



**Children and Families Overview and
Scrutiny Committee**
23 February 2010

**Report from the Director of
Children and Families**

For Information

Wards Affected: All

School Status and Diversity in Brent

1.0 Summary

1.1 This report gives information in the following areas:

- Demographics
- Types of Schools in Brent
- Brent's Admission Policies
- Governing Bodies: details of the law, status, accountability, training, and recruitment
- School Funding

2.0 Recommendations

2.1 This report is for information; there are no recommendations contained in this report.

3.0 Detail

3.1 Demographics

3.1.1 Brent is the 15th largest borough in London with a population of over 270,600 as per the Office of National Statistics mid-year estimate in 2007.

3.1.2 The borough has the largest proportion of ethnic minorities in London with 71 per cent of the population from an ethnic group other than White British. 54.7% of the population are black and minority ethnic groups, which is double the outer London average. 48% of population born outside of the UK and 130 different languages are spoken in Brent schools. The borough has a high inflow of migration at 9100 in 2006/07, which was the 6th highest in London.

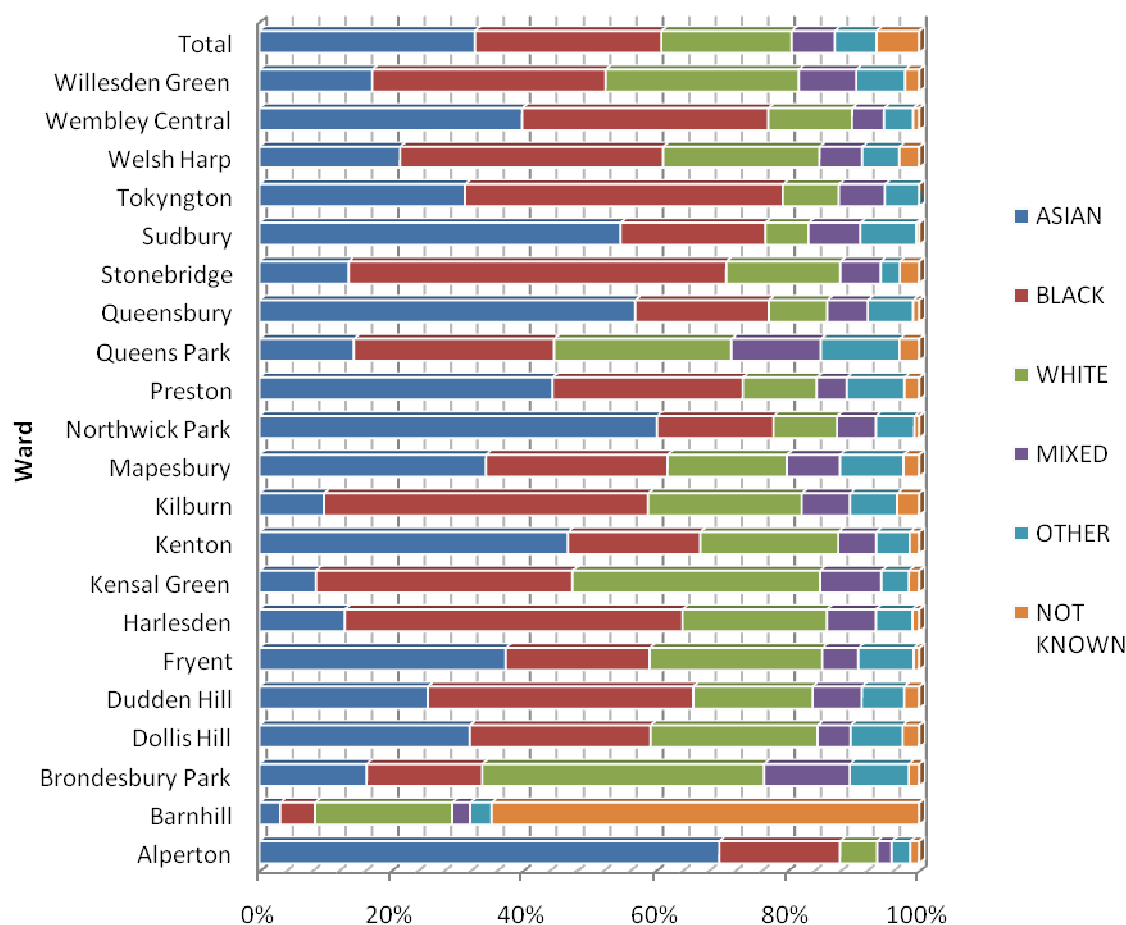
- 3.1.3 In 2007, the GLA released high and low population level projections for Brent's wards. The wards which are predicted to have the highest levels of growth by 2020 are Tokyington, Queensbury, and Mapesbury.
- 3.1.4 The growth in the borough's population is reflected in the increasing demand for school places. Numbers of four year olds on roll are expected to rise strongly over the next three to four years. The Authority has opened two additional classes for reception in September 2009, each offering an additional 30 places. This brings the number of reception places in Brent schools to 3428. Similarly, demand for secondary places is projected to grow over the next ten years.
- 3.1.5 In planning for the future the right balance between supply and demand needs to be struck. Too many surplus places are wasteful of resources, too few and difficulties are likely in providing parents with a school in reasonable walking distance. A margin of 5% surplus capacity is a sensible target.
- 3.1.6 The following table provides the ethnic breakdown of pupils studying in Brent Schools:

Table 1.

ETHNICITY OF BRENT STUDENTS BY SCHOOL TYPE								
Data Source: October 2009 Brent School Census - Primary, Secondary & Special Schools.								
Ethnic Sub-group & Heritage	School Type						Grand Total	
	Primary		Secondary		Special			
Asian	7480	31.6%	6150	34.3%	137	30.0%	13767	32.74%
Black	6917	29.2%	4719	26.3%	191	41.9%	11827	28.12%
White	5547	23.4%	2698	15.0%	78	17.1%	8323	19.79%
Mixed	1669	7.1%	1045	5.8%	41	9.0%	2755	6.55%
Other	1624	6.9%	1048	5.8%	4	0.9%	2676	6.36%
Not Known	428	1.8%	2271	12.7%	5	1.1%	2704	6.43%
Grand Total	23665		17931		456		42052	

- 3.1.7 A breakdown of ethnicity of pupils across Brent schools according to the location of schools is represented in the chart below:

Chart 1.
ETHNICITY OF BRENT STUDENTS BY SCHOOL LOCATION AND WARDS



Data Source: October 2009 Brent School Census - Primary, Secondary & Special Schools.
Reports printed in black & white: Series are from Left to Right (Asian, Black, White, Mixed, Other, Not Known)

3.2 **A Good School Place for Every Child in Brent Survey**

3.2.1 In 2008, the Council consulted widely on schools strategy in Brent, receiving over 800 responses. Brent residents were in favour of the Council's strategy for school places and believed that the LA should play a major role in managing and running schools (89% agree). Parent groups were the next most frequently identified (73% agree). Only around four in ten participants felt that charities (38%), faith groups (37%) or private sponsors (36%) should have such involvement in Brent schools.

3.2.2 Around half of the participants, (51%) stated they felt there is not an adequate provision of school places in Brent. The main factor participants felt should be taken into account when considering if to expand on existing schools was, the success of a current school (81% agree). This was followed by parental choice (79% agree); the impact on local residents (77% agree); and finally linking with regeneration projects (67% agree).

3.2.3 The most popular option was to rebuild schools on existing sites (79% agree); followed by building new schools on new sites (if new sites could be identified – 68% agree); and finally expanding existing schools (66% agree).

3.2.4 Just under, 40% of participants felt that the greatest need for additional school places is in the south of the borough. A further, 27% identified all areas across Brent while, 17% stated the north of the borough and 16% identified non-specific areas.

3.3 Buildings Schools for the Future

3.3.1 Transforming Learning in Brent is the borough's biggest-ever school building investment programme, and is part of the national Building Schools for the Future (BSF) initiative. It is one of 11 boroughs selected to receive a share of £800 million of funding, beginning with an initial sum of up to £80 million.

3.3.2 Brent's Building Schools for the Future programme will:

- transform learning in Brent so that all schools will be outstanding
- empower young people ensuring that the student voice is heard and acted upon
- reach out to families and communities so all young people in Brent have the highest quality education
- regenerate the borough by delivering new school places in areas identified for new housing and population growth.

3.3.3 The schools set to receive initial funding are:

- Alperton Community School
- Cardinal Hinsley Mathematics and Computing College
- Copland Specialist Science Community College
- Queens Park Community School

3.4 Schools in Brent

3.4.1 The schools in Brent support its cultural diversity. There are 60 primary mainstream schools, all of which except one have nursery provision, 14 secondary mainstream schools including sixth form, 5 special schools (2 primary, 1 secondary and 2 all age), 4 pupil referral units, 4 nurseries and 14 Children Centres. Of the 14 secondary schools, 10 are co-educational, two are girls only (Convent of Jesus and Mary Language College and The Crest Girls' Academy) and two are boys only (Cardinal Hinsley Mathematics and Computing College and The Crest Boys' Academy). The make up of the schools is given in the table below:

Table 2. Make up of Schools in Brent

Type	Community	Voluntary Aided				Foundation	Academy	Total
		CE	RC	Je.	Mu.			
Primary								
• Infants	5	-	3	-	-	-	-	8
• Juniors	3	-	3	-	-	1	-	7
• Primary	27	5	5	3	1	3	1	45
Primary Total	35	5	11	3	1	4	1	60
Secondary Total*	-	-	3	1	-	7	3	14
Nursery	4							
Special Schools	5							
PRUs	4							
Children Centres**	14							

*Ark Academy is the first all through school in Brent. Reception intake started from September 2008; Secondary classes are planned to commence from September 2010, which will

increase the number of secondary schools to 15. **By 2011, further 6 new Children Centres are planned to be delivered.

3.5 Type of Schools

3.5.1 Brent offers parents a choice of different types of state schools for their child. There are various independent schools operating in the borough as well.

3.5.2 1. Mainstream state schools

3.5.3 Brent has three out of the four main types of state schools, which are funded by the LA. They all follow the National Curriculum and are regularly inspected by Ofsted.

3.5.3.1 **a. Community schools** - the LA is the employer but the governing body fulfils most employment responsibilities. The LA:

- employs the staff
- owns the land and buildings
- decides which 'admissions criteria' to use (these are used to allocate places if the school has more applicants than places).

3.5.3.2 Community schools look to develop strong links with the local community, sometimes offering use of their facilities and providing services like childcare and adult learning classes.

Table 3. List of Community Schools - Primary Sector

Sr. No.	DCSF No.	School Name	Sr. No.	DCSF No.	School Name
1.	2000	Anson Primary School	19.	2066	Mitchell Brook Primary School
2.	2049	Barham Primary School	20.	2073	Mora Primary School
3.	2075	Braintcroft Primary School	21.	2019	Mount Stewart Infants School
4.	2003	Brentfield Primary School	22.	2018	Mount Stewart Junior School
5.	2006	Byron Court Primary School	23.	2067	New Furness Primary
6.	2007	Carlton Vale Infant	24.	2064	Newfield Primary School
7.	2068	Chalkhill Primary School	25.	2034	Northview Junior and Infant School
8.	2056	Donnington Primary School	26.	2071	Oliver Goldsmith Primary School
9.	2055	Elsley Primary School	27.	2038	Park Lane Primary School
10.	2074	Fryent Primary School	28.	2039	Preston Park Primary School
11.	2072	Gladstone Park School	29.	2042	Roe Green Infants School
12.	2017	Harlesden Primary	30.	2041	Roe Green Junior School
13.	2065	Kensal Rise Primary School	31.	2070	Salisbury Primary School
14.	2024	Kingsbury Green Primary School	32.	2057	The Stonebridge School
15.	2028	Leopold Primary School	33.	2020	Uxendon Manor Primary School
16.	2031	Lyon Park Infants School	34.	3605	Wembley Primary School
17.	2030	Lyon Park Junior School	35.	2053	Wykeham Primary School
18.	2033	Malorees Infants School			

3.5.3.3 **b. Foundation schools:**

- are run by their own governing body, which employs the staff and sets the admissions criteria. Land and buildings are usually owned by the governing body or a charitable foundation.
- a Trust school is a type of foundation school which forms a charitable trust with an outside partner - for example, a business or educational charity - aiming to raise standards and explore new ways of working. The decision

to become a Trust school is taken by the governing body, with parents having input. Brent does not have Trust schools.

Table 4. List of Foundation Schools - Primary Sector

Sr. No.	DCSF No.	School Name
1.	5202	Malorees Junior School
2.	5200	Oakington Manor Primary School
3.	2076	Sudbury Primary School
4.	5204	The Kilburn Park School Foundation

Table 5. List of Foundation Schools - Secondary Sector

Sr. No.	DCSF No.	School Name
1.	5405	Alperton Community School
2.	5400	Claremont High School
3.	5401	Copland Community School & Tech. Centre
4.	5402	Kingsbury High School
5.	5410	Preston Manor High School
6.	5403	Queen's Park Community School
7.	4006	Wembley High School

- All secondary schools in Brent have Specialist status - such schools have a special focus on those subjects relating to their chosen specialism but must also meet the National Curriculum requirements and deliver a broad and balanced education to all pupils. Examples include sports, technology or visual arts.

3.5.3.4 **c. Voluntary-aided schools** - are mainly religious or 'faith' schools, although anyone can apply for a place. Their faith status may be reflected in their religious education curriculum, admissions criteria and staffing policies. The governing body is the employer and enjoys a slightly greater measure of autonomy than community school governing bodies. As with foundation schools, the governing body:

- employs the staff
- sets the admissions criteria
- School buildings and land are normally owned by a charitable foundation, often a religious organisation. The governing body contributes to building and maintenance costs.

List of Voluntary-aided Schools - Primary Sector

Table 6. Church of England

Sr. No.	DCSF No.	School Name
1.	3301	Christ Church Brondesbury CE Primary School
2.	3302	John Keble CofE Primary School
3.	3303	Princess Frederica CE Primary School
4.	3305	St Andrew & St Francis CE Primary School
5.	3308	St Mary's CE Primary School

Table 7. Roman Catholic

Sr. No.	DCSF No.	School Name
1.	3507	Convent of Jesus & Mary Infants
2.	3510	Our Lady of Grace RC Infants School
3.	3500	Our Lady of Grace RC Junior School
4.	3508	Our Lady of Lourdes RC School
5.	3509	St Joseph RC Infants School
6.	3501	St Joseph's Junior School
7.	5203	St Joseph's Primary School
8.	3511	St Margaret Clitherow Primary School
9.	3505	St Mary Magdalen's RC Junior Mixed School
10.	3602	St Marys RC Primary School
11.	3506	St Robert Southwell RC Primary School

Table 8. Jewish

Sr. No.	DCSF No.	School Name
1.	3603	Avigdor Hirsch Torah Temimah Primary School
2.	3601	Michael Sobell Sinai School
3.	5201	North West London Jewish Day School

Table 9. Muslim

Sr. No.	DCSF No.	School Name
1.	5949	Islamia Primary School

List of Voluntary-aided Schools - Secondary Sector

Table 10. Roman Catholic

Sr. No.	DCSF No.	School Name
1.	5407	Cardinal Hinsley High School
2.	5404	Convent of Jesus & Mary Language College
3.	5406	St Gregory's RC High School

Table 11. Jewish

Sr. No.	DCSF No.	School Name
1.	4033	JFS School

3.5.3.5 **d. Voluntary-controlled schools** - are similar to voluntary aided schools, but are run by the local authority. As with community schools, the local authority:

- employs the school's staff
- sets the admissions criteria
- School land and buildings are normally owned by a charity, often a religious organisation, which also appoints some of the members of the governing body.

Brent does not have any Voluntary-controlled Primary or Secondary Schools.

3.5.4 2. State schools with particular characteristics

3.5.5 Within the state schools system described above, there are a number of schools with particular characteristics. As with other state schools, admissions are coordinated by the local authority.

3.5.5.1 a. Academies

Academies are independently managed, all-ability schools set up by sponsors from business, faith or voluntary groups in partnership with the Department for Children, Schools and Families and the local authority. Together they fund the land and buildings, with the government covering the running costs.

Table 12. List of All Through Academies

Sr. No.	DCSF No.	School Name
1.	6906	Ark Academy

Table 13. List of Secondary Academies

Sr. No.	DCSF No.	School Name
1.	6905	Capital City Academy
2.	5408	Crest Boys' Academy
3.	5409	Crest Girls' Academy

3.5.5.2 b. Community Special schools

Special schools cater for children with specific special educational needs. These may include physical disabilities or learning difficulties.

Table 14. List of Primary Special Schools

Sr. No.	DCSF No.	School Name
1.	7006	Manor Special School
2.	7005	Vernon House Special School

Table 15. List of Secondary Special Schools

Sr. No.	DCSF No.	School Name
1.	7000	Woodfield School

Table 16. List of All Through Special Schools

Sr. No.	DCSF No.	School Name
1.	7003	Grove Park Special School
2.	7009	Hay Lane Special School

3.5.6 3. Independent schools

There are 10 independent schools in Brent out of a total of 2,300 schools in England. These schools set their own curriculum and admissions policies. They are funded by fees paid by parents and income from investments. Just over half have charitable status.

Every independent school must be registered with the Department for Children, Schools and Families. Standards are regularly monitored by either Ofsted or an inspectorate approved by the Secretary of State, ensuring that the school maintains the standards set out in its registration document.

Table 17. List of Independent Schools

Sr. No.	School Name
1.	Buxlow Preparatory School
2.	Gower House School (primary)
3.	St Christopher's School (primary)
4.	St Nicholas School (primary)
5.	The Swaminarayan School (primary & secondary)
6.	The Welsh School (primary)
7.	Al-Sadiq & Al-Zahra Schools (primary & secondary)
8.	Islamia Girls High School (secondary)
9.	Menorah High School for Girls (secondary)
10.	The School of the Islamic Republic (secondary)

3.5.7 Brent supports the Government's committed to increase diversity and this includes faith schools where there is strong evidence that parents in an area want a faith school. Over the recent months, the LA has corresponded with residents who have expressed an interest in opening a Muslim primary & secondary school and a Jewish Girls independent school. The Authority is supportive of viable proposals which can deliver the appropriate standard of education and community cohesion.

3.6 Ofsted Inspections

3.6.1 State School inspections from September 2009

3.6.2 A school inspection is carried out under section 5 of the Education Act 2005. Inspection is a process of evidence gathering, particularly through lesson observation, in order to provide an evaluation of how well a school is performing. Schools receive between zero and two working days' notice of a section 5 inspection, with most receiving between one and two days notice.

3.6.3 Inspections take place over two days, and dialogue with senior managers in the school plays a central part. The school's self-evaluation provides the starting point for inspectors, and the views of pupils, parents and other stakeholders are taken into account.

3.6.4 Inspections result in a written report indicating one of four grades: outstanding, good, satisfactory or inadequate.

3.6.5 Independent Schools inspections

3.6.6 Ofsted inspects only schools where the head teacher is not a member of an association that is affiliated to the Independent Schools Council (ISC). The process of inspection of independent schools is similar to that for maintained schools.

3.6.7 The DCSF may also request Ofsted to undertake further inspections of a school where a material change is proposed. Material changes are a change:

- in proprietor
- of school address

- in the age range of pupils
- the maximum number of pupils
- the gender of pupils
- to boarding
- in the admission of pupils with special educational needs

3.7 Brent's Admission Policies

3.7.1 Each school has an admission authority, which sets its admission arrangements each year – and the oversubscription criteria it will use to offer school places if there are more applications than places. The Council must comply with the Schools Admission Code. The admission authority for each of the five main categories of school is as follows:

Table 18. Admission Authorities

School	Admission Authority
Academies	Governing Body
Community Schools	Local Authority
Foundation Schools	Governing Body
Voluntary Aided Schools	Governing Body
Voluntary-Controlled Schools	Local Authority

3.7.2 Pressure on School Places

- 3.7.2.1 As of 21st January 2010 there are 47 Brent resident applicants without a reception place. There are 10 vacancies in reception classes, a net shortfall of 37 places. There is some movement in reception classes, and children are being placed, but new arrivals continue to present to the council seeking reception places. Many out borough residents secure places in faith schools in Brent.
- 3.7.2.2 There is a mismatch between where the vacancies are and where unplaced pupils live. Most parents want a local school for primary aged children, in some cases this year we have had to offer places up to 5 kilometres away from where children live as this was the nearest offer that could be made.
- 3.7.2.3 The pressure on reception places which initially emerged in 2007 in the north and centre of the borough and where a significant number of additional places were created over 2007 and 2008 has now moved to the south of the borough to Willesden, Brondesbury, Harlesden, and along the North Circular Road, affecting Neasden, St Raphael's and Monks Park. There is particular pressure in the Neasden area.
- 3.7.2.4 The Council has published its primary and secondary school guides for 2010. These are available from the Brent Council's website:
<http://www.brent.gov.uk/cfd.nsf/Admissions>. Appendix 5 & 6 provide details of how places were allocated at Brent Schools for September 2009.

3.7.3 Community Nursery

- 3.7.3.1 Parents are able to apply for a place for their child in any Brent Community primary school by submitting an application to the selected school.

- 3.7.3.2 Initial offers are made to those children whose parents applied before the 'closing date'. Late applications are generally considered after offering places to children whose parents applied by the closing date.
- 3.7.3.3 Where there are more applications than places available, children are put on waiting lists for the same academic year.
- 3.7.3.4 For oversubscribed schools, nursery places are allocated on the basis of oversubscription criteria. The authority maintains an over subscription criteria for the community schools. Voluntary aided or religious faith schools, foundation schools and academies have their own admission policies.
- 3.7.3.5 Oversubscription criteria is based on the following priority:
- a. Children in public care (looked after children).
 - b. Children for whom it is essential to be admitted to a specific school because of special circumstances to do with significant medical needs, social needs or special educational needs.
 - c. Brothers or sisters of a child who attends the school, or an infant or junior school on the same or adjoining site, and who will continue to do so on the date of admission.
 - d. Children living within the school's catchment area.
 - e. All other applicants.
- 3.7.3.6 Within each criterion priority will be given to the applicant who lives closer to the school. This will be judged by the shortest measured walking distance using road networks including public rights of way from the child's home to the nearest school gate. Other factors apply e.g. twins, split residence.
- 3.7.3.7 Applications for children with a statement of Special Educational Need are made by Local Authority SEN teams. The placement of children with such a Statement is made after a process of consultation between parents, the school and the Local Authority. Children with a statement of Special Educational Need receive priority over others for admission to the school named on their Statement.
- 3.7.3.8 Community Primary (Reception & Y3 places)**
- 3.7.3.9 The Local Authority has a duty under section 13A of the Education Act to ensure fair access to educational opportunity.
- 3.7.3.10 There is no automatic transfer from nursery to reception class. Parents wanting to apply for a place at reception must complete a separate application form.
- 3.7.3.11 The authority accepts requests from parents for a delayed admission of their child aged 4 and over to a reception class until later in the same school year.
- 3.7.3.12 Initial offers are made to those children whose parents applied before the 'closing date'. Late applications are received but will not normally be considered for a place at the school until after this initial offer has been made. If some parents decline the initial offer of a place for their child, or vacancies become available, then all applications received, whether on time or late, will be considered for these places.
- 3.7.3.13 Where there are more applications than places available, children are put on waiting lists for the same academic year.

- 3.7.3.14 The oversubscription criteria is based on the following priority:
- a. Children in public care.
 - b. Children attending an infant school on the same site as a junior school.
 - c. Children for whom it is essential to be admitted to a specific school because of special circumstances to do with significant medical needs, social needs or special educational needs.
 - d. Brothers or sisters of a child who attends the school, or an infant or junior school on the same or adjoining site, and who will continue to do so on the date of admission.
 - e. Children living within the school's catchment area.
 - f. Children who attend the nursery.
 - g. All other applicants.

3.7.3.15 Within each criterion priority will be given to the applicant who lives closer to the school. This will be judged by the shortest measured walking distance using road networks including public rights of way from the child's home to the nearest school gate.

3.7.3.16 Where a child has been refused a place at the school, parents are advised of their right to appeal to an Independent appeal panel. Parents are advised to accept the offer of a place at an alternative school in the meantime so that if the appeal is unsuccessful their child will have a school place for in the new academic year. Accepting a place at one school while appealing for a place at another does not have any bearing on the appeal hearing.

3.7.3.17 Academies

3.7.3.18 Applications for places at the academy are made in accordance with Brent Council's co-ordinated admission arrangements and are made on the Common Application Form (CAF) provided and administered by Brent Council.

3.7.3.19 The academies consider all applications for places. Where fewer than the published admission number for any relevant age group are received, the academies will offer places to all those who have applied.

3.7.3.20 Where there are more applications than places available, a waiting list will operate until a month after the beginning of the school year. This will be maintained by the academy and it will be open to any parent to ask for his or her child's name to be placed on the waiting list, following an unsuccessful application.

3.7.3.21 From September 2010 the LA will be responsible for coordinating all applications for all schools.

3.7.3.22 After the admission of pupils with statements of special educational needs where the academy is named on the statement, the oversubscribed criteria will be applied in the order in which they are set out below:

- a) Children in public care.
- b) Children who have a sibling who already attends the primary section (Year 1 to Year 6) and who will continue to do so on the date of admission (for this purpose 'sibling' means a whole, half or step brother or sister resident at the same address).
- c) Children who live closest to the school using straight line measurement from the main entrance of the academy to the main entrance to the child's home.

3.7.3.23 Parents whose application to an academy is rejected have the right of appeal to an independent panel. Parents must approach the academy, usually the chair of the governing body, directly if they wish to exercise this right.

3.7.3.24 Voluntary Aided

3.7.3.25 Applications are to be made as part of the coordinated admissions scheme run by Brent Council. Voluntary Aided (VA) schools require all applicants to contact the school; if the applicant does not attend the nursery at the school a Supplementary Information Form (SIF) will be required and returned directly to the school.

3.7.3.26 Where there are more applications than places available, the criteria for admission to the school are set by its Governing Body. Parents whose application to a Voluntary Aided school is rejected have the right of appeal to an independent panel. Parents must approach the school, usually the chair of the governing body, directly if they wish to exercise this right.

3.8 Governing Bodies

3.8.1 Governing bodies of schools have the task overall of conducting the school with a view to promoting high standards. A governing body is a legal entity with power to spend allocated resources, hire staff, determine overall strategic priorities for the school and enter into legally binding contracts. It is responsible for ensuring that the school fulfils its statutory duties, provides the national curriculum, safeguards pupils, promotes high standards and has appropriate legally-required policies in place. It should ensure sound financial management within the school. School budgets are delegated to governing bodies by law.

3.8.2 In all schools, including community schools, the governing body is responsible for appointing and dismissing staff, and for ensuring proper financial management. The LA has a supportive and enabling role in promoting proper management and processes.

3.8.3 Governing bodies are not legally accountable directly to the LA. Whilst the LA appoints some governors, the governing body as a whole is largely independent of the LA and enjoys a significant measure of autonomy. Governing bodies are however required to act within education, governance, employment and other law. They should work within generally accepted standards of public office. Terms of Reference for Brent's Governing Bodies is attached as appendix 1.

3.8.4 Although the LA does not "manage" or control governing bodies, it is clear that it does have an overall responsibility to respond to concerns that it may become aware of, if a governing body is thought to be negligent, fail in its statutory responsibilities or mismanage funds. Schools are commissioned with providing statutory services on behalf of the council, thus the council has a duty to monitor performance and intervene if required under statutory guidelines.

3.8.5 Ofsted are tasked with judging the effectiveness of governance as part a normal school inspection, and governance is awarded a grade in the same way that other aspects of the school are judged. The LA also makes an assessment of the effectiveness of governing bodies in its own monitoring of schools, informed by school improvement partners (SIPs) who work for the school improvement service (SIS). In these ways governing bodies are held to account.

3.8.6 Both the SIS and the governor support service (GSS) provide support to specific governing bodies, usually collaboratively, where weaknesses or concerns arise. The two services are in close touch with each other as required and maintain an excellent working relationship in support of governing bodies.

3.8.7 Legal Basis for Governing Bodies

3.8.8 School governing bodies are formed under the Education (School Government) (England) Regulations and subsequent legislation. Their membership and procedures are defined by the School Governance (Constitution) (England) Regulations 2003 and School Governance (Procedures) (England) Regulations 2003 and subsequent amendments.

3.8.9 All governing bodies of community, community special, foundation (F) (including qualifying foundation schools, foundation schools with and foundation schools without a foundation), foundation special, voluntary aided (VA), voluntary controlled (VC) and maintained nursery schools (MNS) can adopt a model for the size and membership of their governing body that best suits their circumstances.

3.8.10 The size of the governing body ranges from a minimum of 9 to a maximum of 20 people, except in VA schools and qualifying foundation schools where the minimum size of the governing body is to be 10 and 11 respectively. Within this range, each governing body can adopt the model of their (some exceptions apply).

3.8.11 Each school has an instrument of government, signed by the Director of Children & Families, which legally sets the constitution of each governing body. Quorum is 50% of the governors in post excluding vacancies.

3.8.12 Categories of School Governors

3.8.13 There are four compulsory stakeholder groups for community and community special schools as well as MNS and VA schools. Foundation and VC schools have five compulsory stakeholder groups. Sponsor governors form an optional group.

3.8.14 The following types of governors can serve on a governing body:

Parent governor - parents, including carers, of registered pupils at the school are eligible to stand for election by other parents or carers at the school. Parent governors do not have to stand down if their child leaves the school during the period they serve, though they may do so if they wish.

Staff governor - both teaching and support staff paid to work at the school are eligible to stand for election for staff governorship (school volunteers are not eligible).

LA governor - a person appointed by the LA. They are only disqualified from appointment as an LA governor if they are eligible to be a staff governor of the school. LAs are encouraged to appoint high calibre governor candidates to schools that need most support and to appoint candidates irrespective of any political affiliation or preferences.

Community governor - a person appointed by the governing body, who lives or works in the community served by the school, or who, in the opinion of the governing body, is committed to the good governance and success of the school, including minor authority representatives.

Foundation governor - is a person who is appointed by the school's founding body, church or other organisation named in the school's Instrument of Government or who holds the governorship ex officio, as the holder of an office specified in the Instrument of Government. If the school has a religious character, they must preserve and develop this. They must also secure compliance with the trust deed (if any). At foundation and foundation special schools that do not have a foundation or trustees, Foundation governors are replaced by **Partnership governors**.

Sponsor governor - under the new legislation, people who give substantial assistance to a school, financially or in kind, or who provide services to the school, can be appointed as sponsor governors by a governing body. This allows for external partners, including other schools, who offer advice and support to a school to be represented on the governing body.

Associate members - governing bodies can benefit from being able to draw on expertise and experience from outside their formal governor membership. The governing body can appoint associate members to serve on one or more governing body committees and attend full governing body meetings. Associate members are persons interested in contributing to the work of the governing body.

3.8.15 TERM OF OFFICE

3.8.16 The maximum term of office for all categories of governor is four years, but the governing body can decide to set a shorter term of office for one or more categories of governor. This does not apply to the headteacher or to any additional governors appointed by the LA or the Secretary of State for Children, Schools and Families.

3.8.17 Governor Recruitment

3.8.18 Schools are responsible for holding elections for parent and staff governors, according to the numbers laid out in the instrument of government. When a vacancy arises, all parents or staff (depending on the vacancy) are invited to make nominations. If there are more candidates than spaces, a ballot is held. Governing bodies or schools cannot directly appoint according to their choice; they must invite nominations, and hold ballots if necessary.

3.8.19 Each governing body is responsible for recruiting its own community, partnership and sponsor governors, according to the numbers laid out in the instrument of government. There are certain restrictions on who can serve in these categories but apart from these, the governing body is free to appoint whomever they wish. Such governors may be local community or business figures, or people known to the school or governors as being suitable. These governors are often sought for specific skills they may bring, in such areas as finance, management, education or community involvement. Associate members are also appointed by the governing body for similar reasons.

3.8.20 Foundation governors in VA schools are appointed by the diocese or religious trust linked with the school. Part of their role is to help preserve the religious ethos of the school.

LA governors, appointed by the director of the children and families department (C&F), are sourced both from the local political party ranks and beyond. Each LA governor seat is allocated to one of the three parties on the council. Across the borough the allocations broadly reflect the political balance on the council. All nominees from the political parties are vetted and interviewed by the GSS prior to appointment. If the party concerned is unable to identify a nominee, the GSS may make a nomination irrespective of party allocation or nominee affiliation.

- 3.8.21 The GSS supports governor recruitment which helps with the supply of both “non-party” LA governors and potential community and partnership governors. A list of volunteers is available to governing bodies seeking such appointees. Current experience demonstrates that it is becoming increasingly challenging to recruit sufficient governors with the required skills and experience. The GSS is also involved indirectly in supporting the recruitment of parent and staff governors through its introductory “taster” course run twice per year, designed to attract members of the community who may be interested in the role.
- 3.8.22 Brent is fortunate in that a comparatively high proportion of governors are from BME groups. Although we have only a minority of governors’ ethnic origin recorded, around 55% of those recorded are not of white UK origin. In our recruitment efforts we proactively target community groups linked with BME groups.
- 3.8.23 Vacancy rates for governor vary widely. Around end September 2009, they were approximately as follows:
- | | |
|-----------------------|-----|
| Parent Governors | 14% |
| Staff Governors | 12% |
| LA Governors | 7% |
| Community Governors | 20% |
| Partnership Governors | 14% |
| Foundation Governors | 25% |
- 3.8.24 These figures are not entirely accurate since there is a delay in the LA becoming aware of new appointments and reappointments, especially in early autumn. The actual figures are likely to be a few percent lower for each category, except for LA governors. The vacancy rates however remain a cause for concern, and anecdotal reports suggest that recruitment is becoming more difficult. There is no budget available for governor recruitment either by the LA or individual schools.

3.8.25 Governor Training

- 3.8.26 Governor training is not currently mandatory, though this may change with future legislation especially for chairs. Brent runs a comprehensive programme of learning and development (L&D) activities; the current term’s brochure is included as appendix 2. In addition to the centrally-run programme, a governing body may opt for its own tailor-made session as it chooses.
- 3.8.27 E-learning for governors is provided in Brent, from The Learning Pool. Brent was the first LA nationally to purchase these courses, run under the name Modern Governor. (www.moderngovernor.com).
- 3.8.28 Brent has pioneered its own brand of distance learning courses which are available freely to all Brent governors. These have been produced totally in-house, by Brent Governor Support staff. A sample is included as appendix 3 & 4.
- 3.8.29 The centrally-run and distance learning programmes are made available to governing bodies as a traded service. A governing body purchases an annual subscription that provides an annual conference, unlimited access to the courses, one governing body dedicated session, an induction pack for all new governors and a termly Governance Report and Newsletter (See appendices). The subscription rate is excellent; 100% of our schools and children’s centres usually purchase the centrally-run programme and all but around four have purchased the e-learning option. The annual conference is well-regarded and usually attracts up to 150 governors.
- 3.8.30 An ongoing challenge is fostering a culture of commitment to learning and development among governors. Attendance is often disappointing, with just a handful

of governors attending some courses. This is recognised nationally as an issue. Brent makes every effort to publicise its L&D professionally, repeatedly and in a timely manner.

3.8.31 The GSS is increasingly encouraging governing bodies to take more responsibility for their own L&D needs and highlight the available courses at their meetings. Every governor directly receives their own personal copy of the termly L&D brochure. On a brighter note, we are seeing an increase in booking for the induction course for new governors, which is seen as the foundation for all governance work. Feedback from attendees, which is routinely collected, is overwhelmingly positive regarding the quality of the courses.

3.9 **Funding**

3.9.1 There are three types of budget allocations to schools from Brent:

- a) delegated budgets
- b) devolved budgets
- c) central budgets

3.9.2 **Delegated Budgets**

3.9.2.1 Both, delegated and devolved budgets are given directly to schools. Delegated budgets are very much at the discretion of governors.

3.9.2.2 **School Funding Formula:**

3.9.2.3 The main delegated budget to each school is the school funding formula. This formula is shown in the S52 Statement is published each year by the LA and details the budget allocation and its individual components for all schools. It also includes the data which is used to calculate budget shares (such as pupil, numbers, meal numbers, etc):

Table 19.

	Description	2009-10
1.	Dedicated Schools Grant - LEA's estimate of pupil numbers	38,117
2.	Dedicated Schools Grant - Guaranteed Unit of Funding Per Pupil	£5,102
3.	Estimated Dedicated Schools Grant	£194,491,230
4.	Dedicated Schools Grant, Carry Forward from 2008-09	£0
5.	School Standards Grants - including Personalisation	£9,121,437
6.	School Development Grant	£12,879,442
7.	Other Standards Fund Grants	£8,708,409
8.	LSC funding	£22,481,666
9.	LEA additional contribution	£0
10.	Total funding supporting the Schools Budget	£243,826,847

3.9.2.4 All schools in England have been working under the LMS (Local Management of Schools) arrangements. Since 1999, this has also been known as "Fair Funding".

3.9.2.5 The theory of local management is based on the concept that when financial resources and responsibilities are delegated to the front-line managers who are delivering a service, those managers are more likely to take better decisions about the quality and cost of services than a manager who is centrally-based.

3.9.2.6 By law, schools must be funded by a formula which is “simple, objective, measurable and predictable in effect, and clearly expressed. One of the most difficult balancing acts is to try achieving a formula which recognises all of these criteria.

3.9.2.7 Most of the formula is determined by central government. However, each local Authority is free to take into account local circumstances. The main elements of the LMS formula are:

- **Age Weighted Pupil Units (AWPUs)** - to ensure that need is met and that schools have a clear incentive to attract and retain pupils, the total resources allocated on the basis of the numbers of pupils weighted by age should account for at least 75% of each Area Board's Aggregated Schools Budget.
- **Small Schools Protection** - this factor allocates additional resources to enable smaller schools to meet the curricular needs of pupils.
- **Special Needs** – allocation of resources to provide support for pupils who have special needs but are not stated – for example, remedial pupils.
- **Social Deprivation** - factor allocation of resources to schools to enable them to counteract the effects of social deprivation among pupils.
- **Premises costs** – this factor allocates resources for premises costs. Money is allocated on the basis of pupil numbers and the area of school buildings.
- **Teachers Salary Protection for Small Schools** – allocation of additional funds to take account of the difference between actual and average salary costs in schools which have fewer than 12 full time equivalent teachers in the given assessment period. Funding is allocated on a sliding scale.

3.9.2.8 The schools have input to these factors by means of:

- (i) completing census information on pupil numbers and free meal numbers;
- (ii) making returns on special needs test results;
- (iii) confirming the floor area of the school; and
- (iv) confirming the number of staff in post.

3.9.2.9 **School Standards Grant:** additional money is provided to schools as a lump sum and is known as the School Standards Grant. This grant consisted of a lump sum amount to every school based on pupil numbers. The money is given by DCSF to Brent to distribute and administer, and is then passed on to schools. The amounts for 2009-10 are SSG £6,139,061 and SSG(P) £2,378,298.

3.9.2.10 Schools are free to spend this grant on whatever they deem suitable, to raise educational standards, for practical reasons, this amount is simply added on to the school formula budget. However, this grant does not count as LA spending within the Authority's targets as set by DCSF.

3.9.3 Devolved (or Earmarked) Budgets

3.9.3.1 Devolved (or “earmarked”) budgets usually have certain conditions, including spending on the purposes for which the budget was given and return of any unspent amounts with certain flexibility.

3.9.3.2 Devolved budgets must be spent on the activities for which they were devolved. The local Authority makes sums available to schools from central funds, in the form of allocations which are additional to and separate from the schools' budget shares. Such allocations are subject to conditions, specified by the Authority, including repayment of unspent amounts and setting out the purpose for which the funds may be used.

3.9.3.3 The Standards Fund:

3.9.3.4 The Standards Fund is a contribution from various grants which are made to local Authorities by the DCSF and most of which are then devolved to schools, along with a contribution from local Authority funds. In order to attract higher grants from the DCSF, each LA has to contribute a higher proportion of its central budget. This has caused complexity in making decisions.

3.9.3.5 The New Opportunities Fund:

3.9.3.6 The New Opportunities Fund was established by the Government as a new Lottery Distribution Body to fund specific initiatives in the areas of education, health and environment. The main aim is to make training available to all teachers and school librarians to enable them to make effective decisions about how and when to use ICT in their teaching and school library work.

3.9.4 Central Budgets

Central budgets is a form of expenditure "On behalf of schools", but not strictly within the financial control of individual governing bodies. One example is expenditure on SEN Home to School Transport.

3.9.5 Funding Challenges: There are a number of funding issues and challenges being faced in 2009/10 onward such as the Early Years Single Funding Formula due to be implemented from April 2010, subject to approval of Pathfinder Status. Another example is the increased demands on SEN statementing funding.

Background Papers

Brent Council's primary school guide for 2010

Brent Council's secondary school guide for 2010

School Admission Appeals and Choice Advisers

Brent's Borough Profile

A Guide to the Law for School Governors

Brent Governor L&D brochure, autumn 2009

Brent governance report and newsletter, autumn 2009

Contact Officers

Mustafa Salih, Assistant Director Finance and Resources,
Children and Families, Chesterfield House, 9 Park Lane,
Wembley Middlesex HA89 7RW.

Tel: 020 8 937 3910. Fax: 020 8 937 3093

Email: mustafa.salih@Brent.Gov.UK

Director of Children & Families

John Christie



Brent Council Governor Services

School Governing Body – Terms Of Reference

There is no statutory requirement for governing bodies to adopt terms of reference since their role is defined in law. The following however may be helpful in describing the overall role of the governing body.

School governing bodies are “bodies corporate” with a legal status and responsibilities. A corporate body has a legal identity separate from that of its members. This means that the whole governing body, rather than individuals, bears the responsibility for its actions, even when taken by an individual with delegated authority. It also means that a governing body can enter into legally-binding contracts and hold a delegated budget. Its responsibilities are set out in The Governors’ Guide To The Law, which the governing body must comply with. The school’s status and governing body constitution will be as set out in the school’s Instrument of Government.

The overall responsibilities of the governing body are to:

- Help to shape the vision, ethos and direction of the school;
- Ensure the school is operated with a view to promoting high standards of educational achievement;
- Challenge and support the school so that weaknesses are tackled decisively and statutory responsibilities are met;
- Hold the senior leadership to account for the performance of the school;
- Ensure sound management of resources including finance, human resources and infrastructure;
- Ensure statutory policies and documents are in place and regularly reviewed, and that they are effective in meeting their desired aims;
- Act as a good employer;
- Fulfil its duty of care to staff, students, parents and others associated with the school, and promote the Every Child Matters “five outcomes”.

In carrying out its responsibilities, the governing body must comply with relevant legislation, including:

- The Education Act 2002;
- The Education And Inspections Act 2006;
- The School Governance (Constitution) (England) Regulations 2003 and subsequent amendments;
- The School Governance (Procedures) (England) Regulations 2003 and subsequent amendments;
- The Education Act 1996
- The Schools Standards and Framework Act 1998
- Other relevant legislation as set out in The Governors’ Guide To The Law.

The governing body must work in partnership with the Local Authority, other schools and children’s centres, and other strategic partners as appropriate. It will see itself as contributing to the overall borough-wide provision of children’s and community services.

The governing body must appoint a clerk, and may form committees as desired. All committees must have agreed terms of reference and must be clerked.

The governing body should at all times manage its business professionally, efficiently and effectively. It should follow principles of openness, transparency and probity. Members should make every effort to attend to their own learning and development needs in order to enhance their effectiveness, skills and knowledge.

Appendix 2

Governor Support Services
 Chesterfield House
 9 Park Lane
 Wembley HA9 7RH

Phone: 020 8937 3048 / 3038 / 3089

E-mail: governor.services@brent.gov.uk

London Borough of Brent



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Introduction

Although governance is a voluntary job, the emphasis on the need for training and development is increasing.

Induction sessions have always proved very popular and we are again offering this training as a full day option as well as the usual two session course. I hope that this allows more new governors to get this valuable start to their new role.

We do recognise that governors may not be able to fit the face to face courses into a busy schedule so we continue to provide and promote other options such as:

- The Modern Governor e-learning programme
- Brent's own distance learning materials
- The induction pack
- Our termly reports and newsletters giving updates on new issues

Many governors and board members are taking advantage of all of these but there are still some people who do not. If you have not done any of our training we would love to know why - what would encourage you to take part?

If you have any ideas about how to increase attendance and encourage more people to take part in learning and development opportunities, please let us know - we are open to any suggestions.

Michelle Doherty, Governor Learning and Development Manager

To book please call 020 8937 3048

Learning and Development Programme for Governance

Spring Term 2010



London Borough of Brent

Governor Support Services

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Booking Form

You can book as many courses as you wish, by phone, e-mail or by returning this form to Governor Services.

Please note - we send a confirmation / reminder letter about a week before each course booked is due - NOT at the time of booking.

Course Title	Code	Date

Name

Contact number

E-mail

Special requirements?

London Borough of Brent

For the attention of the Training Link Governor

As governing body members come and go, so the skills and knowledge you have as a group will change. A regular review of the training needs of the whole board is a useful exercise to ensure that you are always up to date.

Included in your annual subscription, governing bodies and boards may want to have a group training session in your own school or centre.

We can arrange for a trainer to deliver a session on a topic that is relevant to your particular needs. This may be an external consultant, a council officer or an adviser depending on the subject matter.

Perhaps you share an issue with another school or centre and would like to group together for a training session. For example, a group of faith schools looking at succession planning or perhaps a group of local schools and children's centres considering working with parents.

If your school or centre is currently facing difficulties it may be useful to come together as a group to consider the issues with a facilitator.

Suggested themes for this term are

- Safeguarding, a culture of safety
- Strategic Planning
- Monitoring and Evaluation

To book a session, please contact us to discuss what topic you would like to cover and some suitable dates.

To book please call 020 8937 3048

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Personal Development

Course codes 73 and 74 / IND

INDUCTION FOR NEW GOVERNORS AND BOARD MEMBERS.

Trainers - Michelle Doherty and Nicki Parker,
Brent Governor Services Officers

Venues, Dates and Times -
TUESDAY 9th MARCH (part 1) and TUESDAY 16th MARCH (part 2)
both from 10.00am - 12.00pm
Gwenneth Rickus Building, Brentfield Road, NW10 8HE

ALSO - THURSDAY 28th JANUARY
9.30am - 4.30pm - lunch provided
Patidar House, London Road, HA9 7EX

Target audience - ALL new governors and board members.

This term the course is run twice; once in two sessions and once as a full day, the materials and content are the same for both options.

Course outline - Having agreed to become a school governor, people often think, 'What have I let myself in for?' These sessions will explain what you can expect in terms of time commitment and accountability. We aim to give you the basic knowledge and information you need to be an effective governor.

We will look at governors' roles and responsibilities as defined in the Governors' Guide to the Law including:

- Strategic Leadership
- Challenge and Support
- Monitoring and Evaluation

Relevant guidance or legislation - Governors' Guide to the Law
National Training Programme for New Governors on www.governor.net.gov.uk

To book please call 020 8937 3048

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Day/Date	Code	Course Title	Time
Tuesday 23rd Feb	SR70	Safer Recruitment	9.30am
Wednesday 24th Feb	401	Assessment, Learning and Ofsted	10.00am
Thursday 25th Feb	15	Finance - Jobs for the Spring	7.00pm
MARCH			
Thursday 4th Mar	92	Child Protection	10.00am
Monday 8th Mar	52	Ofsted Inspection - Preparation and Follow Up	10.00am
Tuesday 9th Mar	73	Induction - Part 1	10.00am
Thursday 11th Mar	---	Health and Safety Conference - PLEASE NOTE bookings to be made via Carmen Coffey	9.00am
Monday 15th Mar	18	Community Cohesion	7.00pm
Tuesday 16th Mar	74	Induction - Part 2	10.00am
Monday 22nd Mar	402	Integrated Working, Common Assessment Framework and ContactPoint	7.00pm
Tuesday 23rd Mar	13	Children's Centre Management Boards	7.00pm
Thursday 25th Mar	HRB	HR Briefing	7.00pm

London Borough of Brent

Day/Date	Code	Course Title	Time
JANUARY			
Wednesday 13th Jan	92	Child Protection	7.00pm
Thursday 14th Jan	CLF	Clerks' Catch up	10.00am
Friday 15th Jan	15	Finance - Jobs for the Spring	10.00am
Wednesday 20th Jan	13	Children's Centre Management Boards	10.00am
Monday 25th Jan	TTC3	Taking the Chair - Part 3	7.00pm
Tuesday 26th Jan	52	Ofsted Inspection - Preparation and Follow Up	7.00pm
Wednesday 27th Jan	401	Assessment, Learning and Ofsted	7.00pm
Thursday 28th Jan	IND	Induction - Full Day	9.30am
FEBRUARY			
Monday 1st Feb	HRB	HR Briefing	10.00am
Tuesday 2nd Feb	18	Community Cohesion	10.00am
Tuesday 9th Feb	402	Integrated Working, Common Assessment Framework and ContactPoint	10.00am
Monday 22nd Feb	P55	Behaviour Improvement and Anti-Bullying	7.00pm

To book please call 020 8937 3048

Course Code TTC3

TAKING THE CHAIR - Part 3

Trainer - John Bryant, Governor Trainer and Clerk

Venue - Patidar House, London Road, Wembley HA9 7EX

Date and Time - MONDAY 25th JANUARY

from 7.00pm - 9.00pm

Target audience - Anyone who has recently become a Chair, a Vice chair or a committee chair. Any current chairs who feel they would benefit from a refresher are also welcome.

Course outline - This is the third part of a three part course which is based on the DCSF materials for Chairs. It covers various aspects of the roles and responsibilities a chair might expect to meet. Partly advice and information, partly practical activity, the course aims to strengthen and reinforce your skills and abilities whilst clarifying the boundaries.

John has been running this course for several years now and the feedback is always good.

Relevant guidance or legislation - DCSF Governors' Guide to the Law

To book please call 020 8937 3048

Course code CLF
CLERKS' CATCH-UP

Facilitators - Nicki Parker, Deputy Governor Services Manager
and
Michelle Doherty, Governor L&D Manager

Venue - Gwenneth Rickus Building, Brentfield Road. NW10 8HE

Date and Time - THURSDAY 14th JANUARY
from 10.00am - 12.00pm

Target audience - ALL clerks - for schools or management boards, including independent, school based or LA team clerks.

Session outline - This is a general information sharing and updating session. We look at any new legislation or initiatives; agenda items for the term; tips and hints to make the job a little easier and a chance to network with others.

An agenda and papers will be sent out in advance of this meeting detailing the topics to be addressed.

As usual we will be looking at items for this term's agendas and anything requested or suggested by the clerks themselves.

Relevant guidance and legislation - DCSF Governors' Guide to the Law
www.ofsted.gov.uk
www.fmsis.info

London Borough of Brent

Learning at Home



Have you tried this web-based training yet? There are new topics added throughout the year so have a look at the list to see if there is anything relevant to your role. Go to moderngovernor.com and try it out.

Every governor can set up their own user name and password and once you have done that you can log-in as often as you wish. On your first visit to the web-site just click on the box that says 'register' near the top of the right hand side of the screen. After that you can simply click 'log in' and you will be able to access your courses at whatever stage you left them.

Current modules include -

- the basics of being a governor
- health and safety
- understanding school finance
- school recruitment
- community cohesion
- preparing for Ofsted
- pupil welfare
- admissions and discipline



Teachers TV provides a wide range of programmes about schools and extended services including a weekly 'Governors' Hour' on Monday evenings from 8pm.

Archived programmes are available on the web-site: - www.teachers.tv
You can subscribe to the listings magazine online. There is also a newly launched area called the Governors' Hub, which provides a one-stop-shop for governance issues.

Channels are - Sky 880; Virgin 240; Tiscali 845; Freesat 650 and Freeview 88

London Borough of Brent

First Certificate in Governance

This is a distance learning package from Educare which includes four 'readers', each followed by a short questionnaire. When you have completed the course it is sent away for marking and, if you pass, a certificate is issued.

This is an easy to read introduction to the principles of governance and the legislation within which we work as governors. If you would like a copy, please book in the usual way and we will post the materials to you.

Brent Distance Learning Booklets

An alternative to attending courses at the training centres is to learn at home (or on the bus) with our range of bite size booklets, each with its own assessment module. You will receive a certificate if you achieve a score of 67% or more.

Each focuses on the specific roles of different types of governor:

Community, Sponsor or Partnership Governor;	Staff Governor;
Parent Governor ;	Foundation Governor;
LA Governor;	Health and Safety Governor
Special Needs Governor	Strategic Governance
Child Protection Governor	Committee Chair
The Chair	

Booklets are available by post or e-mail - please let us know which version you require when you order.

To book please call 020 8937 3048

Leadership and Management

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Course code 15

FINANCE - JOBS FOR THE SPRING including BUDGET MONITORING

Trainer - Bharat Jashapara, Head of Finance and Lin Diaby, Brent Schools' Finance Manager

Venue - Gwenneth Rickus Building, Brentfield Road. NW10 8HE

Dates and Times - FRIDAY 15th JANUARY from 10.00am - 12.00pm

or THURSDAY 25th FEBRUARY from 7.00pm - 9.00pm

Target Audience - Members of the finance committee, especially finance chairs.

Course Outline - As the financial year end approaches, schools and centres should be looking at how the current year's budget is likely to end as well as looking forward to setting a budget for the new financial year. As strategic leaders, what should governors and board members consider in this process and how can they show effective links between the Development Plan and the budget? As usual the trainers will also include some aspects of the Financial Management Standard.

This course will look at what committees need to do and where they can find the information or support they need.

Relevant guidance and legislation - Governors Guide to the Law, Chapters 8, 9 and 23.
www.fmsis.info
www.brent.gov.uk/schoolex - sort by finance

To book please call 020 8937 3048

Course code HRB
HR BRIEFINGS

Trainer - members of the Schools' HR Team, who have the specialist expertise, practical experience and knowledge of working with schools

Venues, Dates and Times -
MONDAY 1st FEBRUARY from 10.00AM - 12.00PM
Gwenneth Rickus Building, Brentfield Road, NW10 8HE

Or

THURSDAY 25th MARCH from 7.00pm - 9.00pm
Patidar House, London Road, HA9 7EX

Target Audience - Governors and board members , particularly those on the Personnel Committee

Course Outline - The Schools HR policy Review Group is currently reviewing Brent's School procedures. The purpose of the training session is to introduce Governors to the new recommended policies and procedures that we are recommending schools adopt. The training session is aimed to provide essential knowledge and skills to participants involved in staffing management and human resources within schools. The training session will include the new recommended policies and procedures for schools of the 'Fairness at Work Policies and Procedures' (formerly known as the Grievance Procedure) and the 'Whistleblowing Procedure.' The session aims to give governors an understanding of the application of these procedures as an employer, within the remit of legislation and HR best practice.

Relevant guidance and legislation - DCSF Governors' Guide to the Law, Chapter 10

London Borough of Brent

Governing Body Development

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HEALTH AND SAFETY CONFERENCE

Venue - The Atrium, Conference and Banqueting Suite, Wembley Stadium

Date and Time - THURSDAY 11th MARCH from 9.00am - 3.45pm

Target Audience - Chair of Governors or Health and Safety Governor

(3 free places for each school - Headteacher, Chair of governors or Health and Safety governor, and union representative. Additional places are available at a charge of £225.00 per delegate)

Please note that all bookings for this event are to go via Carmen Coffey: carmen.coffey@brent.gov.uk or booking form available via the Schools Extranet.

Course outline - This event is being jointly hosted by the Council and teaching and non teaching unions. At the time of going to print the following speakers have confirmed their attendance:

Cllr Bob Wharton
Brendan Barber
Judith Hackitt CBE
Chris Keates,
Voice care UK
Dr Penelope Toff, consultant in public care
Mike Penny, outdoor education adviser
Mick Mc Donnell, sports adviser - Brent Council
Nick Cusack, Senior Executive, PFA, and former professional footballer

Some of the areas to be addressed include:

- The current challenges in health and safety in schools
- Asbestos management
- Management of infectious diseases including swine flu
- Fire safety

London Borough of Brent

Course code 401
ASSESSMENT, LEARNING AND OFSTED

Trainer - Sally Fox, Independent Consultant

Venue - Gwenneth Rickus Building, Brentfield Road NW10 8HE

Dates and Times - WEDNESDAY 27th JANUARY from 7.00pm - 9.00pm
or WEDNESDAY 24th FEBRUARY from 10.00am - 12.00pm

Target audience - All governors and board members

Course outline - Following the new Ofsted Framework, a great deal of emphasis is being placed on assessment. What will the inspectors be looking for? What are the implications for the school or Centre? This course aims to provide governors with the information needed to undertake their roles effectively.

Relevant guidance or legislation - DCSF Governors' Guide to the Law, chapter 6
www.ofsted.gov.uk

To book please call 020 8937 3048

Leadership and Management

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Course code 13
CHILDREN'S CENTRE MANAGEMENT BOARDS

Trainer - Derek Balaam, Governor Services Manager

Venue - Gwenneth Rickus Building, Brentfield Road, NW10 8HE

Dates and Times - WEDNESDAY 20th JANUARY from 10.00am - 12.00pm
or TUESDAY 23rd MARCH from 7.00pm - 9.00pm

Target Audience - All board members of Children's Centres with or without schools. Whether you have been on a Management Board for several years or coming to it as a new-comer, this session will help you to understand your role and responsibilities.

Course Outline - This session aims to clarify what the Board is expected to do and how the responsibilities can be delegated to committees or individuals.

The role of parents and the wider community as part of the decision making process will be explored along with some useful advice on recruiting, retaining and involving stakeholders.

We will also look at

- working with the Local Authority,
- accountability
- monitoring and evaluating services
- Inspection

Relevant guidance and legislation -
DCSF Governors' Guide to the Law, Chapter 22, Extended Schools
www.surestart.gov.uk/surestartservices/settings/surestartchildrenscentres

To book please call 020 8937 3048

Course code 52
OFSTED INSPECTION - PREPARATION AND FOLLOW UP

Trainer - Peter Nathan, School Improvement Partner

Venue - Gwenneth Rickus Building, Brentfield Road, NW10 8HE

Dates and Times - TUESDAY 26th JANUARY from 7.00pm - 9.00pm
or MONDAY 8th MARCH from 10.00am - 12.00pm

Target audience - This is a course for school governors for all key stages. It looks at the inspection of educational provision, not childcare. It addresses the new Ofsted Inspection framework that came into force in September 2009.

This session will, hopefully, dispel some fears and give some practical ideas about making the most of inspection.

Course outline - Governors will be aware of the need for their school to meet Ofsted standards but what role do they play in meeting those standards? How can they ensure that inspectors get a good reflection of what the school is like and, indeed, what they as governors are like? How can governors prepare for inspection and be sure that they are presented in the best light?

Also, what happens after the inspection report is issued? How can we make use of the report to support school improvement? What can governors expect if their school is placed on notice to improve - or worse?

Relevant guidance and legislation - www.ofsted.gov.uk

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Course Code 402
INTERGRATED WORKING, COMMON ASSESSMENT
FRAMEWORK AND CONTACTPOINT

Trainer - Bhavna Bilimoria, ContactPoint and ISC Project
Manager and Christiana Baafuo-Awuah, Intergrated Services
Manager

Venue - Gwenneth Rickus Building, Brentfield Road. NW10 8HE

Dates and Times - TUESDAY 9th FEBRUARY from 10.00am - 12.00pm
or MONDAY 22nd MARCH from 7.00pm - 9.00pm

Target audience - All governors and board members

Course outline - This course aims to provide an overview of the three topics; Integrated Working, Common Assessment Framework and ContactPoint. It will touch on the key legislation and roles and responsibilities of both the Local Authority and the governing body with regards to these areas.

Relevant guidance or legislation - DCSF Governors' Guide to the Law Chapter 16
www.dcsf.gov.uk/everychildmatters/strategy/delivering-services-1/contactpoint/contactpoint/

CYP: The Brent Children and Young People's Plan 2006-9 (section 8)

London Borough of Brent

Course code P55
BEHAVIOUR IMPROVEMENT & ANTI-BULLYING

Trainer - Anthony Felsenstein, Strategic Coordinator for Behaviour and Attendance

Venue - Gwenneth Rickus Building, Brentfield Road, London, NW10 8HE

Date and Time - MONDAY 22nd FEBRUARY from 7.00pm - 9.00pm

Please note a daytime session will be delivered during the summer term

Target Audience - All governors and board members

Course outline - This course aims to provide an overview of behaviour improvement initiatives and strategies, both from the national perspective and the local view. It will consider:

- the role governors can play in supporting and monitoring the effectiveness of behaviour and anti-bullying strategies in schools
- examples of useful in-school and LA initiatives
- what governors should do if parents report concerns about bullying

Relevant guidance or legislation - DCSF Governors' Guide to the Law, Chapter 13
www.teachernet.co.uk - search for 'School Discipline and Pupil Behaviour Policies: Guidance for Schools'

To book please call 020 8937 3048
Pastoral and Community Page 12

Course code 92
CHILD PROTECTION

Trainer - Jean Cooper, Education Child Protection Adviser

Venue - Gwenneth Rickus Building, Brentfield Road, NW10 8HE

Dates and Times - WEDNESDAY 13th JANUARY from 7.00pm - 9.00pm
or THURSDAY 4th MARCH from 10.00am - 12.00pm

Target audience - All nominated Child Protection governors or board members. Chairs would also benefit.

Course outline - This course is intended to inform and update nominated governors on their role. We will be looking at how governors can monitor the effectiveness of the school's policy and procedures. The issue of confidentiality will also be explored and how Child Protection governors can feedback to the governing body.

Child protection governors should undertake regular training as part of their role. If you have not done this course recently, please book now.

Relevant guidance or legislation - DCSF Governors' Guide to the Law, Chapter 16.
www.teachernet.gov.uk/childprotection

To book please call 020 8937 3048

Course Code SR70
SAFER RECRUITMENT - DCSF accredited course

Trainers - Jean Cooper, Education Child Protection Adviser and Nicki Parker, Deputy Governor Services Manager

Venue - Gwenneth Rickus Building, Brentfield Road, NW10 8HE

Date and Time - TUESDAY 23rd FEBRUARY from 9.30am to 4.30 pm - lunch provided

Target audience - Every school must have at least one trained governor as well as the Head Teacher.

If your school does not have both certificates, please book now!

Course outline - This course was written in response to the Bichard Report and examines four key areas of safe-guarding. Includes updated materials.

- What is abuse and how common is it in today's society?
- Planning for recruitment of staff and volunteers
- Selection and checking of candidates in a rigorous process
- Developing a culture of safe-guarding where potential abusers can be identified and prevented from harming children.

Relevant guidance or legislation - DCSF Governors' Guide to the Law - Chapter 16

Safeguarding Children and Safer Recruitment in Education (Jan 2007)
www.cwdcouncil.org.uk

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Course code 18
COMMUNITY COHESION

Trainer - Noreen Kausar, Head of Service, Ethnic Minority & Travellers Achievement Service

Venue - Gwenneth Rickus Building, Brentfield Road, London, NW10 8HE

Dates and Times - TUESDAY 2nd FEBRUARY from 10.00am - 12.00pm
or MONDAY 15th MARCH from 7.00pm - 9.00pm

Target audience - All governors and Board Members

Course outline - The Education and Inspections Act 2006 placed a duty on the governing bodies to promote community cohesion. The duty came into effect in September 2007 with Ofsted including schools' contributions to promoting community cohesion in its inspections since September 2008. This course aims to clarify what is expected of schools and Centres in order to meet the requirement to promote community cohesion. It will also address what Ofsted will look for when undertaking inspections.

Relevant guidance or legislation - Governors' Guide to the Law, Chapter 16
www.teachernet.co.uk - view community cohesion section

London Borough of Brent

Appendix 3



BRENT COUNCIL GOVERNOR SERVICES

Parent Governors And Board Members

A Self-Learning Course

Brent Governor Services
Chesterfield House
9 Park Lane
Wembley HA9 7RW
Tel 020 8937 3048
Fax 020 8937 3029
E-mail governor.services@brent.gov.uk

Before You Start.....

This short course is designed to help Brent school and children's centre governors and board members extend their learning through self-study. It runs alongside the face-to-face and e-learning programmes that Brent provides, and does not replace them. It provides an opportunity to gain a certificate of achievement, following completion of the assessment questions.

The assessment can be saved and completed using your computer and then e-mailed, or a paper copy can be returned by post.

What to Do

1. **Read through this course booklet** at your own pace. If references are made to other publications, for example the *Governors Guide To The Law*, you may wish to consult them as well.
2. **Complete the enclosed assessment** questions, checking back through the materials as required
3. **Return the completed assessment** by e-mail to:
governor.services@brent.gov.uk

Or post to:
Brent Governor Services
Chesterfield House
9 Park Lane
Wembley HA9 7RW

Make sure your name is entered on the assessment booklet.

4. You will then receive a Brent **Certificate of Achievement** if you score over 67% (two-thirds) correct. If you score less we will let you know, and you are free to discuss issues with us and try again later.

Parent Governors

This includes:

- Parent Governors (usually elected) in all maintained schools and children's centres
- Foundation Parent governors (appointed) in voluntary aided schools.



Introduction

Every governing body or management board has seats for parents. This includes anyone who has primary parental responsibility for a child, so could include a grand-parent or carer.

The main qualification for being a parent governor, apart from having a child at the school or centre, is an interest in the work of schools or children's centres and a desire to help. A professional background in education, business or management is not required.

Parent governors are equal in status to all other governors and can have just as much influence as any other governor. A parent can be elected as Chair or Vice-Chair of the governing body or a committee and they can be nominated for any other specific role.

Elected Parent Governors

Most parent governors are elected for a period of four years, though in a few places this is less. The actual term of office is set out in the Instrument of Government. If however a governor moves away or finds that she/he cannot continue for any reason, it is possible to resign at any time. This should be done by writing to the clerk.

At the end of a four-year term of office a parent governor cannot simply say they would like to carry on. The school or centre must invite all its parents to make nominations for the place on the governing body. If the existing parent governor still has a child there she/he can be nominated for a further term of office, but if others are also nominated there will be a ballot for the place.

If, having sought nominations from the school's or centre's parents for elected parent governors, there still remain vacancies, the governing body can appoint as a parent governor anyone who is a parent of a school aged child even though the child is not at the school or centre.

Foundation Parent Governors in Voluntary Aided Schools

In a voluntary aided (VA) school with a religious ethos, some parent governors are appointed by the diocese or linked religious organisation. They are known as foundation parent governors. Part of their role is to support the religious ethos of the school.

Other Governors

Other governors are as follows:

- Staff governors – head, teachers, support staff. Elected by the staff
- Community governors – appointed by the governing body
- Local Authority (LA) governors – appointed by the Council
- (In foundation schools) Partnership governors – appointed by the governing body
- (In voluntary aided schools) Foundation governors, appointed by the Church, diocese or religious Trust
- There may also be sponsor governors, representing any organisations supporting the school
- Associate members are people who help on committees and may attend full governing body meetings but are not full governors

More details can be found in the Guide To The Law, especially chapter 2.

Points For Parents

Parents, as part of the governing body, are there to bring their own perspective and viewpoint as parents. In this way they are representing parents as a group and will need to listen to other parents' views, but they must make up their own mind on issues. At all times parents should seek what they feel is best for the school or centre and always put the needs of the children as a whole first.

Parent governors sometimes feel that they cannot contribute fully since they are "only" parents. Others on the governing body may have more experience of educational issues, but parents bring their own perspective which is just as important. All decisions are about the children ultimately, and parents are those with the most experience of bringing up children and hear what their children have to say about the school! Parents have a vote on matters just the same as the other governors.



If the language used on the governing body includes unfamiliar terms or jargon, any governor should not hesitate to ask for clarification. The terminology used should be such that all governors can follow the discussion and should not demand a high level of educational knowledge.

Brent provides a comprehensive programme of governor learning and development. New governors are recommended to attend the Induction course (usually two sessions) soon after appointment, and also consider other courses as appropriate. Governors will not be charged for attendance since virtually all schools and children's centres pay an annual subscription for access to all Brent governor events. All governors are automatically sent an individual copy of each training programme brochure, providing the Local Authority (LA) is informed of the appointment. (It is usually the clerk's role to update the LA about governing body membership.)

Organising childcare to enable parent governors to attend meetings or learning & development events can be a problem. Your governing body may have a policy for governors' expenses; ask the clerk if you are unsure. It is recommended that governors be allowed to claim travel, unavoidable childcare (not family member) and any legitimate expenses.

There are a few rules about parent governors

All governing bodies must have at least one-third of the total membership who are parents. In Community and most Foundation schools they are all elected by parents at the school. In voluntary-aided schools (VA) where the school has a religious ethos, some are elected by parents while others are appointed as foundation parents by the diocese or linked religious organisation. Similarly, a Foundation school with a linked Trust, known as a Trust School, will have some parent governors appointed by the Trust.

Elected parent governors cannot be removed from office before their term of office is complete unless they become disqualified. There are statutory disqualification criteria that apply to all governors. Any parent governor however who is appointed (not elected) by the governing body, appointed by the Trust in a Trust school, or by the linked religious organisation in a VA school, can be removed by whoever made the appointment. There are also limited situations where a governor can be suspended from office by the governing body for up to six months. The governors' guide to the law has more details.



Anyone who works at a school and who has a child at the same school cannot serve as a parent governor there if they work more than 500 hours annually. Similarly, a parent who is an elected Councillor cannot be a parent governor in a school in the Council's area. When the child of a parent governor leaves the school, their parent may continue their term

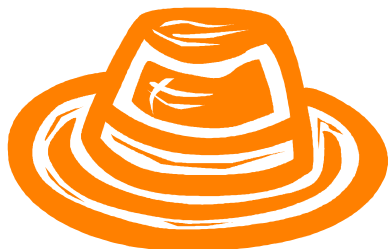
of office as a governor until it ends. They cannot of course be re-elected unless they have another child at the school.

Occasionally a parent governor becomes unhappy about the school and may move their child to another school. While legally they may serve out their term of office, it is recommended that they consider their position. Although there may be circumstances where to remain would have particular value, it may sometimes be best to vacate the place so that a parent from the school can be elected.

A Parent And a Governor

Parent governors need to be aware of both the "hats" that they have, and need to become sensitive as to which hat they wear in any given situation. Any matter which they discuss with staff, including the headteacher, about their own child, is done with their parent hat on. The fact that they are a governor is not relevant to the discussion.

At governing body meetings however, they have their governor hat on and should not make mention of any individual issues specifically concerning their child. The level at which governors operate is strategic, not individual.



Parent governors are sometimes approached by other parents or by staff who have concerns or complaints about the school or centre. In situations of this type it is very important that parent governors understand they should not take up individual cases, but point the person to the complaints procedure (if a parent or member of the public) or to the

staff grievance policy (if a member of staff). If a parent governor becomes involved in an individual case this can undermine the proper procedures for responding to concerns and can also undermine the headteacher.

Individual cases must not be brought up by parent governors at governing body meetings. Sometimes it may be possible to point a concerned parent to a simple remedy. If however a complaint progresses through the school's or children's centre complaints process it will eventually come to a panel of governors, and it is important that the governors concerned come to the matter fresh, without previous knowledge of the case.

It is understandable that parent governors may feel sympathy with and want to help anyone with a concern, but the best way of helping is to highlight the correct procedure for the complainant.

If however it becomes clear to a parent governor that there is widespread concern or bad feeling among parents about a particular issue, the governing body needs to know – e.g. over the cost of school uniform – it may be appropriate for the governor to ask whether the governing body can review the uniform policy. Great sensitivity and wisdom are however needed in assessing the strength and significance of people's views, and parent governors must be thoroughly convinced of the relevant facts and must objectively assess the level of disquiet.

On rare occasions a parent governor may feel there are significant issues about the overall performance or governance of the school or centre which do not seem to be acknowledged by the head or governing body. This can place the governor in a difficult position, and the following suggestions may help to some extent in assessing the matter.

1. Are the issues mentioned or addressed in the school or centre improvement plan?
2. Is there anything in the SEF (self-evaluation form) about these issues?
3. Have the issues been drawn to the attention of the school/centre in the latest Ofsted report or Brent School Report Form?
4. Do recent pupil performance results add any weight to the concerns?
5. Has there been any discussion by governors, or a report from the head, on these issues, and if so what was the result?



If a parent governor remains uneasy or concerned following consideration of the matter, there are a number of options to consider:

- Discuss the matter informally with the Chair and/or head in private.
- Consider whether other parent governors share similar concerns.
- Consider asking that the matter be placed on the agenda for a forthcoming governing body meeting.
- Consider whether it is important enough to warrant possible confrontation or controversy.
- Consider whether, despite the level of concern, raising the matter could cause more harm than good in possibly diverting attention from other even more pressing priorities.
- Consider the timing of any approach. For example, raising a difficult issue just before the summer break, or just before the head is about to leave, may not be the best time.

A parent governor must be very circumspect and employ great tact, sensitivity and diplomacy if there are potentially difficult issues to consider. On the other hand no-one should shrink back from asking appropriate questions or drawing attention to issues if, having considered all relevant perspectives, they remain convinced of the significance and urgency of the matter.

If a parent governor is unsure whether it is appropriate to raise an issue with the governing body, the advice of the Chair or clerk could be sought. In addition the LA's Governor Support team will be able to advise (Tel 020 8937 3048/3089/3038).

Minutes of the governing body are circulated to all governors, and must be available for public inspection at the school or centre. Some minutes however are deemed confidential by the governing body, and these go only to governors. Confidential minutes usually include information about individual pupils or members of staff.

Sometimes parent governors find that other parents ask them about school matters that the governing body may have looked at. It is important that governors must not disclose confidential minutes nor discuss their content with anyone. For other items, there is no harm in discussing the issues at the level they are reported on in the minutes, but details of conversations and personalities must remain confidential. The decisions are however public.

Occasionally parent governors may become concerned that if they express views on the governing body that may be different from others, their child may receive less favourable treatment by staff. It is unlikely that this would happen. Staff are professionals who are dedicated to working for the good of the children, and are not usually prone to acting unprofessionally as a result of parent governors' views. The parent governor should expect that their child/ren are regarded in exactly the same way as any other pupils by the staff.

One important aspect of being a governor is to visit the school or centre while it is in operation. Although parents may frequently visit to drop off or pick up their child, it is still appropriate for them to arrange for a familiarisation visit as a governor. This is different from the daily contact since there should be the opportunity to meet the headteacher as a governor and visit other classes and areas of the school or centre. There may well be questions that can be asked that would not come up with the daily routine.

No-Go Areas for Parent Governors?

As a parent governor you will know much more about the leadership of the school than most other parents. You will hear about many issues regarding performance, finance, staff, premises and future plans, some of which will be confidential and sensitive. As a parent governor you need to be fully informed and involved. You are not excluded from matters just because you are a parent. You may be asked to sit on



panels that review exclusion decisions, staff grievances, staff dismissal appeals or complaints.

As a governor you are relied upon to act with the utmost integrity, impartiality, objectivity and professionalism. You need to be able to hold knowledge confidentially to yourself, including and especially at home and when with other parents. You must not be swayed by personal relationships or friendships. This can be a challenge but is vital for the effective governance of the school or centre.

Should any matter come up at any time that perhaps affects you as a parent more than parents in general, you should mention this and ask whether you should withdraw from discussion of that item. Should your own child be excluded and a panel of governors set up to review the decision you would obviously not be asked to sit on the panel, and it would be wholly wrong for you to do so. In the same way you should not sit on an exclusion panel for another child if you know the child or family particularly closely, or if your child was involved in any way, for example as a victim.

The exclusion of your child for a disciplinary matter does not mean you have to resign as a governor. Should the exclusion become permanent you may wish to consider resigning as mentioned above, but otherwise you are free to continue. It is appreciated that you may feel some discomfort or embarrassment, but this should pass in time.

No governor has any individual authority, and your role has nothing to do with judging the quality of teaching or staff. You have no part in the line management of staff. (Some governors do however carry out the head's annual performance review.) When you visit the school as a governor you do so to familiarise yourself with what is going on, not to inspect it. You may enter the school every day, but that does not give you the freedom as a governor to extend your visit beyond your daily routine unless previously agreed with the head or senior staff. You remain a visitor on the premises and must not walk round the school uninvited or on your own initiative.

Schools Listening To Parents



Parent governors are a tremendous asset to any governing body, as representatives of a vital stakeholder group. Their perspective and experience complements those of other governors and can bring richness and depth to the governing body. Schools have a statutory duty to consult parents, and some schools and centres may have a parents' council or forum which provides

opportunities for all parents to come along to meetings and express their views. Parent governors are the natural leaders of any such forum, and should be willing to support it actively.

In any foundation school with a trust (a Trust school), there is a legal requirement to form a parents' council if the Trust appoints a majority of the governors on the governing body. There are regulations that govern how this is formed and operates. In other schools and centres a parents' council is optional.

Parent councils or forums are advisory or consultative bodies. They cannot make binding decisions about the school or centre, but they are a valuable way in which the parent body can air issues and make their views known to the governing body and head. There should be opportunities on the governing body to consider issues raised or views expressed by the parents' forum. See the Guide To The Law chapter 20.

Useful Information

DCSF Governors Guide To The Law

Available on a CD from your clerk, or on the governornet website.

As a Brent governor or board member you should automatically receive details of the learning and development programme for governors three times annually, and also our Governance Report and Newsletter.

www.governornet.co.uk

www.moderngovernor.com/brent

www.brent.gov.uk/governors

www.brent.gov.uk/schoolex

www.ofsted.gov.uk

www.dcsf.gov.uk

www.nga.org.uk

www.surestart.gov.uk

DCSF website for governors

E-learning for Brent governors

Brent governors' information

Obtain access details from clerk or LA

Find your school's Ofsted report

Government department

National Governors' Association

For children's centres governors

This course is accompanied by a separate assessment booklet. If you do not have this, please contact Brent Governor Services.

Brent's learning and development programme includes an extensive range of centrally-run courses, plus e-learning and distance learning. For more information contact the Governor Services office.

Tel 020 8937 3048

Fax 020 8937 3029

E-mail governor.services@brent.gov.uk

Course material and assessment prepared by Derek Balaam, Governor Support Manager, assisted by members of Brent's Governor Support team





BRENT COUNCIL GOVERNOR SERVICES

Parent Governors And Board Members

A Self-Learning Course

Assessment Questions

Your name

School/Children's Centre.....

Please mark each question as appropriate. Please note most questions require only **ONE** choice. If you mark more than one in any of these we cannot score it correct even if one of your marks is the right one! Question **8** has **more than one** correct response.

If you are completing this on your PC, you can indicate your answers by making them **BOLD, shaded** or **coloured** or by deleting other options, or by removing bullet points to indicate your choices.

After completion please return to the address below by post or e-mail.

You will receive a Brent certificate of achievement if you score over 67% (i.e. get at least two thirds correct).

Brent Governor Services
Chesterfield House
9 Park Lane
Wembley HA9 7RW
Tel 020 8937 3048
Fax 020 8937 3029

E-mail governor.services@brent.gov.uk

1. What proportion of parent places are there on a governing body of a community, foundation or VA school? (Choose **one option)**

- Half or more
- At least one third
- One quarter or less
- It depends on the type of school

2. What is the difference between the way that "parent" and "foundation parent" governors join a governing body? (Choose **one option)**

- "Foundation parents" are appointed in VA schools but "parents" are usually elected by parents at the school/centre
- There is no difference
- Foundation parent governors are not parents of children at the school
- Elected parents are elected by the other governors, but foundation parents are appointed by the staff

3. Which **one option do you feel best explains how parent governors should act?**

- They should all decide as a group before a meeting how they will vote and speak about items coming up at the meeting
- They should work to improve conditions for their own children's year groups
- They should always pass on all complaints from other parents, to the governing body
- They should speak and vote as individuals according to what they feel is best for the school/centre as a whole

4. What happens when a parent governor's term of office is complete? (Choose **one option)**

- If they wish, they can automatically continue for another four years
- They can stand for re-election for another term of office even if their child has left
- They can stand for re-election/re-appointment for another term of office if they still have a child at the school/centre

- They must leave and cannot be re-elected under any circumstances

5. How much should parent governors discuss their work with other parents? (Choose **one option)**

- Since all meetings are confidential they should not discuss anything with others
- They should tell parents everything, since meetings are not confidential
- They can share the decisions made (unless deemed confidential) but not go into all the detail of who said what or how individuals voted
- They should refer all queries to the Chair or head.

6. Which **one option about school visits is true?**

- Any visit is primarily to become better informed about the school/centre
- Any visit is primarily to assess the quality of staff or teaching
- Parent governors should never sit in on a class during a visit
- Parent governors must be free to visit unannounced at any time since they have a scrutiny role as governors

7. Which **one option best describes the involvement of parent governors?**

- They can only be involved with issues that directly affect parents
- They play a full part, equal in status to other governors
- They should withdraw from discussions about how well different groups of pupils are doing
- They must never be on a panel to review the exclusion of any pupil

8. True or false? Which of the following statements are true? (Choose **all that are true)**

- Parent governors can be elected as Chair or Vice-Chair of the governing body
- Parent governors do not have a vote on the governing body but may vote in committees
- Parent governors must not be involved in any discussion about the school behaviour policy for pupils
- All Trust schools must have a parents' council
- Parent governors should not bring issues about individual pupils to the governing body
- Any part-time member of staff who is a parent of a child at the centre or school could be elected as a parent governor
- If a parent governor has concerns about their own child, they should approach the matter in just the same way as if they were not a governor
- Parent governors do not have to pay to attend Brent governor training events

Case Study 1

Ms Usha Patel is a parent governor at her daughter's school. She is quite pleased with her daughter's progress in most subjects, but she is aware that quite a few parents are unhappy about the quality of work produced in some classes, and that there is considerable concern among parents about standards at the school especially with older pupils.

Usha is concerned that her own daughter's progress may suffer in coming years as she moves up the school. She has looked at the Brent School Report Form issued a few months ago and notices that achievement at the upper end of the school is mentioned as an area for development.

Usha does not want to do anything inappropriate as a governor but she remains concerned about overall school standards.

Which **one of the following options would be the best advice to give Usha?**

- Get all concerned parents to sign a petition demanding that the school deals with ineffective staff decisively
- Under AOB at the next governing body meeting, tell the governors that people are concerned about standards and ask the headteacher what she is doing about it
- Ask at a governing body meeting whether the headteacher could bring a report to the next meeting about standards of teaching and achievement at the school, focusing on any areas of particular concern and actions being taken to bring about improvement
- Do nothing since this is not something for governors to be involved with
- Go and talk to the headteacher about it, perhaps taking some other worried parents along

Case Study 2

Mr Michael Jones, a parent board member at his local children's centre, has been elected as Chair of the board. He meets with Sayeedah Hussein the head of centre about once a month to discuss overall progress and strategic issues at the centre.

Sayeedah shares with Michael that the centre's parents forum have been pressuring her to set up a new childminding service at the centre, but that she does not feel the need to do this. Surveys have shown that there is adequate childminding capacity in the area already, and there is no spare accommodation at the centre.

Sayeedah does not want the board to discuss this since she is fearful that they may side with the parents forum, but the forum wants the board to respond to its request. Sayeedah asks Michael to write a letter setting out the reasons why the centre cannot provide the new service.

What would be the best thing you could do if you were in Michael's position? (Choose **one option)**

- Write the letter as Chair of the board, as asked by Sayeedah
- Suggest that Sayeedah writes a letter to the parents setting out her views
- Close down the parents forum
- Tell Sayeedah that she doesn't have to do everything the parents forum says
- Say you think it is a good idea and that Sayeedah must find the space (you could use the service for your toddler son!)
- Ask Sayeedah to bring the matter to the board for consideration, with her views and reasoning, and the forum's views and reasoning
- Ask the parents' committee (made up of all board parent members) to decide the issue

Appendix 5 – Primary Admissions

How places were allocated at Brent Community schools – 2009

This table gives information about how places were allocated on offer day in each of Brent's Community primary schools for September 2009.

	Total number of places	Special educational needs (SEN) Places	1. Looked After Children (LAC)	2. Children attending an infant school on the same site as a junior school	3. Social/medical reason	4. Sibling connection (furthest distance offered in metres)	5. In catchment area (furthest distance offered in metres)	6. Children who attend the nursery.	7. Outside of catchment (furthest distance offered in metres).	Total offered
Anson Primary School	45	0	0	N/A	0	13(3676)	18(1297)	14(2151)	0	45
Barham Primary School	90	0	1	N/A	0	27(3525)	49(1509)	4(1514)	9(952)	90
Braintcroft Primary School	90	0	0	N/A	0	47(7543)	31(2145)	2(2732)	3(2089)	83
Brentfield Primary School	60	0	0	N/A	0	38(2630)	19(1355)	1(1717)	2(927)	60
Byron Court Primary School	80	1	0	N/A	0	30(7331)	26(1476)	0	23(2343)	80
Carlton Vale Infants School	60	0	0	N/A	0	9(3367)	19(1260)	6(3321)	16(19198)	50
Chalkhill Primary School	60	0	0	N/A	0	22(4957)	17(889)	7(1602)	3(3051)	49
Donnington Primary School	30	0	0	N/A	0	18(4368)	12(671)	0	0	30
Elsley Primary School	60	0	0	N/A	0	20(6365)	33(1344)	6(3337)	1(1528)	60
Fryent Primary School	60	0	0	N/A	0	32(4992)	21(1812)	3(8682)	4(2180)	60
Furness Primary School	60	0	0	N/A	0	20(5492)	33(877)	7(2862)	0	60
Gladstone Park School	90	0	0	N/A	0	41(3974)	30(1477)	14(2835)	5(1166)	90
Harlesden Primary School	30	0	0	N/A	0	10(2069)	20(714)	0	0	30
Kensal Rise Primary School	90	1	0	N/A	0	25(7882)	20(987)	18(12471)	18(232174)	82
Kingsbury Green Primary School	90	2	0	N/A	0	29(6863)	13(2345)	6(1961)	35(7408)	85
Leopold Primary School	60	0	0	N/A	0	29(9108)	31(675)	0	0	60
Lyon Park Infant School	120	0	0	N/A	0	46(4146)	59(1714)	0	14(6568)	119
Malorees Infant School	60	1	0	N/A	0	26(10115)	33(863)	0	0	60
Mitchell Brook Primary School	60	0	0	N/A	0	21(3502)	20(1663)	6(4795)	13(4197)	60
Mora Primary School	60	0	0	N/A	0	15(3091)	16(1007)	7(3044)	3(7060)	41
Mount Stewart Infant School	90	0	0	N/A	0	39(2533)	46(1831)	0	5(798)	90
Newfield Primary School	30	0	0	N/A	0	10(1595)	15(2131)	1(1824)	4(753)	30
Northview Primary School	30	0	0	N/A	0	14(2755)	15(1250)	1(735)	0	30
Oliver Goldsmith Primary School	60	0	0	N/A	0	22(6705)	34(1121)	3(2545)	1(684)	60
Park Lane Primary School	30	1	0	N/A	0	13(5346)	16(1391)	0	0	30
Preston Park Primary School	90	0	0	N/A	0	32(5420)	30(1791)	2(3494)	18(6934)	82
Roe Green Infant School	120	0	0	N/A	0	52(6220)	68(1325)	0	0	120
Salisbury Primary School	90	1	0	N/A	0	40(4441)	47(1190)	2(854)	0	90
Stonebridge Primary School	60	0	0	N/A	0	19(2694)	8(1117)	4(1103)	5(2007)	36
Uxendon Manor Primary School	60	1	0	N/A	0	21(8577)	16(1493)	13(3176)	9(1938)	60
Wembley Primary School	120	1	0	N/A	0	38(4521)	18(1182)	22(3964)	41(3577)	120
Wykeham Primary School	60	1	0	N/A	0	24(6431)	35(766)	0	0	60

Important information

This table has been produced for guidance only. The level and pattern of demand for schools changes every year.

You are advised not to assume that because children in the same road or locality attend a particular school that your child will also be offered a place.

*Figures in brackets show maximum distance offered in metres measured by shortest walking distance.

Appendix 5 – Secondary Admissions

How places were allocated at Brent Schools

The following table gives information about how places were allocated in each of Brent's secondary schools for September 2009.

	Number of on time applications received	Published admission number	Looked After Children	Sport and dance aptitude	Social/medical needs	Sibling connections at John Kelly Girls	Sibling connections at John Kelly Boys	Feeder school applicants (max distance in metres)	Distance (max distance in metres)	Special educational needs places
Alperton High School	488	220							14 (7652)	1
Capital City Academy**	470	196	6	9					121 (6944)	5
Cardinal Hinsley*	107	150	All applicants were offered a place							
Claremont High School	866	252	2		1	92		103	50 (3038)	4
Convent of Jesus and Mary Language College*	343	180								3
Copland**	678	240				91			144 (7455)	5
JFS*	613	300				128				11
The Crest Boys' Academy	128	117					6	11	19 (6815)	1
The Crest Girls' Academy	225	155					46		58 (7822)	2
Kingsbury High School	1102	315				124		156	31 (1395)	4
Preston Manor High School	1374	250	3			93			142 (1743)	12
Queens Park Community School	643	200				70		124 (2530)		6
St Gregory's Catholic Science College***	435	176				55				5
Wembley High Technology College	992	210				84		123 (1310)		3

Important information

This table has been produced for guidance only. The level and pattern of demand for places at individual schools changes every year. Just because children in the same road/ locality as you attend a particular school, does not mean that your child will also be offered a place there too.

*Information on place allocation was not available for these schools.

** Copland and Capital City Academy use a banding system. For a more complete breakdown of offers made within each band, please visit www.brent.gov.uk/admissions.

***To view how the places were offered under each criterion by St Gregory's Science College, please visit www.brent.gov.uk/admissions

At the end of the co-ordination process, where it was not possible for children to be offered a school of preference they were allocated the nearest school with a vacancy where possible.