeguarding Board

This link will take you to the Professionals page of the Buckinghamshire children’s Safeguarding Board website, http://www.bucks-lscb.org.uk/professionals/thresholds-document/.
# 11. Getting to Know Your School

## Early Days

This section will ensure that you have the factual information about your school that is available in advance of your work. It will also help you in getting to know the people in your school and establishing good relationships. You should also become familiar with the practical aspects of your school and how it works on a day-to-day basis.

### Establishing a relationship

- Learn staff names as quickly as possible; if there are staff photographs, use them to help you
- Praise achievements from the previous summer data in person; staff will know you have done your homework
- Find out the hours that people work so you know when to expect them
- Find out who works where (particularly support staff)
- Introduce yourself to every member of staff in person on the first day – don’t assume they all know you even if they have had some sort of introduction as a group.
- Ensure staff know the procedure for meeting with you
- Meet with different groups in the school and decide how you are going to work together. Groups to consider may include:
  - Senior management team
  - School Business Manager
  - Teaching staff
  - Support staff
  - Mid-day supervisors
  - Cleaning / catering staff
- Establish a mechanism whereby you can receive / give regular feedback from / to these groups
- Deal with minor issues immediately; it will demonstrate your willingness to act
- Brief your PA to introduce you to the range of peripatetic teachers, advisers, special needs teachers etc, who come into the school regularly

### Governors

- Arrange an informal meeting with the governors
- Ask your chairman how s/he chairs meeting ie will s/he accept items of any business that are not urgent?
- Prior all meetings, go through the agenda with the chairman and agree who is going to deal with what, ask him/her about any controversial issues that may arise
- Remind him/her that at this early stage you may not know all the answers
- Inform your chairman of any problems that have arisen even if they have been dealt with satisfactorily – particularly those relating to parental complaints

### Parents

Parents will be very keen to meet you so:

- Arrange a welcome meeting for all parents and introduce yourself, setting out your top 3 main aims for the next year
- If parents ask to see you, make yourself available as soon as possible
- See parents individually if they have concerns; listen without interrupting, taking notes to ensure you have the correct facts – ensure you agree a date and time to feedback after your investigation
- Consider setting up a regular slot for parent coffee mornings – give these a learning focus (e.g teaching phonics effectively, supporting reading at home)
**Pupils**

- Walk the school every lunch and break time and make sure you talk to different groups of children
- Sit in on lessons where children are working in groups so you can talk to them about their work
- Have your lunch with different classes occasionally to allow for more informal chat
- Sit in on clubs and activities
- Attend as many school events as you possibly can (concerts, plays etc)
- Arrange meetings with under-achieving pupils; look through their books together
- Praise at least one pupil each day for a specific achievement

**The wider community**

Consider writing or calling to invite into school the following people:

- Local priest or minister
- Chairman of the parish or town council
- Your local county/district councillor
- MP
- MEP
- Local business people
- Representatives of community groups
- Groups that let your building

**Other schools**

- Attend Liaison Group meetings; ensure you get to know your local headteacher
- Establish contact with heads from the Primary / Secondary sector who are not members of your liaison group
- Try to attend any events held by your local Teaching School

Look at your school with fresh eyes. It is amazing how quickly this capacity can disappear so try to take time to do it in the first two or three weeks of starting and keep a record of what you notice. The checklist below is only intended as an aide-memoir; you may wish to include other items specific to your setting.

<table>
<thead>
<tr>
<th>When?</th>
<th>Look at</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>During a school closure period</strong></td>
<td>☐ Ceilings / floors</td>
<td>Are any repairs needed?</td>
</tr>
<tr>
<td></td>
<td>☐ External decoration</td>
<td>What is the general condition of each area of the school?</td>
</tr>
<tr>
<td></td>
<td>☐ Door and window frames</td>
<td>Do all doors open and close safely and securely?</td>
</tr>
<tr>
<td></td>
<td>☐ Roofs and guttering</td>
<td>Is there any broken guttering / signs of deterioration?</td>
</tr>
<tr>
<td></td>
<td>☐ Locks and security</td>
<td>Is the building and site secure and you can identify keys?</td>
</tr>
<tr>
<td></td>
<td>☐ Cleanliness particularly of toilets, kitchens etc</td>
<td>Do alarms work?</td>
</tr>
<tr>
<td></td>
<td>☐ Orderliness of classrooms</td>
<td>Are fire exits well signed?</td>
</tr>
<tr>
<td></td>
<td>☐ Orderliness of shared areas</td>
<td>Are resources:</td>
</tr>
<tr>
<td></td>
<td>☐ Displays</td>
<td>☐ accessible</td>
</tr>
<tr>
<td></td>
<td>☐ Plumbing (leaks and drips)</td>
<td>☐ tidy</td>
</tr>
<tr>
<td></td>
<td>☐ Gates and entrances</td>
<td>☐ well laid out</td>
</tr>
<tr>
<td></td>
<td>☐ Dustbins</td>
<td>☐ well organised</td>
</tr>
<tr>
<td></td>
<td>☐ Fuel storage</td>
<td>☐ kept tidy</td>
</tr>
<tr>
<td></td>
<td>☐ Playground (including equipment)</td>
<td>☐ stimulating?</td>
</tr>
<tr>
<td></td>
<td>☐ Lighting</td>
<td>Are any taps, toilets or radiators leaking?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Has all electrical equipment been turned off?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Is the main reception signed clearly from the school entrance?</td>
</tr>
<tr>
<td>At the start and end of the school day</td>
<td>Is visitor / handicapped parking well signed? Are playgrounds well surfaced? Is all play equipment adequate / appropriate / safe?</td>
<td></td>
</tr>
<tr>
<td>Traffic around the school entrance</td>
<td>Are any parts of the school congested / dangerous? Is there a crossing patrol? How do most children come to school? At what time do they arrive – earliest / latest? What do the children do when they arrive? Is there adult supervision? Who can parents talk to if necessary? What happens in inclement weather? Is there enough staff parking? When are gates locked? How is the site secured once the children are in? What are the door controls / signing in &amp; badge routines? End of day routines: who escorts pupils out and waits with them? Where do parents wait? What happens if a parent / carer does not arrive at the end of the day?</td>
<td></td>
</tr>
<tr>
<td>The playground and car park</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cloakrooms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reception</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| During lesson time | Is the register taken promptly and returned in the given time? Are all pupils engaged / enthusiastic? Are all pupils being challenged appropriate to their ability? Are all pupils making progress in their learning? Is the behaviour for learning strong? Does the teacher have high expectations? Is praise used appropriately? Is any inappropriate behaviour challenged? Is teacher questioning sophisticated? Is the teacher employing AfL successfully? Can all pupils explain what they are learning and why? Are pupil books marked up to date? Is teacher marking developmental; does it elicit a meaningful pupil response? Are additional adult(s) making a marked difference to pupil learning? Do classroom displays support learning? Do the classrooms look well organised? Are school policies being followed (e.g. toilet use / sickness)? |
| Classroom displays | |
| Seating | |
| Teacher activity | |
| Use of additional adults | |
| Pupil current work | |
| Pupil books | |
| Resources / equipment | |

<p>| At break / lunch times | Does the bell ring on time? Are all clocks in school synchronised? Are pupils released from class in a timely manner? Are corridors calm and orderly? Are the relevant staff on duty, in the correct place? Are staff on duty focused and attentive? Are there any unsupervised areas of the school? Are toilets open and supervised? |
| Corridors | |
| Classrooms | |
| Playground(s) | |
| Dining Hall | |
| Toilets | |
| Reception | |
| Staff room | |</p>
<table>
<thead>
<tr>
<th>Assemblies</th>
<th>At any time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are school policies being followed (e.g. changes for inclement weather)?</td>
<td>Is the school website up to date, meeting statutory requirements?</td>
</tr>
<tr>
<td>Is there sufficient time for all to eat comfortably?</td>
<td>Is the school telephone always answered in a timely and professional manner?</td>
</tr>
<tr>
<td>Is there an appropriate choice and quantity of food?</td>
<td>Are visitors always greeted warmly, in a timely and professional manner?</td>
</tr>
<tr>
<td>Are there sufficient activities on offer for all children?</td>
<td>Are all visitors required to sign in / issued a badge?</td>
</tr>
<tr>
<td>Is there a place for the vulnerable to go?</td>
<td>Is the single, central register kept up to date?</td>
</tr>
<tr>
<td>Are all staff ready to greet children at the end of break / lunch?</td>
<td>Are all staff trained in child protection?</td>
</tr>
<tr>
<td>Do children return to class in a punctual manner?</td>
<td>Are Senior Designated Staff known to all?</td>
</tr>
<tr>
<td>How quickly are pupils settled for lessons?</td>
<td>Are there clear anti-bullying messages around the school?</td>
</tr>
</tbody>
</table>

- **Assemblies**
  - Quality
  - Orderliness / behaviour
  - Pupil participation
  - Staff effectiveness
  - Music
  - Singing
  - Drama

- **At any time**
  - Reception
  - School offices
  - Staffroom
  - Corridors
  - Classrooms
  - Hall
  - Medical room
  - Kitchens
  - Outdoor areas

- Do parents / carers have an opportunity to observe? Are they seated before children enter the Hall?
- Do pupils enter in a calm and timely manner?
- Do teachers supervise their class effectively?
- Is a clear and meaningful message delivered?
- Are school values / SMSC re-inforced?
- Are assemblies varied in style?
- Is there a high level of pupil involvement?
- Are key messages ever re-inforced / built upon afterwards in the classroom?
- Is positive work / behaviour recognised and rewarded?
- Is the school “litter-free”?
- Are the school values prominently displayed?
- Is pupil work displayed and celebrated?
- Are attendance figures visible and updated regularly?  
  As above – house points / rewards?
12. Working with Partners – The BLT Offer

School Improvement Support

All schools will receive a BLT designation at the start of the academic year (Outstanding, Good, Requires Improvement, At Risk or Inadequate); this may differ from the most recent Ofsted judgement. The designation given will determine the support provided throughout the academic year.

Buckinghamshire Learning Trust will provide funded support to all schools; additional funded support is provided for schools categorised as vulnerable (see table below). Further, chargeable support, is available to all schools to purchase either through their bronze / silver / gold package – or as a “one off” payment.

<table>
<thead>
<tr>
<th>Funded provision</th>
<th>O</th>
<th>G</th>
<th>RI</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Governors with headteacher PM</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Support Governors with headteacher recruitment</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Represent the LA during all Ofsted section 5 inspections</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Attend feedback during all Ofsted section 5 inspections</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Provide support with section 5 report accuracy check</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Funded visits from SIA</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>As required</td>
</tr>
<tr>
<td>RAY conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hold Focus meetings each half term</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Commission a review of Governance</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Commission a review of pupil premium spend</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Attendance at Governing Body meetings</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TEP support</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional support that can be purchased:

- Mock Ofsted
- Joint lesson observations
- Pupil work scrutiny
- Moderation of pupil work
- Feedback or support in the creation of SEF / SDP
- Subject specific support
- Leadership support
Support will be provided a team of:

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Excellence Practitioners (TEPs)</td>
<td>Outstanding classroom practitioners trained to coach and mentor others</td>
</tr>
<tr>
<td>Education Excellence Adviser – EAL</td>
<td></td>
</tr>
<tr>
<td>Education Excellence Adviser – Vulnerable groups</td>
<td></td>
</tr>
<tr>
<td>Curriculum Lead STEM</td>
<td></td>
</tr>
<tr>
<td>Curriculum Lead English</td>
<td></td>
</tr>
<tr>
<td>Strategic Intervention Advisers (SIA)</td>
<td>Each school has their own SIA who is responsible for the performance of each of their schools, providing appropriate challenge and support to the headteacher</td>
</tr>
<tr>
<td>Strategic Intervention Managers (SIM)</td>
<td>Responsible for the performance of all the schools in their specific area, working through the SIAs</td>
</tr>
<tr>
<td>Head of Schools (Primary)</td>
<td>Responsible for the performance of all Primary schools in Buckinghamshire, working through the SIMs</td>
</tr>
<tr>
<td>Director of SEN and Inclusion</td>
<td>Responsible for the provision in all special schools</td>
</tr>
</tbody>
</table>

**Funded Support for Governing Bodies**

A number of Governor Services are offered to LA Maintained Schools free of charge. For information about these services please email govhelp@learningtrust.net or view the Governor Services offer in the wider BLT traded services brochure available to download from www.learningtrust.net.

However, as a result of the trust’s categorisation mechanism and as a result of inspection specific actions and support to strengthen governance is already woven into the various support packages for schools.
13. Improving Standards

Monitoring and Evaluation

Research shows that effective schools know themselves well and have robust systems for monitoring and evaluation so that they knows what works well and what can be improved further. The way that the school uses this information to modify provision has also been identified as making a strong contribution to narrowing the attainment gap for those pupils at risk of not attaining the levels expected for their age. Monitoring is a key driver for improvement. Self-evaluation is about being analytical. It gives leaders a sharp focus to their work so they can make sure pupils get what they need to achieve as well as they can.

Monitoring and review information is used to ensure that the School Development Plan, Self-Evaluation and other school improvement work lead to continual development. As a result the school becomes committed to improving the quality of learning and teaching. The school’s Performance Management and staff development programme and training plan should be based on what is found out by monitoring and evaluating the quality of provision.

The school improvement cycle

Self-evaluation and review are based on an organised and structured programme of collecting, analysing and interpreting information about all aspects of the work and life of the school. This is not an end in itself, but a means of checking the school is performing as it should be and is the key way of identifying areas that require improvement.
Evidence for monitoring and evaluation will come from:

- Classroom observations;
- Scrutiny of pupils’ work;
- Sampling of teachers’ planning;
- Learning Walks or Curriculum Strolls;
- Data analysis;
- Pupil progress meetings with staff;
- Pupil discussions / questionnaires;
- Governing Body Visits;
- Parent meetings / questionnaires.

In all these events it is important that you are able to show, through clear measurable outcomes, that improvements have happened. These can be in terms of exam results, pupil tracking, satisfaction ratings, observed outcomes for attitudes and behaviour etc.

The Quality of Teaching and Learning

Research has shown time and again that high quality of teaching is the single most important factor in maximising pupil progress. Increasingly now, schools are choosing not to grade individual lessons, but to form a judgement on the quality of Teaching and Learning across the school by scrutinising (for each teacher) pupil work over time, current data for their class (moderated) and lesson observations / learning walks over time. The best schools have personalised coaching / mentoring for all their teachers, appreciating that each colleague will have unique development needs and even the best teachers never stop learning.

Pupils’ Attainment and Progress

Assessment information needs to be analysed to identify whole school strengths and weaknesses and development needs. The Bucks Data Team’s analyses compare the performance of pupils with national averages and pupils’ attainment and achievement in similar schools nationally and locally – this will be available for you in September 2015. RAISEonline will be released later in the autumn term, at which point the data will still be useful, but historical. The emphasis should be on the pupils currently on roll and the progress they are making from a given baseline; it is imperative that all teachers are attending moderation meetings each half term to ensure their judgements are accurate. Schools are now free to adopt any system of their choosing to measure progress and age related expectations, but they must be able to justify judgements against pupil work, ensuring the new curriculum is being delivered.

Stakeholder Opinion

Inspection places great store on the opinion of pupils and so any self-evaluation should include feedback on the way the school helps pupils learn, the way they support good behaviour and the way the curriculum interests and engages them. Parent opinion is sought using Parent View but schools frequently use surveys of their own to establish any areas of concern from parents / carers.

Governing Body Monitoring

Governors should have a good understanding of the school’s data and the publicly available analysis in the Ofsted data dashboard. Clear reports should show governors where the school’s results compare to other schools. While the governing body does not formally monitor teaching, some governors may visit lessons and see at first hand the teaching and learning of the school. This is particularly the case where subject link governors gain an oversight of their area of interest by observing lessons. Their role in monitoring teaching is to ensure that the school’s policies
for teaching are carried out effectively. They do this by receiving reports of monitoring activities from senior leaders which describe overall strengths and areas for improvement in teaching as a whole.

**Self-Evaluation**

Inspection recognises the importance of self-evaluation as a crucial part of schools’ ongoing cycle of review and improvement planning. A self-evaluation summary is an important tool in this process, which enables schools to draw together an evaluation of different aspects of their work leading to an evaluation of the quality of education provided by the school overall. There is no fixed time in the year when a self-evaluation might be completed. This will depend on the individual circumstances of each school.

**Key Features of an Effective Self-Evaluation Summary**

Ofsted sets out the main elements for a self-evaluation summary and notes it is likely to be most effective when it:

- Captures the key points and, where relevant, identifies sources of evidence or more detailed evaluative material;
- Evaluative rather than descriptive or repetitive, and captures the impact of the school’s actions on the quality of teaching, pupils’ achievement, behaviour and safety;
- A working document which is regularly used to inform governors of the school’s improvement activity and is updated as part of the school’s self-evaluation processes;
- Developed by, and used to inform, leaders, including governors and middle leaders as well as senior staff;
- Linked to the School inspection handbook, and to the Subsidiary guidance so that strengths and weaknesses are set out in relation to pupils’ achievement, the quality of teaching, behaviour and safety, the school’s provision for the pupils’ spiritual, moral, social and cultural development and, where relevant the effectiveness of the sixth form, which together can then provide a picture of the school’s assessment of its overall effectiveness;
- Linked to school improvement planning, and identifies areas for improvement;
- An indicator of the success of the school’s actions in tackling issues identified at the previous inspection.

A self-evaluation summary is likely to be accurate and robust if it draws together and corroborates the outcomes of different sources of information, for example:

- Any outcomes of the analysis of lesson observations and scrutiny of pupils’ work over time;
- Analyses of the progress and attainment of pupils currently on roll, including the performance of different groups of pupils such as those who attend alternative provision and those eligible for the Pupil Premium;
- Analysis of the pupils’ past progress and attainment;
- Analysis of data and information related to pupils’ behaviour and safety, including exclusions, rewards and sanctions, incident logs and attendance;
- Analysis of the effectiveness of specific interventions to improve, for example, the achievement and/or behaviour of particular groups of pupils;
- The views of parents and carers as shown by Parent View;
- Any external evaluations such as those carried out by the local authority;
- The outcomes of any surveys carried out by Ofsted.

Schools may structure self-evaluation summaries in any way they see fit. Ofsted provides a simple template for a self-evaluation summary which can be adopted or amended by schools.
First describe the circumstances of the school and then to summarise the evaluation outcomes under the following broad headings:

- Outcomes for children and learners
- The quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Effectiveness of leadership and management
- Where relevant, the effectiveness of the sixth form
- Where relevant, the effectiveness of EYFS provision and/or boarding provision
- The overall effectiveness of the school including the effectiveness of safeguarding

Schools might then consider which judgement or grade evidence best fits. The grade descriptors in the inspection handbook do not operate as a check list but apply as a ‘best fit’.

Senior managers should share their evaluations with governors. This ensures that governors are an integral part of the self-evaluation process as well as ensuring that they hold the school to account:

**The context of the school**

<table>
<thead>
<tr>
<th>Outcomes for children and learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested grade:[delete as appropriate] Outstanding (1); Good (2); Requires improvement (3); Inadequate (4)</td>
</tr>
<tr>
<td>Evidence that supports this judgement</td>
</tr>
<tr>
<td>Why achievement is not the grade (above/below)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The quality of teaching, learning and assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested grade:[delete as appropriate] Outstanding (1); Good (2); Requires improvement (3); Inadequate (4)</td>
</tr>
</tbody>
</table>
Evidence that supports this judgement

Why teaching is not the grade (above/below)

**Personal development, behaviour and welfare**

<table>
<thead>
<tr>
<th>Suggested grade: [delete as appropriate] Outstanding (1); Good (2); Requires improvement (3); Inadequate (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence that supports this judgement</td>
</tr>
</tbody>
</table>

Why behaviour and safety are not the grade (above/below)

**Effectiveness of leadership and management**

<table>
<thead>
<tr>
<th>Suggested grade: [delete as appropriate] Outstanding (1); Good (2); Requires improvement (3); Inadequate (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence that supports this judgement</td>
</tr>
</tbody>
</table>

Why leadership and management are not the grade (above/below)
Overall effectiveness, including the effectiveness of safeguarding

| Suggested grade:[delete as appropriate] Outstanding (1); Good (2); Requires improvement (3); Inadequate (4) |
| Evidence that supports this judgement |
| Why the school’s overall effectiveness is not the grade (above/below) |

The School Development Plan

Guidance and Introduction

School improvement is first and foremost the responsibility of the school and is based on the premise that schools themselves are best placed to identify areas for improvement and to implement changes that can bring about better outcomes for pupils. Self-evaluation leading to sustained self-improvement is therefore at the core of improvement. Effective self-evaluation, and the actions that flow from it, should deliver improved educational outcomes and experiences for all pupils. Self-evaluation must be an integral part of the school development planning process with the resulting actions and targets captured in School Development Plans (SDPs).

The SDP is a strategic plan for improvement. It should bring together, in a clear and simple way, the school's priorities, the main measures it will take to raise standards, the resources dedicated to these, and the key outcomes and targets it intends to achieve.

The Buckinghamshire Learning Trust School Planning Framework assists school leaders and governors with developing and reviewing the school plan. BLT guidance enables school leaders to draw up a plan that takes into account the school’s self-evaluation work as well as the context of the school and its pupils. It forms a statement of the schools ambitious vision for the future and the delivery of excellence whilst taking into account of the views of parents, carers and other stakeholders.

A school plan of good quality demonstrates the school's high expectations and commitment to continuing improvement. The rigorous implementation of well-focused improvement plans demonstrates a school’s continuing capacity for improvement.

The process of drawing up and regularly evaluating the plan is as important as the finished product. This is because whilst working through this process there is an opportunity for the school community to explore the core values, vision, aims and ethos of the school. The process itself can be used as a team building and professional development exercise to improve leadership skills at all levels.

The BLT framework sets out steps to follow and has detailed guidance, ideas of activities for staff meetings or training days and to a range of examples.
The ten steps in the process:

- Writing the introduction including the context of the school;
- Draw up values, vision and core purpose;
- Draw up aims and objectives including the mission statement;
- Gather stakeholders views of progress and the future direction;
- Consider factors that could influence the plan;
- Define the strategic developmental areas and overarching key issues;
- Draw up the 2-3 year medium term/strategic plan;
- Draw up short term plans (The School Plan);
- Formulate timelines;
- Reviewing the effectiveness of the school plan.
# The 10 Steps to the School Planning Framework

The table below shows the key steps in the planning framework process.

<table>
<thead>
<tr>
<th>Process Steps</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1</strong> <strong>Defining the Long Term Plan</strong></td>
<td>Chair of Governors supported by headteacher</td>
</tr>
<tr>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>Context of the school</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 2</strong> <strong>Defining the Long Term Plan</strong></td>
<td>GB &amp; Diocese/trust if appropriate</td>
</tr>
<tr>
<td>Values, vision and core purpose</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 3</strong> <strong>Defining the Long Term Plan</strong></td>
<td>Leadership Team with the Governing Body</td>
</tr>
<tr>
<td>Aims and objectives</td>
<td></td>
</tr>
<tr>
<td>Mission statement</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 4</strong> <strong>Defining the Long Term Plan</strong></td>
<td>GB – parents and community</td>
</tr>
<tr>
<td>Stakeholders views of progress and future direction</td>
<td>HT – pupils</td>
</tr>
<tr>
<td></td>
<td>HT – staff views</td>
</tr>
<tr>
<td><strong>STEP 5</strong> <strong>Defining the Long Term Plan</strong></td>
<td>GB</td>
</tr>
<tr>
<td>Consider factors that could influence the plan</td>
<td>BUT HT needs to advise the GB on the practicalities and</td>
</tr>
<tr>
<td></td>
<td>impact assessments on these areas</td>
</tr>
<tr>
<td><strong>STEP 6</strong> <strong>Defining the Long Term Plan</strong></td>
<td>Led by GB</td>
</tr>
<tr>
<td>Define overarching Strategic developmental areas and overarching key issues</td>
<td>(Working party of the GB with the headteacher)</td>
</tr>
<tr>
<td><strong>STEP 7</strong> <strong>Defining the Long Term Plan</strong></td>
<td>GB and headteacher</td>
</tr>
<tr>
<td>2-3 year medium/strategic plan</td>
<td>(Leadership team working party)</td>
</tr>
<tr>
<td><strong>STEP 8</strong> <strong>Defining the Long Term Plan</strong></td>
<td>headteacher and Governors</td>
</tr>
<tr>
<td>School plan</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 9</strong> <strong>Defining the Long Term Plan</strong></td>
<td>headteacher and school staff</td>
</tr>
<tr>
<td>Formulate Timelines</td>
<td></td>
</tr>
<tr>
<td><strong>STEP 10</strong> <strong>Defining the Long Term Plan</strong></td>
<td>SLT and headteacher</td>
</tr>
<tr>
<td>Review Reviewing the effectiveness of the School Plan</td>
<td>Strategic review of progress led by the Governing Body</td>
</tr>
</tbody>
</table>

GB – Governing Body   HT – headteacher   SLT – Senior Leadership Team

**Planning Table – Suggested Planner for Producing your School Plan**
It is essential that the Governing Body is involved in all steps of the planning process as defined in The Governors’ Guide to the Law.

The governing body must exercise its functions with a view to fulfilling a largely strategic role in the running of the school. It should establish the strategic framework by:

- Setting aims and objectives for the school;
- Adopting policies for achieving those aims and objectives;
- Setting targets for achieving those aims and objectives.

The governing body should monitor and evaluate the progress of its strategy and regularly review the framework for the school in the light of that progress. When establishing the strategic framework and reviewing progress, the governing body should consider any advice given by the head teacher and the School Improvement Partner (SIP). The school improvement plan will generally provide the main mechanism for the strategic planning process.

Use this grid to plan the progress of working through this material and to ensure that key timings and activities are identified and who is responsible for progression. It will also ensure clear lines of accountability and involvement of the Governing Body and school leadership team.
## Strategic Area 1: Continuing to improve outcomes for pupils

<table>
<thead>
<tr>
<th>Key Issue</th>
<th>Actions</th>
<th>Success criteria</th>
<th>Timescale Start</th>
<th>Resources Needed</th>
<th>Lead staff</th>
<th>Monitoring procedures</th>
<th>Evaluation process and impact</th>
</tr>
</thead>
</table>
| Raise achievement in maths | • Introduce new maths resources  
• Ensure challenge pack is used  
• Monitor lessons, planning and books for challenge  
• Ensure that there is a trained maths champion  
• Extend and embed APP – introduce manageable recording  
• Undertake APP moderation in school and with other schools  
• Establish focus groups  
• Continue maths booster 1-1 tuition sessions and personal targets  
• Pupil progress meetings  
• FFT and 2 level progress predictions are discussed  
• Introduce Y3 chess initiative  
• Maths activity day to encourage using and applying of maths skills  
• Undertake pupil progress meetings for maths | • 80% of pupils to meet end of year FFT D targets  
• 87% of pupils to achieve level 4 in maths and English  
• 91% 2 levels progress KS2  
• Maths activity day undertaken Maths resources in use  
• Challenge is planned and there is evidence books  
• The maths champion is confident about her role and is undertaking activities for the school  
• APP forms an important strand in assessment  
• Pupils are given relevant targets and support after being identified during pupil progress meetings | Aut 2014 – Sept 2015 | £3000 for resources  
Staff meeting time  
Supply cover to enable joint monitoring – 3 days | PS | Lesson observations  
Book scrutiny  
Planning scrutiny  
Feedback with points for development linked to P M | Monitoring and evaluation  
Summary discussed at staff meetings  
Achievement discussed at standards meeting of governors |
| Raise achievement in English | • Monitor lessons, planning and books  
• Undertake SATs analysis  
• Continue with the VCOIP writing sessions  
• A teacher to take part in writing challenge with L A  
• Undertake APP moderation in school and with other schools  
• Introduce Speaking and listening APP  
• Implement the writing and raising expectations action plans (Appendix B)  
• Ensure that the new reading scheme is used regularly and continue with Read, Write Inc.  
• Continue blocked booster groups and ensure appropriate intervention after pupil progress meetings  
• Implement the Big Write initiative  
• Monitor the provision for reading | • 80% of pupils to meet end of year FFT D targets  
• 87% of pupils to achieve level 4  
• 100% +3pts and 75% of pupils +4 pts/year progress across KS2 from their starting point  
• Pupils have a better understanding of how to structure sentences APP forms an important strand in assessment  
• Pupils are given relevant targets and support after being identified during pupil progress meetings | Aut 2014 – Sept 2015 | £2000 for resources  
Staff meeting time  
Supply cover to enable joint monitoring – 3 days | JP | Lesson observations  
Book scrutiny  
Planning scrutiny  
Feedback with points for development linked to P M | Monitoring and evaluation  
Summary discussed at staff meetings  
Achievement discussed at standards meeting of governors |
14. The Purpose of School Inspection

Inspection provides an independent external evaluation of the effectiveness of schools and a diagnosis of what it should do to improve. It is based on a range of evidence that is evaluated against a national framework.

Inspectors focus sharply on those aspects of schools’ work that have the greatest impact on raising achievement and make a small number of key judgements:

- The outcomes for children and learners;
- The quality of teaching, learning and assessment in the school;
- The personal development, behaviour and welfare of pupils at the school;
- The effectiveness of leadership in, and management of, the school.

When reporting, inspectors must also consider:

- The spiritual, moral, social and cultural development of pupils at the school;
- The extent to which the education meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils and those who have special educational needs;
- Inspectors also consider and report on, where relevant, the overall effectiveness of the sixth form / EYFS;
- The effectiveness of safeguarding across the school.

Inspections engage headteacher, school staff and governors capturing the views of parents, pupils and staff provide as evidence for the inspection.

Key Outcomes

Schools cannot be judged as ‘outstanding’ for overall effectiveness unless they have ‘outstanding’ teaching;

- An acceptable standard of education is defined as a ‘good’ standard of education;
- A school that is not yet ‘good’, but that is not judged ‘inadequate’, is a school that ‘requires improvement’;
- A school that is ‘inadequate’ overall and that requires significant improvement, but where leadership and management are not ‘inadequate’, is a school with serious weaknesses;
- A school that is ‘inadequate’ overall, and where leadership and management are also ‘inadequate’, is a school requiring special measures;
- Schools that are judged as ‘requires improvement’ will normally be monitored and re-inspected within a period of two years, unless their leadership has been judged as “good”; the timing of the re-inspection will reflect the individual school’s circumstances and will be informed by what inspectors find at the monitoring visits;
- If a school is judged as ‘requires improvement’ at two consecutive section 5 inspections and is still not ‘good’ at a third inspection, it is likely to be deemed ‘inadequate’ and to require special measures and conversion to sponsored academy status.

Inspection Timing

Inspection can take place at any point after the end of five working school days (discounting in-service training days) in the autumn term. If a Primary or nursery school has a new intake of pupils at the beginning of the spring or summer term, Ofsted will not inspect that school in the first five working school days of that term.

The frequency of school inspections depends on the findings of a school’s previous inspection:

- A school judged to be ‘good’ at its most recent inspection will now receive a one day monitoring visit every 3 years (unless it is risk assessed as requiring to be inspected before that time); depending on the views of the HMI during this visit, it may be extended to a second day if the school is deemed to have moved to “outstanding” or less than “good”
- Outstanding schools are not routinely inspected, but may be subject to a section 8 monitoring visit if there is any cause for concern (usually through a safeguarding issue or a drop in attainment / progress);
A school that has been judged to ‘require improvement’ will be subject to monitoring by Ofsted within 6 months of the inspection (unless leadership has been judged as “good”) and then at a frequency determined by the monitoring HMI. It will normally have a full section 5 re-inspection within a period of two years. If at that inspection it is still judged to ‘require improvement’, there will be further monitoring, and another full section 5 inspection will take place within a further two years. If, at this inspection, it is still not ‘good’, it is highly likely that it will be judged ‘inadequate’ and deemed to require special measures.

A school judged to be ‘inadequate’ and to require special measures will usually receive its first section 8 monitoring inspection within six months of the inspection that made it subject to special measures. A school may receive up to five monitoring inspections over an 18-month period following the inspection. It will normally be re-inspected within 24 months unless it is removed from special measures at a monitoring inspection, which is treated as or ‘deemed’ to be a section 5 inspection.

A school judged to have “serious weaknesses” will usually receive its first section 8 monitoring inspection within six months of the section 5 inspection. It may subsequently have more monitoring visits but these will be at the discretion of HMI. It will normally be re-inspected within 24 months unless it is removed from serious weaknesses at a monitoring inspection which is treated as or ‘deemed’ to be a section 5 inspection.

Notification and Conduct of the Inspection

A school will be notified of its inspection at, or just after, midday on the working day before the start of the inspection. The lead inspector will contact the headteacher or, in the absence of the headteacher, the most senior member of staff who is available by telephone.

Inspections do not normally last longer than two days, and the size of the inspection team will vary according to the size and nature of the school.

Inspectors will spend most of their time observing lessons and gathering robust, first-hand evidence to inform their judgements. During the inspection, inspectors will gather, analyse and record evidence and note their judgements on evidence forms (EFs). The evidence forms are part of the evidence base for the inspection. The lead inspector is responsible for compiling and assuring the quality of the evidence base.

The headteacher will be invited to:

- Participate in joint lesson observations, as agreed with the lead inspector;
- Receive regular updates from the lead inspector;
- Attend the formal inspection team meetings at the end of each day of the inspection;
- Comment on the inspectors’ recommendations to ensure that these are understood.

The Report

Following the inspection, the lead inspector will write a report setting out the main findings of the inspection.

The lead inspector will provide a first draft of the report and forward to the school for a factual accuracy check. One working day is allowed to the school to comment on the draft unless the school is placed in a category of concern, in which case five days are allowed. Where a school has been placed in special measures, HMCI confirms the judgement and signs off the report.

Unless the school has been judged ‘inadequate’, the report is normally sent to a school within 10 working days of the end of the inspection, and published on Ofsted’s website within 15 working days of the end of the inspection. Where a school has been judged ‘inadequate’, the report is usually published within 28 working days of the end of the inspection.
Welcome from Governor Services

Congratulations on your recent appointment as Headteacher in Buckinghamshire; we look forward to working with you.

The Governor Services Team is here to support you and your governing body, providing professional advice, guidance and training on a wide range of governance issues and you are welcome to contact us at any time.

We have an extensive range of resources, as well as considerable experience in working with, and supporting, the governing bodies of all types and categories of schools to be as effective as possible in their role.

Leadership Briefings

We hold termly Leadership Briefings for Headteachers and Chairs at three venues across Buckinghamshire. These provide information on the governing body business for the term ahead, as well as an update on current national and local issues with the opportunity to raise questions with senior officers in the Local Authority and the Learning Trust. The presentation slides from the Briefings, with an accompanying auditory commentary, are available on Governor Zone, as well as summary notes. A calendar of the dates is enclosed and it is also available on Governor Zone on the Leadership Briefings page www.learningtrust.net/governors. You do not need to book to attend.

Governor Zone

The Governor Zone area of the SchoolsWeb contains lots of useful information, as well as some that is specific to your governing body and school, such as your governing body minutes and standing orders and performance data analysis for your school. Governor Zone can be accessed via the following link: www.learningtrust.net/governors

To log on as a governor, rather than headteacher, you will need your governing body’s user name and password which can be obtained from your clerk or by contacting Governor Services on our Helpline: 01296 383180.

Clerking and Advice Service

If your governing body purchases our Clerking and Advice Service, you will have the support of an assigned professional clerk, who will provide help and advice on governance law, governing body membership and proceedings etc. This includes administrative support for your governing body meetings, and the provision of a model agenda each term. Your clerk is also a very good point of
contact, if you are unsure who you need to contact within the Local Authority or Learning Trust. Governor Services can also be contacted through the helpline on 01296 383180 or govhelp@learningtrust.net.

Governor Development

We offer a comprehensive Training and Development Programme for governors, as well as bespoke whole governing body training and access to e-learning modules for governors. A hard copy of the Programme is sent to all Development Governors and Chairs in readiness for each new academic year and it can also be accessed via this link (you will need to be logged into Governor Zone first for the link to take you directly to the Training and Development page.)

https://schoolsweb.bucksc.gov.uk/governor-one/training-and-development/. If you would like hard copy of the Programme, just let us know.

External Reviews of Governance

Our external review of governance service offers a supported review to improve and develop governance and results in clear, evidence-based recommendations and a draft action plan. A follow up visit to assess progress and make further recommendations if necessary is also part of the service.

Working with your Governing Body

There has been great change for schools in recent years with increasing autonomy for schools and structures that are becoming more diverse with academies, multi-academy trusts, free schools, university technical colleges. This has led, quite rightly, to a much greater focus on the importance of strong and effective governance in holding school leaders to account for school improvement and achieving the best possible outcomes for all children and young people in your care.

The relationship that you have with your governors is a crucial one. Mutual trust, a respect for confidentiality and complete clarity and understanding of one another's roles is essential. You will be the main source of information for governors on the performance of the school and can help with the induction of new governors as well as encourage and support the training and development of your governing body.

The Role of your Governing Body

Your governing body is the accountable body in law, with responsibility for the conduct of the school and promotion of high standards of educational achievement. The Department for Education's Governors’ Handbook identifies three core functions:

- Ensuring clarity of vision, ethos and strategic direction
- Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff
- Overseeing the financial performance of the school and making sure the money is well spent.
Your governing body’s role is a strategic, hands-off one as opposed to yours, as headteacher, which has the operational responsibility for the internal organisation, management and control of the school and implementation of the strategic framework established by your governing body.

Sometimes, keeping this distinction can be hard for governors and schools. The National Governors’ Association has helpfully adapted the Policy Clock developed by Henry H Brickell and Regina H Paul for US Boards of Education for our English context. It distinguishes between the responsibility of the governing body and that of the headteacher and staff.
The Policy Clock was developed by Henry H Brickell and Regina H Paul to guide their US Boards of Education (governing body equivalents) on their strategic remit, as opposed to the operational remit of the superintendent (headteacher equivalent). With Regina’s gracious permission, we have adapted the language to suit the English context as it is the best visual aid we have come across for describing the difference between governance and management.

Aims and objectives
- descriptions of the desired outcomes for young people – what they must learn, know, feel and do
- which include expected standards or targets
- prepared and proposed by the headteacher, and then judged and adopted by the governing body

Outcome reports against standards
- tell the headteacher and the governing body the degree to which the aims and objectives are being achieved
- include reports of pupil learning – knowledge, attitudes and skills

Policies
- guidance for the headteacher and other school staff in achieving the goals and objectives, but must allow discretion to school staff when making individual decisions
- prepared by school staff and proposed by the headteacher, and then judged and adopted by the governing body

Process reports with standards
- designed by the headteacher and other school staff to show whether the policies and guidance are being followed and whether the operations are being carried out to the set standards
- provide school leaders with early warnings of possible failure to reach the aims and objectives and the chance to take corrective action

Authority of the governing body lies above this line

Authority of the headteacher lies below this line

Guidance
- details specifications of required action to be taken by school staff
- prepared by school staff and adopted by the headteacher, and are not considered by the governing body

Operations documents
- detailed plans, procedures, schedules, announcements etc which are used daily to operate the schools in accordance with the policies and guidance, covering the whole range of school business
- designed and written by school staff as they exercise their authority

The policy clock is © 2006 Henry H Brickell and Regina H Paul, Curriculum and Assessment Policy 26 Questions for Board Members ISBN 1-57866-209-4

July/August 2011

www.nga.org.uk
Another useful reference document is ‘What governing boards should expect from school leaders and what school leaders should expect from governing boards, which is available to download as a PDF on Governor Zone:

What governing boards should expect from school leaders and what school leaders should expect from governing boards

This joint paper aims to improve the effectiveness of school governance; underpinning it is an expectation that governing boards and school leaders will jointly develop effective working practices which are mutually supportive and respectful of each other’s roles and responsibilities.

The use of the term governing board in this document refers to governing bodies in maintained schools and trust boards in academies. In multi academy trusts, boards may choose to delegate some of their responsibilities to a regional or academy-level committee, often termed a local governing body.

The use of the term headteacher includes executive headteachers where they are the lead accountable to the governing board.

It is the view of our organisations that all governing boards and headteachers should meet the expectations set out in this document and that this should be evidenced through the adoption of a code of conduct.

Since this document’s second edition in 2012 much has changed in the structure of the school system in England, and in particular the greater levels of autonomy of schools increases the need for effective accountability. School governance is under the spotlight now more than ever, with increased scrutiny from Ofsted and greater expectations from the government. Effective governance is essential for the health and success of any organisation. In any sector, when an organisation fails there has often been a failure of governance so that if we wish to prevent any school failing its pupils, we need to ensure that governance is strong.

Effective governing boards are prepared and equipped to take their responsibilities seriously.

Governing boards must have:
• the right people round the table
• an understanding of their role and responsibilities
• a good chair
• professional clerking
• good relationships based on trust
• a knowledge of the school – the data, the staff, the children, the parents, and the community
• a commitment to asking challenging questions
• the confidence to have courageous conversations in the interests of the children and young people

School leaders in return must have:
• an understanding of governance, including acknowledging the role of the school’s accountable body
• a willingness to provide
information in the most appropriate way in order that the governing board can carry out its role
• a willingness to be challenged
• reasonable time to devote to ensuring professional relationships are established with governors and trustees
• the skills and understanding to develop effective working relationships with the governing board

1. The respective roles of governance and management

Governance is strategic and management is operational. This distinction between governance and management needs to be clearly understood by all, so that governors and trustees are not asked to, and do not try to, involve themselves in day to day management. Governors and trustees are there to govern, not to carry out other work within a school on a pro-bono basis. School leaders must not be micro-managed. The governing board should concentrate on matters related to strategy and school improvement, delegating to school leaders those tasks which are operational (for example, drafting policies, making judgments about teaching quality, and recruiting and deploying staff below senior leadership level).

The governing board, in partnership with the school leadership, should determine and articulate a clear vision as to where they want the school or schools to be in three to five years’ time. This should lead to the identification of the key strategic priorities that will drive the agenda of governing board meetings. The headteacher will be responsible for ensuring the strategy is delivered.

2. Developing and supporting the governing board

Skills audit:
we recommend that all governing boards carry out a skills audit of governors and trustees to identify skills gaps and development needs, and how these can be filled through recruitment and training of governors. NGA has a skills audit and matrix for schools to use.

Recruitment:
when seeking to fill vacancies on the governing board, the role and level of commitment and responsibility should be outlined along with any particular skills that the governing board is seeking. Such vacancies should be advertised as widely as possible locally and a transparent process for recruitment and selection, including interviewing prospective candidates, should be adopted.

Induction:
there should be a clear expectation for all new governors and trustees (including staff governors and trustees) to undertake both school-based and professional induction training paid for by the school or trust. This expectation should be set out in writing in advance of a governor or trustee appointment, and agreed to as part of the code of conduct signed by each governor.

Continuous professional development (CPD):
governors and trustees must be willing to participate in ongoing relevant training, both internal and external, and there must be an appropriate budget commitment set aside for this. Governors and trustees need to continuously seek to update their knowledge, including through identifying good practice in other schools and meeting governors and trustees from other schools. This can also encourage collaboration between schools or groups of schools to improve outcomes for children.

Expenses:
governors and trustees’ out of pocket expenses should be reimbursed as per an agreed policy.

Reviews of performance:
a governing board should regularly evaluate its own impact, and also implement a process for reviewing the contribution of individual governors and trustees and identifying any development needs.

Succession planning:
it is good practice to develop recruitment and development plans to replace board members over time and for no one to serve for more than two four-year terms in one school.

Seven principles of public life:
governors and senior leaders must carry out their roles in accordance with the seven principles of public life as set out by Lord Nolan: to act selflessly, with integrity, objectively and be accountable, open and honest and demonstrate leadership skills.
3. Effective ways of working

Clerking: the clerk to the governing board must be properly qualified and remunerated, and capable of servicing and advising the governing board with independence. They should be employed to carry out this role with a separate job description and a specific contract, with sufficient time to manage the business of the governing board, and with CPD to ensure that their skills and knowledge remain up to date. www.ascl.org.uk www.nga.org.uk www.naht.org.uk

Chairing: the headteacher and the chair of the governing board should communicate regularly at mutually convenient times, while understanding that the chair is unable to take decisions on behalf of the governing board (except in very limited situations). The chair should seek external support when necessary and be encouraged and prepared to join the National College for Teaching and Leadership's development programme for chairs of governing boards, paid for by the school or trust. It is considered good practice for a chair to serve no more than six years in the role on one governing board (under normal circumstances).

Code of conduct: we recommend that each governing board adopts a code of conduct setting out the expectations placed on governors and trustees and signed by all governors and trustees. This code should set out any expectations on confidentiality of sensitive or personal information and include a commitment to the seven principles of public life. NGA has a model code for schools to adapt. Governors and trustees should do their best to avoid conflicts of interest, and must declare any which exist. Unless there are exceptional circumstances, it is not considered good practice to govern on more than two boards.

Size and composition: within a broad regulatory framework, governing boards are free to determine their own size and composition. In considering changes to their structure, governing boards need to consider how effective they are currently and whether the priorities they have determined for the school require additional skills/ experience on the board.

Meetings: it is the joint responsibility of school leaders and the governing board to ensure that meetings are well planned, at appropriate intervals, with manageable agendas that are appropriate to the remit and driven by school improvement priorities. Papers must be provided seven days in advance of meetings. The headteacher is present or is represented at full governing board meetings. Governing boards must have regard to the work-life balance of school leaders when arranging meeting times, and school leaders should have regard to governors and trustees' work and other commitments.

Delegation: the role of the governing board is often to ensure that areas for which they are responsible are being delivered effectively, rather than delivering it themselves. Governing boards have considerable freedom to delegate work to committees or to the headteacher and need to ensure that they make effective use of this. Governing boards should be mindful of the need to retain a strategic focus and delegate where appropriate to the headteacher e.g. staff recruitment (governors should not be part of interview panels except for senior leadership posts), policy development.

Policies: governing boards should only decide the principles guiding school or group of schools’ policies and should delegate drafting of the remainder of policies and all procedures to school leaders. Governing boards must ensure school leaders have the expertise or access to the relevant external expertise to carry out these responsibilities.

Appraisal of the headteacher: the governing body of a maintained school is required to carry out the performance appraisal of the headteacher and must appoint an external adviser to support it in doing so. Although not mandatory, it is also good practice for academies to have in place headteacher appraisal processes. The headteacher’s objectives should be closely related to the agreed strategic priorities. A discussion on development needs must be part of the appraisal process.

Duty of care: the governing board must remember that it has a duty of care to the headteacher, including
ensuring that the head has a reasonable work-life balance. The governing board’s role is to build a productive, respectful and supportive relationship with the headteacher while using appropriate challenge to hold them to account for their own and the school’s or group of schools’ performance.

4. Understanding the school and engaging with stakeholders

The governing board monitors the work of the school and it is vital that it receives the information required to carry out that role promptly; the governing board is primarily reliant on school leaders to provide this, but should also seek external advice and verification where possible.

School self-evaluation:
governing boards must be involved in all stages of the strategic planning cycle, the review of the previous year and the setting of the priorities for the coming year to reflect the challenges and opportunities that the school or group of schools faces. It can be very useful for a governing board and senior leaders to hold an annual joint strategic planning session so that the vision, ethos and strategy for the coming three to five year period are developed together.

Attainment data:
the RAISEonline summary report of the previous year’s attainment should be discussed by governors and trustees alongside the school’s own current data, and access to the full RAISEonline report should be given to at least one governor. All governors and trustees should look at their school’s or group of schools’ Fischer Family Trust (FFT) Governor Dashboard, as well as the Ofsted data dashboard. NGA provides briefings for governors and trustees on understanding RAISEonline and the FFT Governor Dashboard.

Current information:
senior leaders should provide the information necessary to monitor progress against annual and budgets: this will include information on the progress of groups of students, quality of teaching, staff performance and financial information.

Surveying pupils, staff and parents:
the governing board has to understand the needs of these three groups, and must make every effort to obtain their views. This can be done in a number of ways including parent and student councils, written surveys or focus groups.

Visiting the school:
visits during the school day provide important opportunities for governors and trustees to better understand the school and the learning environment and to undertake their monitoring role. Visits should always have a focus which should be linked to the strategic priorities, and governors need to be clear about their role (i.e. they are not inspectors). School leaders should welcome governors and trustees to visit schools. Visits should be arranged in accordance with an agreed protocol which is communicated in advance to governors and trustees and school staff involved in visits. All parties need to be sensitive to the pressures of the school calendar, and governors and trustees’ other commitments.

Feedback from Ofsted:
recognising that Ofsted inspections take place at very short notice, governors and trustees should make every effort to be available at the school for these. As many governors and trustees discuss with Ofsted inspectors. School leaders will support governors and trustees’ requests that these sessions are held at the beginning or end of the working day to enable governors and trustees to attend.

As many governors as possible should attend the feedback sessions at the end of an inspection.

Reporting to the community:
the governing board must ensure it reports to interested parties and the wider community. This can be done in large part through the school’s website, but other forms of communication should be considered. Governors should consider producing an annual report for parents.

Local authority liaison:
maintained schools should comply with requirements set out in The School Staffing (England) Regulations 2009 to notify the local authority and to take account of its advice in respect of the performance, selection and dismissal of the headteacher and deputy headteacher.

April 2015
Also useful is a readable booklet ‘Headteachers and Governing Bodies: a practical guide to making the partnership work’, (Martin Pounce, 2013, Adamson Publishing), which provides clear advice and guidance and we are pleased to offer you a copy of this as part of your induction to Buckinghamshire.

If you have any queries, at any time, please do not hesitate to contact us, we would be pleased to help and we look forward to working with you.

With best wishes,

Nicola Cook

Head of Governor Services

01296 382614  ncook@learningtrust.net

LEADERSHIP BRIEFING FOR CHAIRS OF GOVERNORS AND HEADTEACHERS
DATES FOR 2016

<table>
<thead>
<tr>
<th>SPRING 2016</th>
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<tbody>
<tr>
<td>Thursday 14th January 2016</td>
<td>7.00pm</td>
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<tr>
<td>Monday 18th January 2016</td>
<td>9:30am</td>
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<tr>
<td>Wednesday 20th January 2016</td>
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<th>SUMMER 2016</th>
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<tbody>
<tr>
<td>Tuesday 19th April 2016</td>
<td>7.00pm</td>
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<tr>
<td>Thursday 21st April 2016</td>
<td>9:30am</td>
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<td>Monday 25th April 2016</td>
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<table>
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<tbody>
<tr>
<td>Wednesday 14th September 2016</td>
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<td>Friday 16th September 2016</td>
<td>9:30am</td>
</tr>
<tr>
<td>Tuesday 20th September 2016</td>
<td>7.00pm</td>
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</tbody>
</table>
17. Appendices and Links

Buckinghamshire Learning Trust Contacts

Buckinghamshire Learning Trust Main Office: 01296 383342
Standards and Intervention 01296 383030

Head Office:
Buckinghamshire Learning Trust
First Floor, King George V House
King George V Road
Amersham, HP6 5AW

Hubs:

Buckinghamshire Learning Trust Buckinghamshire Learning Trust
Aylesbury Hub Buckingham Hub
The Abbey Centre, Unit 9 The Granary
Weedon Road Gawcott Road
Aylesbury, HP19 9NS Gawcott, Buckingham, MK18 1TN

Buckinghamshire Learning Trust
Wycombe Hub
Easton Street
High Wycombe, HP11 1NH
## Area Team Information

### Aylesbury Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naureen Kausar</td>
<td>Strategic Intervention Manager</td>
<td><a href="mailto:nkausar@learningtrust.net">nkausar@learningtrust.net</a></td>
<td>0796 1739127</td>
</tr>
<tr>
<td>Julie Halley</td>
<td>Strategic Intervention Adviser</td>
<td><a href="mailto:jhalley@learningtrust.net">jhalley@learningtrust.net</a></td>
<td>07827 883401</td>
</tr>
<tr>
<td>Louise Eaton</td>
<td>Strategic Intervention Adviser</td>
<td><a href="mailto:leaton@learningtrust.net">leaton@learningtrust.net</a></td>
<td>0759 0487240</td>
</tr>
<tr>
<td>Jane Harman</td>
<td>Strategic Intervention Adviser</td>
<td><a href="mailto:jharman@learningtrust.net">jharman@learningtrust.net</a></td>
<td>01296 770388</td>
</tr>
<tr>
<td>Jan Jones</td>
<td>Strategic Intervention Adviser</td>
<td><a href="mailto:jjones@learningtrust.net">jjones@learningtrust.net</a></td>
<td>0770 2206738</td>
</tr>
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</table>

### Chiltern and South Bucks Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dave Preston</td>
<td>Strategic Intervention Manager</td>
<td><a href="mailto:dpreston@learningtrust.net">dpreston@learningtrust.net</a></td>
<td>07990 691265</td>
</tr>
<tr>
<td>Daniel Knuckey</td>
<td>Strategic Intervention Adviser</td>
<td><a href="mailto:dknuckey@learningtrust.net">dknuckey@learningtrust.net</a></td>
<td>07920 236051</td>
</tr>
<tr>
<td>Jennifer Gamble</td>
<td>Strategic Intervention Adviser</td>
<td><a href="mailto:jgamble@learningtrust.net">jgamble@learningtrust.net</a></td>
<td>07970 747785</td>
</tr>
<tr>
<td>Pippa Brand-Benee</td>
<td>Strategic Intervention Adviser</td>
<td><a href="mailto:pbrandben@learningtrust.net">pbrandben@learningtrust.net</a></td>
<td>01296 770388</td>
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</table>

### Wycombe Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Telephone</th>
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</thead>
<tbody>
<tr>
<td>Jo Donnellan</td>
<td>Strategic Intervention Manager</td>
<td><a href="mailto:jdonnellan@learningtrust.net">jdonnellan@learningtrust.net</a></td>
<td>0796 1739015</td>
</tr>
<tr>
<td>Tim McLoughlin</td>
<td>Strategic Intervention Adviser</td>
<td><a href="mailto:tmcloughlin@learningtrust.net">tmcloughlin@learningtrust.net</a></td>
<td>07887 994381</td>
</tr>
<tr>
<td>Jo Garlick</td>
<td>Strategic Intervention Adviser</td>
<td><a href="mailto:headteacher@greatkingshill.bucks.sch.uk">headteacher@greatkingshill.bucks.sch.uk</a></td>
<td>07787 541142</td>
</tr>
<tr>
<td>Geraldine O’Brien</td>
<td>Strategic Intervention Adviser</td>
<td><a href="mailto:gobrien@learningtrust.net">gobrien@learningtrust.net</a></td>
<td>07855 389271</td>
</tr>
<tr>
<td>Grishma Sutaria</td>
<td>Strategic Intervention Adviser</td>
<td><a href="mailto:head@littlekingshill.bucks.sch.uk">head@littlekingshill.bucks.sch.uk</a></td>
<td>07825 386458</td>
</tr>
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### County wide staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Telephone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen Crinyion</td>
<td>Curriculum Lead STEM</td>
<td><a href="mailto:kcrinyion@learningtrust.net">kcrinyion@learningtrust.net</a></td>
<td>07825 368162</td>
</tr>
<tr>
<td>Rachel Ayres</td>
<td>Curriculum Lead English</td>
<td><a href="mailto:rachelayres@learningtrust.net">rachelayres@learningtrust.net</a></td>
<td>07818 560644</td>
</tr>
<tr>
<td>Lara Virgo</td>
<td>Education Excellence Adviser – vulnerable groups</td>
<td><a href="mailto:lvirgo@learningtrust.net">lvirgo@learningtrust.net</a></td>
<td>07738 024074</td>
</tr>
<tr>
<td>Carol Stotter</td>
<td>Education Excellence Adviser - EAL</td>
<td><a href="mailto:c-stotter@learningtrust.net">c-stotter@learningtrust.net</a></td>
<td>07793 666253</td>
</tr>
<tr>
<td>Mandy Carey</td>
<td>Education Excellence Adviser - Swimming</td>
<td><a href="mailto:c-acarey@learningtrust.net">c-acarey@learningtrust.net</a></td>
<td>01296 383837</td>
</tr>
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## 2015-2016

<table>
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<tr>
<th>Term</th>
<th>Open on morning of</th>
<th>Close at end of afternoon of</th>
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<tbody>
<tr>
<td>Autumn</td>
<td>Thursday 3 September 2015</td>
<td>Friday 23 October 2015</td>
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<tr>
<td></td>
<td>Monday 2 November 2015</td>
<td>Friday 18 December 2015</td>
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<tr>
<td>Spring</td>
<td>Tuesday 5 January 2016</td>
<td>Friday 12 February 2016</td>
</tr>
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<td></td>
<td>Monday 22 February 2016</td>
<td>Thursday 24 March 2016</td>
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<tr>
<td>Summer</td>
<td>Tuesday 12 April 2016</td>
<td>Friday 27 May 2016</td>
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<tr>
<td></td>
<td>Monday 6 June 2016</td>
<td>Thursday 21 July 2016</td>
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**Recommended in-service training days for teachers:**

- Wednesday 2 September 2015
- Monday 4 January 2016
- Monday 11 April 2016

The 2 additional in-service training days will be decided by each school.

Schools will be also be closed on Bank Holiday Monday 2 May 2016.

## 2016-2017

<table>
<thead>
<tr>
<th>Term</th>
<th>Open on morning of</th>
<th>Close at end of afternoon of</th>
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<td>Friday 21 October 2016</td>
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<td></td>
<td>Monday 31 October 2016</td>
<td>Tuesday 20 December 2016</td>
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<tr>
<td></td>
<td>Monday 20 February 2017</td>
<td>Friday 31 March 2017</td>
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<tr>
<td>Summer</td>
<td>Tuesday 18 April 2017</td>
<td>Friday 26 May 2017</td>
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<tr>
<td></td>
<td>Monday 5 June 2017</td>
<td>Friday 21 July 2017</td>
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**Recommended in-service training days for teachers:**

- Thursday 1 September 2016
- Friday 2 September 2016
- Wednesday 4 January 2017

The 2 additional in-service training days will be decided by each school.

Schools will be also be closed on Bank Holiday Monday 1 May 2017.
# Common Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ABL</td>
<td>Annual Budget Listing</td>
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<tr>
<td>APP</td>
<td>Assessing Pupil Performance</td>
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<tr>
<td>ARP</td>
<td>Alternative Resource Provision</td>
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<tr>
<td>AWPU</td>
<td>Age Weighted Pupil Unit</td>
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<tr>
<td>BASG</td>
<td>Bucks Association of School Governors</td>
</tr>
<tr>
<td>BASH</td>
<td>Buckinghamshire Association of Secondary headteacher</td>
</tr>
<tr>
<td>BASL</td>
<td>Buckinghamshire Academy for School Leadership</td>
</tr>
<tr>
<td>BESD</td>
<td>Behavioural, Emotional and Social Disorder</td>
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<tr>
<td>BFIS</td>
<td>Bucks Family Information Service</td>
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<tr>
<td>BGFL</td>
<td>Bucks Grid For Learning</td>
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<tr>
<td>BHS</td>
<td>Buckinghamshire Healthy Schools</td>
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<td>BLT</td>
<td>Buckinghamshire Learning Trust</td>
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<tr>
<td>BSCB</td>
<td>Bucks Safeguarding Children's Board</td>
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<tr>
<td>C&amp;L</td>
<td>Cognition and Learning Team</td>
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<tr>
<td>CAMHS</td>
<td>Child and Adolescent Mental Health Services</td>
</tr>
<tr>
<td>CMET</td>
<td>Children Missing Education Team</td>
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<tr>
<td>CSB</td>
<td>Chiltern and South Bucks</td>
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<tr>
<td>CYPBB</td>
<td>Children and Young People’s Partnership Board</td>
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<tr>
<td>DBS</td>
<td>Disclosure and Barring Service</td>
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<tr>
<td>DFC</td>
<td>Devolved Formula Capital</td>
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<td>DS</td>
<td>Democratic Services</td>
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<td>DSG</td>
<td>Dedicated Schools Grant</td>
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<td>DSP</td>
<td>Delivering Successful Performance</td>
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<td>DVR</td>
<td>Domestic Violence Reports</td>
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<td>E&amp;R</td>
<td>Exclusions and Reintegration</td>
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<td>ECPC</td>
<td>Education of Children in Public Care</td>
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<td>EEA</td>
<td>Education Excellence Adviser</td>
</tr>
<tr>
<td>EEC</td>
<td>Early Excellence Centre</td>
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<tr>
<td>EEF</td>
<td>Education Endowment Fund</td>
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<td>Education Funding Agency</td>
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<td>EHCP</td>
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<td>Elective Home Education</td>
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<td>Educational Psychology Service</td>
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<td>ESAS</td>
<td>Education Safeguarding Advisory Service</td>
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<td>EVC</td>
<td>Educational Visits Co-ordinator</td>
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<td>EWO</td>
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<td>Early Years Development and Childcare Partnership</td>
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<td>Early Years Foundation Stage</td>
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<td>FR</td>
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<td>Description</td>
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<td>HAWG</td>
<td>Headteacher Admissions Working Group</td>
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<td>HNBF</td>
<td>High Needs Block Funding</td>
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<td>IDACI</td>
<td>Income Deprivation Affecting Children Index</td>
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<tr>
<td>LADO</td>
<td>Local Authority Designated Person</td>
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<tr>
<td>LAG</td>
<td>Leaders Advisory Group</td>
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<tr>
<td>LLE</td>
<td>Local Leader in Education</td>
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<tr>
<td>MASH</td>
<td>Multi Agency Safeguarding Hub</td>
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<tr>
<td>NCTL</td>
<td>National College for Teaching and Leadership</td>
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<td>NLE</td>
<td>National Leader in Education</td>
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<td>NTG</td>
<td>Narrowing the Gap</td>
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<td>Occupational Therapists</td>
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<td>PCM</td>
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<td>PLO</td>
<td>Primary Liaison Officer</td>
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<td>PN</td>
<td>Penalty Notice</td>
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<td>Parent Partnership</td>
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<td>PRU</td>
<td>Pupil Referral Unit</td>
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<td>PSN</td>
<td>Public Service Network</td>
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<tr>
<td>PV</td>
<td>Primary Voice</td>
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<tr>
<td>SABPAC</td>
<td>Senior Appointments and Bucks Pay Award Committee</td>
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<tr>
<td>SALT</td>
<td>Speech and Language Therapy</td>
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<td>SCR</td>
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<td>SCT</td>
<td>Safer Communities Team</td>
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<td>SEND</td>
<td>Special Educational Needs and Disabilities</td>
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<td>SFVS</td>
<td>Schools Financial Value Standard</td>
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<tr>
<td>SIA</td>
<td>Strategic Intervention Adviser</td>
</tr>
<tr>
<td>SIM</td>
<td>Strategic Intervention Manager</td>
</tr>
<tr>
<td>SIMS</td>
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<td>SIMS Learning Gateway</td>
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<td>Targeted Mental Health in Schools</td>
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<td>Teaching Excellence Providers</td>
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<td>TVSP</td>
<td>Thames Valley Schools Partnership</td>
</tr>
<tr>
<td>UIFSM</td>
<td>Universal Infant Free School Meals</td>
</tr>
</tbody>
</table>
We are committed to working in partnership with you to deliver an excellent education for the benefit of all children and young people across Buckinghamshire. We are determined that every pupil in Buckinghamshire will succeed and want to enable all of our schools to deliver the best possible education.