KISIMUL

Education Quality and Governance
Policy and Procedure

Document Information

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This document will be reviewed at least every 2 years

Contents

1. **Aims**

- To ensure all Kisimul schools and colleges receive sufficient monitoring, support and challenge to ensure best outcomes for students.
- To outline the governance and accountability processes for the performance of the schools/colleges.
- To outline terms of references and roles of the governing bodies.

2. **Internal Monitoring Arrangements**

Governance, support and monitoring from Kisimul Group:

- All schools/colleges will have formal monitoring visits from the Group Executive Education Lead (GEEL). These will be at least termly.

- There is an expectation of ongoing support and challenge to the Headteachers from both the GEEL and the executive board. There is a monthly KPI, and half termly reporting schedule and format to ensure regular and effective scrutiny of performance and to drive school improvement.

- Kisimul operate a collaborative network of school leaders to share expertise between schools/colleges.

- Visits from the external school improvement partner, will usually involve either a range of informal and formal activities including, but not exhaustive to: learning walks, review of quality of education, independent school standards, a focus on the priorities of the school development plan at the time.

- A formal governance review of each education service will be undertaken on a bi-annual basis and attended and chaired by representatives from the Kisimul Group Executive team. The GEEL, the Headteachers, and the Assistant Headteachers will complete the governing body, along with a review of the most recent QA activity, budget reviews and SDP progress.

- The school self-assessment and development plan should be written and reviewed by the Headteacher, and be monitored by the GEEL.

- H&S and central compliance audits are scheduled to support wider reference to ISS standards (excluding quality of education judgements). These will be carried out by the Quality Team.

(Additional support in first year of school opening):

Following formal DFE registration as an independent education provision:

- The GEEL and Director of Quality will ensure the school improvement partners prioritise any new school during its first term of opening.

- New Headteachers will spend at least a week in other Kisimul schools ahead of the any new school opening.

- Visits from the external school improvement partner will be every half a term and an GEEL visit will be at least monthly.

- Kisimul group will provide key policies and the school will need to develop relevant local procedures ahead of admitting pupils. The wider Kisimul education and clinical team will support the school leadership with developing these procedures.

- The leadership team will work through a checklist (see appendix 1) to ensure key items are in place at least one week before opening.

- Governance meetings will be termly for the first year of opening.

- The Directors will support the Headteacher pre-opening with the admissions, recruitment and policies. Both the GEEL and wider Kisimul education team will support the school during the first half term to

ensure a smooth transition with senior leaders being based in the school during its first week after opening.

- The Head of Property will visit the school weekly immediately before and after handover / opening to address any building related snagging issues.

See appendix 1 for checklist of actions required on new school opening

3. Quality assurance reporting Arrangements

Report Name	Frequency	Owner	Submitted To
Group Executive Education Lead	As required, at least termly.	ADE	CEO/ MD/ QD
Headteacher monthly education KPI report.	Monthly	HT	GEEL
Education board exec report summary	Monthly for first 6 months	GEEL	Executive board
School Development Plan	Termly	HT	GEEL
Headteacher Termly Report (for termly governance board meeting)	Termly	HT	GEEL / attendees

4. Referencing

QA visit and internal monitoring report

Formal internal monitoring visit focussing on ISS, quality of education, learning walks, R&R, L&M and key priorities linked to the SDP. At least termly.

Headteacher monthly education KPI report

Summary of KPIs including attendance, incidents/accidents, safeguarding, staff development, R&R, complaints, referral activity, admissions, teacher on support plans.

Half term Headteacher report

Headteacher reporting for the executive board of Kisimul.

School development plan

Key priorities linked to Independent School standards (ISS), Ofsted Education Inspection Framework (EIF) and quality of education developments, with actions and evaluation of progress

Headteacher Report to governing body

Summary of headline information regarding all aspects of the school. They will consist of themes common to School Development Plan, outcomes and key performance indicators, and allow for scrutiny of information at a governance level.

External Reporting and Monitoring Arrangements

All schools will have regular visits by the external school improvement partner. The frequency of these will be dependent on the school's position. The school improvement partner will report to the headteachers and GEEL/QD/MD, who will include relevant feedback to the Executive Board.

SIP visits will be followed by a report and agreed actions, where priorities of school development plan will be re-evaluated against SIP findings.

LA's will cyclically request summary information to inform monitoring visit reviews, discrete to education provision, or alongside residential children's home monitoring with services linked to the schools.

All schools/colleges will be inspected by Ofsted in line with national time frames and the ISS / EIF.

5. Governing body terms of reference.

Purpose: to present effective support and challenge to each school/college provision and quality assure self-evaluation judgements using a range of expertise and representation from internal stakeholders.

Membership: (A Chair will be approved for the governing body by the CEO. This will typically be a senior member of the executive team)

- Chair: Executive Director representative for Kisimul
- GEEL
- Headteacher
- Assistant Headteacher
- Registered manager representative of children's residential homes linked to the school/college
- Clinical service representative (Ed Support manager or Therapy lead)
- H&S central team representative
- People Team representation
- Teaching staff / educational support representative (by invitation, as required)
- Administrative support

Once the committee is established the following members will be added:
Advocacy representative (for pupil voice)
Parental representative
LA representative (from SEN, commissioning teams or social care for example)

Quorum: There should be a minimum of 4 representatives in attendance, and these must include appropriate Chair, Headteacher/GEEL and either RM / clinical representative or delegate.

Meetings: The committee will meet at 4 times per year with a focus on the schools at 2 meetings, and 2 for the college. Minutes of the committee's meetings will be shared with the executive board and made available to parents and placing authorities as required.

Policies and compliance: The committee will review requisite policies and compliance with ISS/ DFE checklists for statutory outlines. They will be updated and invited to input on content of education policies related to teaching and learning delivery and the curriculum. H&S compliance and review of audits will form part of the monitoring reporting.

6. Monitoring

The governing body will review the following aspects of monitoring and evaluation of school performance and development.

- Feedback from previous governing body actions and recommendations.

- School development updates
- Roll numbers and potential admissions
- Behaviour, welfare and attendance
- Quality of education judgements
- Policies and compliance
- Outcomes for learning
- Curriculum development and innovation
- Staff performance, training and development
- Recruitment and retention
- External monitoring (including school improvement partner feedback)
- Clinical support and input
- Planned developments and proposed changes to provision.
- Community engagement and charitable contribution.
- Wellbeing (pupils, staff and stakeholders)

7. Reporting, evaluation and protocols

All members of the governing body should be given an equal opportunity to contribute. The governing body chair will seek consensus agreement and challenge, and outline needed actions and development planning with timescales and key leads within minutes and reporting outlines. However, while all viewpoints should be documented and recorded, children and young people best interest judgements should always be paramount in any decision making and recommendation. Encouraging the inclusion and participation in of young people in governance processes should be informed by using pupils voice evidence, advocacy or other feedback such as that from the school council or using parental advocacy from statutory reviews.

While the governing body does not have any independent executive decision-making authority, it could make recommendations to the executive team for changes or developments that may require additional budgetary resources or significant changes to provision. The governing body should be respected as a significant barometer of performance, and aim to hold leadership at all levels of the group to account, as well as identifying areas of practice excellence.

So, for example, while there is no direct pay and reward delegation for individual employees, the scrutiny and additional layers of evaluation may be used to inform judgements on staff output to support performance development reviews, which in turn should be used to inform pay reviews where appropriate.

The governing body should seek to inform policy and make recommendations for additions / amends to key education policy and development. Reports should be shared at least one week prior to the meeting for participants to review and evaluate. Meeting agendas should be succinct and minutes and reporting clear and jargon free.

Governing body review outcomes for external reporting should be prepared to ensure stakeholders are cognisant of plans and priorities for school development, for example using the website, at review points, or through newsletters.

Issues of confidentiality should never supersede the reporting of safeguarding concerns, and all members of the governing body should be aware of how to recognise and report issues. The school/college safeguarding policies are available to be referenced on the website, and local processes and supporting information is displayed around the respective sites. HTs should support membership with information and advice and ensure that effective training and support is available. The governing body may have cause to recommend additional external input or monitoring of a provision to the executive team should there be an evident need for additional scrutiny or further analysis of information.

An overview of reporting and governance relationships is outlined to follow.

8. Governance Relationships and quality assurance, education provision
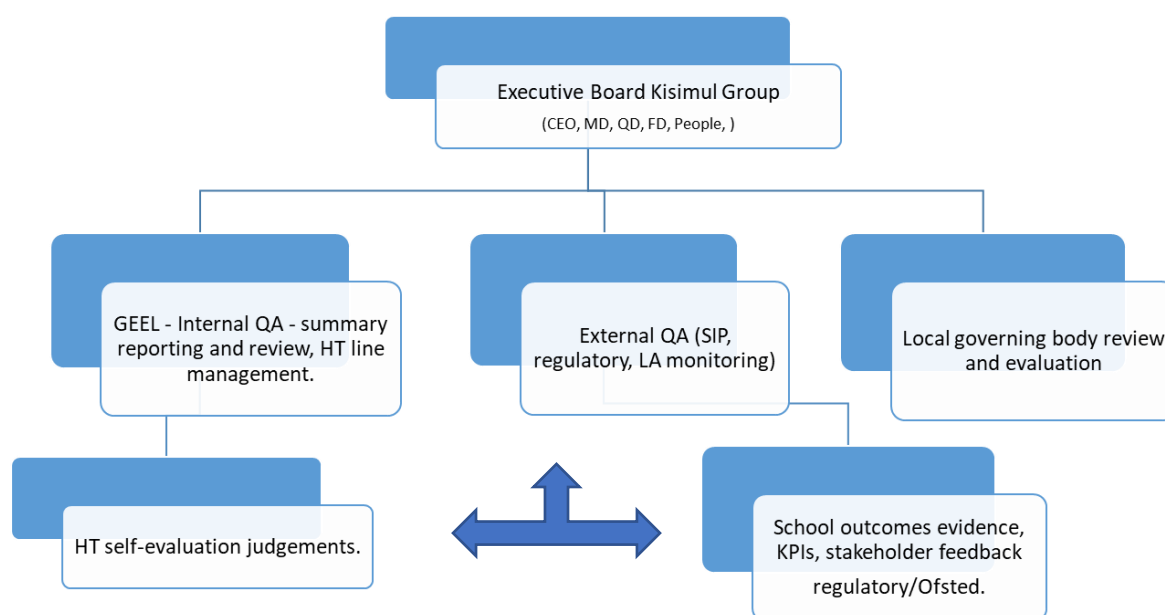
9. Appendices

Appendix 1 : Kisimul Education Team New School Check List

School	Actions	Lead	Date
Policy handbook/portal available (reference ISS/DFE for requisite policies)			
Staff files stored securely			
Student files stored securely			
Single central register up to date			
Induction outline for each role in place			
Admission policy in place			
Behaviour management policy in place			
Risk assessments for site, activities and students in place			
Appropriately trained DSL and contingency identified			
Missing child procedures published			
External school improvement partner identified			
GEEL/HT/QD aware of responsibilities			
Draft school development plan approved			
Draft self-assessment in place			
Accessibility plan completed			
Timetable reflects curriculum policy			
Class visual timetables in place			
Fire risk assessment in place			
First aid leads trained and identified			
Education visit form approved			
Drivers completed test			
Visitor book in place with safeguarding info for visitors			
Lesson observation format approved			

	Actions	Lead	Date
SLT have signed that they have read all core policies			
Appropriate SOW in place			
Rooms including toilets are appropriately signposted			
Site secure and safe for students			
System for recording and analysis of incidents in place			
Training needs audit and plan in place			
Link school identified			
Internet and e-mail system working			
Key policies etc. in place for all staff/DFE required, website			
H&S site walk undertaken and action plan in place			
Headteacher appointed, inducted and invited to group meetings			
School	**Actions**	**Lead**	**Date**
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Document equality impact assessment – part A

Document Title	Ed Governance
Name of person completing equality impact assessment:	Paul Routledge
Date equality impact assessment completed:	Sept 23

Characteristics	Impact		Equality Impact Assessment form completed?
	Yes	No	
Age		X	
Disability		X	
Ethnicity		X	
Gender		X	
Religion or belief		X	
Sexual orientation		X	
Socio-economic		X	
Gender Reassignment		X	
Maternity/Pregnancy		X	
Marriage/Civil Partnership		X	

Equality target group	a) Positive impact		b) Negative impact		Reason/comment
	High	Low	High	Low	

Document equality impact assessment – part B

What is the main purpose or aims of the policy	
To outline governance and accountability within the educational provision of Kisimul Group	
Who will be the beneficiaries of this policy?	
Schools and college staff, and key stakeholders	
Has the policy been explained to those it might affect directly or indirectly?	
Yes	
Have you consulted on this policy?	
Yes	
What are the expected outcomes of this policy?	
Better lines of reporting and accountability leading to a better quality of education output	
Name of person completing equality impact assessment:	P Routledge

Document change log

The document change log acts as a register of all authorised changes made to this document.

Changes will not be made unless authorised by the document owner.

Description of change	Change made by	Date document republished