

County Teacher's Advisory Committee

Agenda

9:30am, 16/11/07
TechnoCentre, Coventry

Times	No.	Item	By
9:30	1.	Welcome and Apologies	All
9:40	2.	Minutes of the 15/06/06 meeting and Matters Arising	All
10:10	3.	New name for CTAC	Simon Gilbert
10:15	4.	Choice and Diversity	Mark Gore
10:45	5.	ICSS – Practical Implications of non-English speakers in the Classroom	James Shera
11:15		Break	
11:30	6.	Replacement for Manor Hall (Debate)	All
12:00	7.	Report from Area Committees <ul style="list-style-type: none"> • Central Area Teachers' Consultative Committee • Eastern Area Teachers' Consultative Committee • Northern Area Teachers' Consultative Committee • Southern Area Teachers' Consultative Committee 	Ian Froggett
12:30		Lunch (12:30 – 13:15)	
13:15		Members of ATP to arrive	
13:15	8.	Reception and Primary class sizes and admissions issues	Hazel Towle, Nicki Kelsall, Nick Williams
13:30	9.	Early Years (Proposed Changes)	Norma Smeaton
13:50	10.	Abuse of New Technologies	John Collins
14:20	11.	Lesson Planning	Mark Gore
14:50	12.	New name for CTAC	Simon Gilbert
15:00	13.	Any Other Business	All
15:15	14.	Close	

Future Meeting Dates: **Friday 7 March 2008, Coventry TechnoCentre**
Friday 13 June 2008, Woodland Grange

COUNTY TEACHERS' ADVISORY COMMITTEE

Minutes of the meeting held on 15 June 2007

Present: Ian Froggett (Chair), Sam Kincaid, Christopher Watts, Christine McLean, Tony Souter, Nigel Hutchinson, Linda Le Long, Maureen Boneham, Stella Saje, John Lockwood, Paddy Vickers, Stephen Baldwin, Nicki Kelsall, Teresa Whatson, Hazel Towle, Karen Howell, Stephen Levy, John Dunkerton, Gillian Deery.

Also Present: Marion Davis (items 1-3), Mark Gore, Chris Hallett (item 4), Bob Hooper (Item 5), James Shera (Item 9), Joyce James (Item 10), Cllr Burton, Simon Gilbert (clerk).

Apologies: Max Hyde, Peggy Doubleday

		Action
1.	Welcome and apologies	
1.1	Apologies are noted above.	
1.2	On behalf of the group, Ian Froggett thanked Ross Caws for his work clerking the group and wished him well in his new job.	
2.	Minutes of the previous meeting and matters arising <i>(references to previous minutes in italics)</i>	
2.1	The minutes of the meeting held on 24 November 2006 were agreed as an accurate record.	
2.2	Action: Ian Froggett highlighted the number of vacancies on the group. Tony Arthur has moved to Spain. Gillian Deery is now the secretary for the eastern ATCC. Jane Olnier from Paddock Primary will take up the vacated position as eastern area primary representative. There are still a number of vacancies. Simon Gilbert to circulate membership in September.	SG
2.3	Action: (2.3) John Betts is yet to discuss planning for an influenza pandemic with TS. Mark Gore has chased this up.	MG
2.4	(2.5) Following the decision to close Bishop Wulstan the alternative school preferences of almost every year 7-9 child has been met. Current year 10 will remain on site for year 11. Sue Dudley is co-ordinating this. After sitting in on a redundancy meeting, Sam Kincaid commented that the LA especially HR have been 'fantastic under the circumstances.' He was concerned that the Catholic Diocesan Schools Commission has not been as proactive. Tony Souter echoed this. Ian Froggett acknowledged the amount of work professional associations had also put in.	
2.5	(4.4) Mark Gore informed the group that holiday dates for 08/09 have been agreed and will be sent out in the schools post together with guidance on Training Days.	
2.6	Action: Tony Souter was concerned that the choice of disaggregating	For ATP

	training days was not given to staff. A 1 day, 5 hour session is being split into 3x2 hours sessions. ATP will look into this matter	
2.7	Action: (6.4) The success of Team Teach was noted. Steven Baldwin concerned that there were now no spaces in the calendar. John Lockwood to contact Peter Allen to enquire about vacancies	JL
2.8	(6.10) John Lockwood raised concerns over Behaviour Management Training and what happens when a headteacher decides not to have the training but staff want it. Agreement with 'school' must be more than just agreement with the Head.	
2.9	Action: (8.8) Any suggestions for a new name for CTAC should be forwarded to Simon Gilbert	All
2.10	Action: (8.10) Ross Caws has prepared a letter that will be looked at with IF and county secretaries regarding changes to CTAC.	RC, IF
3.	Strategic Review	
3.1	Marion Davis reported that she is coming to the end of her first full academic year. She has visited many schools throughout Warwickshire and will continue to do so.	
3.2	This year has been a year of change both externally and internally driven. The change in Prime Minister and Cabinet will also bring further changes.	
3.3	Saltisford 3 has been completed and staff will begin to move in from July onwards. The demolition of Manor Hall is scheduled for September and this will allow the construction of the new North Leamington School to begin.	
3.4	Partnership working is ongoing. With the LA looking to further working with Connexions and the Borough Councils. School Clusters are bedding down and developing at different rates.	
3.5	Warwickshire's Children and Young People's Plan (CYPP) is being reviewed and the 2007-2010 plan will be published soon. There is now an electronic planning system that David McNiven will be promoting. This system can be used to see where people fit in and also to judge performance.	
3.6	The new arrangements for the 14-19 agenda have been known for some time. Secondary Headteachers and College Principals are beginning to fully understand and work within them.	
3.7	The Education and Inspection Act (2006) set out a new relationship between Local Authorities and Schools. LAs will no longer act as a provider of Education but as a commissioner. This is a whole new way of working together. Headteachers may feel that they are no longer getting the same level of support. This is a consequence of the greater degree of autonomy schools now have.	

- 3.8 A representative from the Office of the Schools Commissioner is due to visit the LA in July. The LA will need to develop a strategy to counter any pressure to create new trust and academy schools. In addition the LA may need to think about a response to the issue of existing Grammar Schools in the County.
- 3.9 People are beginning to engage with the 'Every Child Matters' agenda. Marion described it as the 'turning of the tide.'
- 3.10 Sam Kincaid raised concerns over pupil information sharing between the PCT and schools. Marion explained that the LA has identified leads for children services with PCTs. Work is being done on information sharing protocols to make boundaries clear.
- 3.11 Tony Souter felt that there is a 'drive to privatise schools.' He was also concerned over the absence of a timetable for any replacement of Manor Hall.
- 3.12 Stephen Levy felt that there were concerns amongst the professional associations over pupil migration to academy schools. These schools are outside local agreements and therefore lack accountability. He also stated that there was no evidence that a change in the culture of a school would necessarily result in improved standards.

4. Safeguarding Board / Fostering and Adoption Services

- 4.1 Ian Froggett welcomed Chris Hallett (Head of Service - Children in Need Division).
- 4.2 **Safeguarding**
Chris Hallett explained that he is the Chair of the Safeguarding Children board, appointed by Marion Davis. A Safeguarding board was set up in every LA as part of the Children Act (2004). All key agencies are represented. The Warwickshire Board has moved away from initiating reactive measures to establishing preventative measures. The Board doesn't report to the LA but comments on and influences agendas. It also is charged to challenge the LA where appropriate.
- 4.3 The Board is currently looking at health issues. They have asked the Strategic Health Authority to report on the performance of the Coventry and Warwickshire PCT on safeguarding children.
- 4.4 From April 2008 the board will have a responsibility to look into child deaths and see if they could have been avoided.
- 4.5 In general the Board looks for trends and best practice and shares this information with other authorities. It gets good support from schools as there is a schools sub committee. A new sub committee for safer recruitment will be set up.
- 4.6 Ian Froggett thanked Chris for the concise summary. Ian went on to raise the issue of safer recruitment, especially concerning agency staff working in schools. Chris responded, saying that schools are taking for granted that checks have been carried out. A recent audit of 7 schools

- found weaknesses surrounding agency recruitment. References had not been submitted and CRB not recent or existing.
- 4.7 Tony Souter had concerns over how much can be done. He feels that there should be a culture of individual responsibility in the workplace.
- 4.8 Ian Froggett commented on the issue of cyber bullying. He felt that children are aware of but choose to ignore the dangers. It is hard to safeguard children in this circumstance. Chris explained that cyber bullying is being picked up by Rachel Evans the Anti-Bullying Coordinator. She is due to present her plans to the board.
- 4.9 John Lockwood highlighted the need to coax children away from danger by offering them an alternative. This can be done through extended outdoor activities. These would appear to have an element of danger without actual danger. However, not all schools have an outdoor activities specialist. Sam Kincaid commented that Caroline Robinson is conducting an audit of outdoor facilities in Warwickshire.

Fostering and Adoption

- 4.10 Chris moved on to talk about fostering and adoption in Warwickshire. The service has been inspected by the Commission of Social Care and Adoption and received good feedback.
- 4.11 This year there has been a high number of adoptions (30) the majority of which were children under 5. In Warwickshire there is good recruitment of adopters.
- 4.12 Fostering has also been inspected and rated excellent. There are 285 foster carers in Warwickshire and 453 looked after children. More foster carers are needed.
- 4.13 The government has released a green paper called 'Care Matters.' Warwickshire has responded and it will move to a white paper later this year.
- 4.14 Bob Hooper explained that Warwickshire has made a successful bid to run a pilot programme for a Virtual Headteacher for looked after children. The new position will be advertised shortly. There will also be a virtual governing body and a virtual SIP. No looked after child achieved 5 A-C grade GCSE's this year. This is in line with the national average.

5. School Improvement Partners

- 5.1 Bob Hooper (Head of School Performance) presented an update on School Improvement Partners (SIPs) and circulated a list of appointed SIPs. (Updated version attached)
- 5.2 There is a generally positive picture. All Secondary schools now have an allocated SIP. From September 2007 and April 2008 all Primary and Special schools respectively will have allocated SIPs.
- 5.3 SIPs are a new approach to school improvement and not a straight

- replacement for Link Inspectors. They will be line managed by the LA but independent from it.
- 5.4 Each School will receive 5 days of SIP time. This includes time for preparation and report writing. 3.5 days will actually be in school. This is an increase compared to the amount of time the inspectorate spend in schools (2x0.5 day sessions).
- 5.5 Role of SIPs
- Advise on what should be in the School's Plan.
 - Help with self evaluation. Ensure accuracy so that the school, LA and SIP view matches Ofsted.
 - Broker Support. They could help get support from sources other than the LA, e.g. NCLS or Special School Academy.
 - Headteacher performance management. This has been welcomed by governors.
 - Report to governing body annually. (A note of each visit will be written up and sent to the headteacher and Chair of Governors. This may form the basis of the report.)
 - Help set targets.
- 5.6 Bob explained that headteachers sat in on SIP interviews. SIPs were not appointed if the head felt uncomfortable. All schools had a negative preference option.
- 5.7 Last year more LA inspectors were allocated to schools as SIPs. Bob was expecting more Warwickshire headteachers to apply to be SIPs. There are currently 12. Originally, the programme was meant to be headteachers supporting headteachers but restraints on their time have made this difficult. There are no more serving Warwickshire headteachers out there who applied could that have been appointed.
- 5.8 Many recently retired and retiring headteachers have been appointed. Bob stated that he is confident of the good appointment of SIPs. Steven Baldwin asked what the time limit on 'recently retired' was. Bob answered that there was no set limit
- 5.9 Christine McLean asked what 'I' stood for on the list of SIPs. Bob clarified it stood for independent, meaning independent school consultants. Many applicants qualified but they were all checked to ensure they were good enough. Applicant's recent experience was looked at to ensure they were 'in touch.'
- 5.10 Stella Saje commented that the SIP programme was a good idea. She felt it would be beneficial for schools to get an external person to look at their school for 5 days as opposed to the current 2x0.5 days which follows the LA's agenda. She was concerned that 100 schools have been allocated an LA inspector as their SIP. Where does the 'external' view come from? This concern was echoed by Nicki Kelsall. Bob responded that inspectors would be acting as SIPs moving away from their role as an inspector. Some schools didn't want to lose their link inspectors.
- 5.11 Gillian Deery asked who would give an LA reference if there was now no

	link inspector? Bob stated that the LA will still provide references.	
5.12	John Dunkerton asked that if a school is in special measures would the SIP be accountable? Bob explained that it would depend on whether the SIP had given clear warnings. If the SIP had not done this and if Ofsted was right, the SIP would not continue in their role.	
5.13	Action: Sam Kincaid questioned whether unions can be involved in SIP allocation. Bob commented that they have not been included in the process. Ian Froggett believed that this was a matter best taken up by ATP.	For ATP
5.14	Nigel Hutchinson wanted to know if effectiveness of SIPs would be measured. Would the costs be evaluated against the benefits? Bob stated that SIPs would replace the link inspector role. There will be national and local methods of evaluation. Nationally, aggregate targets for 2007 will be measured against LAs without SIPs. Locally, Ofsted data will be compared year on year to see Warwickshire's school provision. The aim will be to improve Ofsted ratings. There are currently 8 schools causing concern on notice to improve.	
5.15	Tony Souter commented that he felt the SIP programme was too national target centric and echoed early Ofsted.	
5.16	Action: SG to circulate SIP handbook via website.	SG
5.17	Ian Froggett thanked Bob Hooper for his presentation.	
6	Warwick Institute of Education Board	
6.1	Ian Froggett informed the group that they have been asked to nominate representatives for 2007-2010.	
6.2	Action: Hazel Towle, John Dunkerton and Teresa Whatson were all nominated. Ian will forward their details.	IF
6.3	Action: John Dunkerton commented that the last meeting was held at very short notice. Ian will pass on his concerns.	IF
7.	Teachers' International Professional Development - China	
7.1	Sam Kincaid showed a video of the recent trip to China	
8.	Report From Area Committees	
8.1	Minutes from Area Committees were circulated.	
8.2	Action: Gillian Deery from the Eastern area informed the group that newly appointed Deputy Headteachers in her area felt they were getting little help from the LA. They were concerned over the lack of induction for new Deputy Heads and a lack of support for Deputies as acting Headteachers. Mark Gore to consider.	MG

8.3	<p>Action: Gillian also explained that she felt there was inequality in the treatment of teachers and other council employees in regard to bereavement leave. Tony Souter explained he is talking to personnel regarding compassionate leave. The granting of compassionate leave is in some circumstances down to the good will of the line manager e.g. if an employee's house burns down. This can lead to inconsistency. Gillian commented that there is no formal reintegration package for employees coming back from long term sick leave. Ian Froggett will bring these issues to ATP.</p>	For ATP
8.4	<p>Gillian also asked if a representative from CTAC will be going to heads meetings. Ross Caws is sending out a letter to heads.</p>	
8.5	<p>Action: Gillian brought the recent distribution of P60s to the group. They were stapled to the back of payslips and confidential personal details were visible. She phoned up to complain but was told she was the only one with the concern. Mark Gore to follow up.</p>	MG
9.	<p>Provision for New Arrivals and Children with English as an Additional Language.</p>	
9.1	<p>Ian Froggett welcomed James Shera (Director of Intercultural Curriculum Support Service) to the group. James circulated an information pack containing details of new arrivals and a structure chart for the service. (Attached)</p>	
9.2	<p>James explained that the Intercultural Curriculum Support Service (ICSS) is currently restructuring. There has been a reduction in their grant due to a new formula. In general, shire counties are losing out, as cities are viewed as having more serious needs.</p>	
9.3	<p>ICSS has nominal management to ensure as much money as possible is directed to schools. The emphasis is places on providing good quality frontline services.</p>	
9.4	<p>In a pilot at Manor Park school, £2,500 was allocated to a pupil to pay for extra teacher time with coursework. This greatly improved the pupil's performance.</p>	
9.5	<p>The county used to have around 100 new arrivals per year. Between 01/04/06 – 30/03/07 there were 349. ICSS have allocated £350,000 for new arrivals providing numbers remain constant.</p>	
9.6	<p>James explained that in the global economy intercultural education is a benefit to all children. ICSS run 4 intercultural festivals each year, which are well attended.</p>	
9.7	<p>Action: Sam Kincaid noted that there is a Polish teacher in the Central area. Can South Warwickshire schools access other area teachers for advice? James said this was possible and he would send out a list of key contacts.</p>	JS, SG
9.8	<p>Action: Karen Howell asked how early years fitted in. James explained</p>	JS

	that there was no specific funding for this but it was important to support early years otherwise problems persist. ICSS has appointed 1 teacher and 3 TAs for early years. The new team will contact all schools.	
9.9	Stella Saje explained that there used to be a small grant available for new arrivals from 'exotic' locations (up to £500) and asked if this was still the case. James explained that the grant still exists but ICSS can't always provide a language speaking TA due to the multitude of different languages spoken in Warwickshire. At last count there were 85. Mark Gore added that once pupils had acquired English as a language they are often hard working and committed pupils.	
9.10	Action: John Lockwood asked if a census of language speakers in schools had been carried out. Would it possible for teachers or TAs that spoke another language to be seconded for ½ a day to support new arrivals. This would be especially useful where the pupil's particular language wasn't supported in the receiving school. James agreed it was a good idea to compile such a database.	JS
10.	Enhanced Support Network	
10.1	Ian Froggett welcomed Joyce James to the group. She distributed a paper copy of her PowerPoint presentation. (Attached)	
10.2	Action: John Lockwood asked if there was an issue around terms and conditions as the teachers involved may have to attend meetings at times that suited the family involved. Ian Froggett said this was a matter he would bring to ATP	For ATP
11.	SEN sub-group Feedback	
11.1	The group was informed that the sub-group has not met since the last meeting.	
12	Information Sharing	
12.1	No information was shared.	
13.	Future Meeting Dates	
13.1	<ul style="list-style-type: none"> ▪ Friday 16 November 2007, Coventry TechnoCentre ▪ Friday 7 March 2008, Coventry TechnoCentre 	

Choice and Diversity in Secondary School Provision

1. Introduction

1.1. As part of their reform of secondary education, the Government is promoting a policy of creating a diverse system of autonomous schools which allows schools greater freedoms to raise standards, building on long term and sustainable partnerships with outside bodies such as educational charities, higher education institutions, business foundations or community groups, and harnessing their energy and expertise. The Education and Inspection Act 2006 which followed the schools white paper 'High Standards, Better Schools' allowed for the creation of Trust Schools alongside the programme for developing Academies.

2. Trust Schools

2.1. Trust Schools are:

- Foundation schools supported by a charitable foundation or 'Trust'.
- Part of the local authority family of schools, funded on exactly the same basis as other local authority maintained schools.
- Able to employ their own staff, set their own admission arrangements within the framework of the Admissions Code of Practice, and manage their own land and assets.
- Supported by the Trust through the appointment of governors to the school's governing body. Trusts might include education charities, further or higher education institutions, business foundations or community groups. A Trust might work with a single school, a group of local schools or a network of schools across the country.
- About building long-term and sustainable relationships with partners and/or other schools for the purposes of raising standards and for the benefit of all pupils.
- Established by the existing Governors of the school following consultation.

Further details and a comparison with Community, Voluntary Controlled, Voluntary Aided and Foundation Schools and be found in Appendix 1.

2.2. There was much debate following the publication of the Schools White Paper and during the passage of the Education and Inspection Bill through parliament about Trust Schools. In the response to the White Paper, the Authority supported the principle of autonomous schools operating within a carefully regulated framework, and took the view that Trust Schools would operate in a similar way to foundation schools and have a similar relationship with the Authority.

2.3. The debate about the contribution which Trust status makes to higher standards continues. A strong argument for Trust status is that it strengthens the partnership which schools may have with outside bodies by formalising those arrangements and thereby ensuring they are sustained and focus new expertise on raising levels of attainment.

2.4. Some authorities are promoting the development of Trust Schools to formalise the collaboration between groups of secondary schools and other providers to deliver the 14-19 agenda and the introduction of diplomas.

2.5. Some authorities have proactively promoted the development of Trusts for all their secondary schools in order to emphasise the new relationship with schools and the new role for Local Authorities as commissioner and not provider of schools and as the champion for the learner, and to provide schools with the opportunities which working in partnership with an external partner could bring.

2.6. The Authority will take the following approach to Trust Schools:

- Discussions are held with schools about the advantages and disadvantages of Trust status.
- Where schools are considering adopting Trust status, the Authority work with them and the potential external organisation to establish a business case to ensure any new arrangements support higher standards and improve outcomes for young people.
- Where schools are under-performing or facing difficulties, the Authority consider Trust status as one of the means of promoting higher standards.
- The Authority enter into discussions with the universities of Warwick and Coventry, colleges of further education and other organisations involved in education about the potential for involvement in Trust Schools in Warwickshire.

3. Academies

3.1. Academies are:

- Independent schools which form a charitable Trust with a sponsor or sponsors.

- Funded directly by Government in line with a funding agreement and based on the LA's formula for funding maintained schools in the LA.
- Able to employ their own staff and agree their terms and conditions, set their own admission arrangements and manage their own land and assets.

3.2. The Academies programme is seen by Government not simply as a way of providing new schools in new buildings but as a means of transforming education and tackling under-performance in areas in particular of social deprivation. Academies, which have significant freedom to innovate, give opportunities to develop radical and different strategies to raise standards working with the Sponsors. The programme has also seen a very significant investment in buildings as all Academies have new buildings funded by the Government.

3.3. There are currently 82 with a further 50 planned to open in September 2008. However the Government's target is for more than 400. All Local Authorities are required to consider Academies as part of their strategic plans to increase diversity in secondary provision and to tackle under-performance. No Building Schools for the Future programme put forward by Local Authorities is likely to be successful if it does not include the establishment of at least one Academy. Academies are being opened in neighbouring authorities who are in earlier stages of BSF, Birmingham, Coventry and Solihull.

3.4. There are concerns about the establishment of Academies. Schools have commented that they have diverted capital resources from the general programme of renewal. Representatives of the Trades Unions have reservations about Academies operating outside national pay and conditions. There has been much discussion about the role of the Sponsors and the influence which the Sponsor has over the organisation of the school. More general concerns have been expressed about Academies which are not local authority schools operating outside the Local Authority's family of schools and local arrangements for collaboration in terms of curriculum or admissions and exclusions.

3.5. These are all important issues which the Authority needs to address when considering its strategy for the transformation of secondary education which will inevitably if it is to secure backing and capital funding from Government include proposals for at least one Academy. There are good examples of Local Authorities working closely with Sponsors to establish Academies which work closely with neighbouring schools and within the framework of policy developed by the Authority with their schools. In agreeing to the proposal for a Catholic Academy in Rugby, the Authority recognised that an Academy could address the under-achievement of Bishop Wulstan Catholic School and secure high quality accommodation, while still operating within the 'family' of local authority schools. A further example is provided by the proposals for an Academy in Oxford, sponsored by the Church of England

Diocese and Oxford Brooks University working very closely with the Oxfordshire Local Authority.

3.6. The Authority will take the following approach to Academy Schools:

- Discussions will be held with schools about the implications of the establishment of an Academy (or Academies) in Warwickshire.
- As part of a strategy for transforming secondary education and securing capital funding from Government the Authority will consider the establishment of an Academy (or Academies) subject to the identification of a sponsor (or sponsors) whose approach is compatible with the values of Warwickshire and which includes a commitment to inclusion, collaboration with other schools and providers and partnership with the Authority.
- The Authority will enter into discussions with the universities of Coventry and Warwick, colleges of further education and other organisations involved in education about the possibility of sponsorship for an Academy in Warwickshire.

*Mark Gore
Head of Service
Education Partnerships and School Development
October 2007*

	Community - VC	Foundation	VA	Trust	Academy
Governance	LA, Parent. Staff and Community representation.	LA, Parent. Staff, Community and Foundation representation.	Less LA and Parent representation than a community school. Same amount of Staff representation. No community representation. Foundation representation.	Composition same as Foundation School. The Trust can appoint either the minority or majority of governors. The decision is made by the predecessor governing body in consultation with the proposed trust partners. Where the trust appoints majority of governors it will be required to establish a Parents' Council.	Compulsory Members usually: sponsor members, parent and LA member and Principal (ex-officio member). The Academy Trust will appoint a majority of members. DCSF encourages governing bodies to include community and staff members. Further members can be co-opted.
Admissions	Use LA admission arrangements	<p>Governing Body responsible for setting admission arrangements. They must be within the law and take full account of Admissions Code.</p> <p>Admissions Forums will monitor compliance with the Admissions Code, and will be able to present an annual report on admissions arrangements to the LA. Objections may be brought to the adjudicator if it is felt they are unfair or contravene the code.</p> <p>Same appeal arrangements as set out in the Admissions Appeals Code of Practice.</p> <p>Must take part in locally co-ordinated Secondary admissions arrangements operated by the LA. (So parents get a single offer on 1st March)</p>			<p>Governing Body responsible for setting admission arrangements. They must be within the law and take full account of Admissions Code.</p> <p>The Funding Agreement will oblige them to take part in Admissions Forums and have regard for their advice.</p> <p>Same appeal arrangements as set out for Aided and Foundation schools in the Admissions Appeals Code of Practice.</p> <p>Must take part in locally co-ordinated Secondary admissions arrangements operated by the LA. (So parents get a single offer on 1st March).</p> <p>Required to consult on admissions arrangements each year and seek Secretary of State's approval for any changes.</p> <p>Required by law to cater for children of all abilities. Can have 10% aptitude selection in the Academy's specialism when over subscribed.</p> <p>The Academy must participate in their LA's Fair Access Protocol as part of their funding agreement. If it refuses to admit on the basis of the protocol the LA may refer the matter to the Secretary of State. However, if an application is made by a pupil with challenging behaviour outside of the protocol the Academy may legitimately refuse this application during its first two years of operation.</p>
Syllabus	Can apply to the Secretary of State for the Power to Innovate where the innovation will raise standards. (Section 1, Education Act 2002)			<p>Trust schools will still have to abide by the normal parameters of the National Curriculum and will be inspected by Ofsted like all other schools.</p> <p>Can apply to the Secretary of State for the Power to Innovate where the innovation will raise standards. (Section 1, Education Act 2002)</p>	<p>Required to have at least one specialism.</p> <p>Required to comply with the assessment requirements set out by the QCA in the guidance on Assessment and Reporting Arrangements (ARAs)</p> <p>Required to follow the National Curriculum Programmes of Study in En, MA and ICT (Since 10/07/07). Can apply to the Secretary of State for the Power to Innovate where the innovation will raise standards. (Section 1, Education Act 2002)</p> <p>Free to set the rest of the syllabus.</p>
SEN	Parents can make a preference for the school. LA may name the school in the statement. School must admit when named.			<p>Parents can make representations to the LA if they want their child to attend an Academy. (Representations not preference as Academies are defined as independent, mainstream schools.)</p> <p>LA can name an Academy in the Statement but must consult the Academy first. The Academy must agree to being named unless admission of the pupil would be incompatible with the efficient education of the other children and no reasonable steps may be made to ensure compatibility. The Academy must admit where named.</p> <p>Any disputes can be resolved by the Academies SEN Dispute Resolution Service or the Secretary of State.</p>	
LAC	LAC must be given the highest priority in the admissions policy. LA can direct school to admit LAC even when the year group is full.			<p>LAC must be given the highest priority in the admissions policy.</p> <p>LA cannot direct an Academy to take a LAC. The LA can ask and the Academy may choose to admit above number. Disputes can be referred to the Secretary of State.</p>	

	Community - VC	Foundation	VA	Trust	Academy
Exclusions	<p>Must provide full-time off site education from the 6th day of a fixed period exclusion.</p> <p>After the 5th day of a fixed term exclusion the school must offer, and the parents attend, a reintegration interview when the child returns to school.</p> <p>The LA is responsible for managing the exclusion appeal process.</p>				<p>Academies must have exclusion procedures which are consistent with DCSF guidance. This will be set out in the Funding Agreement. The procedures followed by Academies should not depart significantly from such guidance without good reason.</p> <p>The Academy Governing Body is responsible for managing the exclusion appeal process including convening appeal panels and training panel members and clerks.</p>
Employment of Staff	LA	Governing Body			<p>Governing Body.</p> <p>Teacher employed by the academy must be</p> <ol style="list-style-type: none"> 1. a qualified teacher (see s.132 Education Act 2002) registered with the GTC. or 2. eligible under the Education (Specified Work and Registration) Regulations 2002
Accountability	School inspected at least every 3 years with 2 days notice. Ofsted report published.			<p>Subject to same accountability scheme.</p> <p>LA able to intervene is the school is failing or underperforming</p> <p>LA can still publish proposals to close the school. LA also able to propose to expand, add or remove SEN provision or add post-16 provision.</p>	<p>Before opening the Academy will be inspected by OFSTED against the elements of the independent school standards which apply to them.</p> <p>Monitoring visit by HMI in the 5th or 6th term. Inspected against same framework as maintained schools.</p> <p>In 3rd year of opening the Academy will receive a full published inspection led by HMI in the same way as all maintained schools.</p> <p>Thereafter, Academies are inspected with the same frequency and in the same way as all maintained schools.</p> <p>If the Academy is no longer fulfilling the characteristics or conditions laid out in the Funding Agreement the Secretary of State can give notice of his provisional intention to terminate the Funding Agreement.</p>
Ownership of Buildings	LA (foundation owns VC buildings, LA usually owns playing fields)	LA or foundation	Foundation (LA usually owns playing fields)	Land and assets owned by the Trust which will hold them in trust for the school. Governing body will retain day to day running of those assets.	Land and assets owned by the Academy Trust which will hold them in trust for the school. Governing body will retain day to day running of those assets.
Pay and Conditions of staff	Must comply with the national School Teachers' Pay and Conditions Document.				<p>Academies are able to determine terms and conditions for all staff (inc. Teachers). Academies are exempt from the 'Code of Practice on Workforce Matters in Public Sector Service Contracts' and not bound by School Teachers Pay and Conditions Document.</p> <p>Staff transferring from the predecessor school will be protected by TUPE regulations.</p>
Revenue Funding (DSG by local formula)	LA	LA	LA	<p>According to LA funding formula (receive all other funding streams e.g. School Development Grant, School Standards Grant etc)</p> <p>Trust schools will not receive extra state funding – nor will the Trust be expected to contribute financially to the school.</p>	<p>Met in full by the DCSF. Ministers are very clear that there must be parity of funding with schools in the maintained sector that operate in similar circumstances.</p> <p>Core funding for day to day running costs is provided as a General Annual Grant (GAG) from the DCSF. Academy can bid for start up costs.</p> <p>Academy will also receive some funds from the LA, mainly as 'Standards Fund Grants.'</p>
Source of Capital funding	LA	LA	Central Govt.	<p>LA</p> <p>Trust schools will not receive extra state funding – nor will the Trust be expected to contribute financially to the school.</p> <p>Where the Trust operates more than one school it can, with the agreement of those schools, pool the devolved formula capital of its schools for investment where there is the greatest need.</p>	<p>Met in full by Central Govt.</p> <p>Sponsors must establish an endowment fund worth £2million payable over 5 years. £500,000 is payable in the first year. (Exceptional arrangements may be made from sponsors from the educational sector)</p>
Deficits				<p>Any liabilities incurred by the Trust will not transfer to the school.</p> <p>A Trust cannot be liable for a Trust school's deficit. It is the responsibility of the governing body. The LA will have licensed the deficit and agreed a recovery plan.</p>	The Academy must prepare an annual budget. This cannot be a deficit budget without the Secretary of State's approval.

NORTHERN AREA TEACHERS CONSULTATIVE COMMITTEE

Minutes of the meeting held at Nicholas Chamberlaine School on 17th October 2007 at 9.15 a.m.

Present – Ian Froggatt (Chair), Maureen Boneham, Hazel Towle, Nicki Kelsall, Steve Sharp, Julia Clarke, Stella Saje, Leanne Shillcock, Steve Levy, Mick Goodfellow.

1. Apologies – Nigel Mills, Chris Watts, Tim Howram.

2. Minutes of the last meeting

The minutes of the last meeting were agreed.

3. Matters arising from the minutes

Matters arising from the minutes were discussed under agenda items.

4. CTAC

A discussion ensued regarding admissions and class sizes, there is a mix of over subscription and small year groups across secondary phase. However in some primary schools problems have occurred with figures of children entering from Central Admissions Service. It was agreed to put this down as an Agenda item for CTAC.

5. SEN/Behaviour

Copies of the Behaviour in Schools booklet were given out. The booklets have been distributed around the county but many members had not seen them at their school. A discuss ensued regarding Team Teach and its effectiveness, some members felt that the methods were not as effective for young children.

A lengthy discussion ensued regarding CAFs and the continuing difficulties with Nuneaton and Bedworth Social Services.

Issues regarding individual schools and their LSUs were discussed.

Deep concern was expressed over the amount of time taken to get statements for learning difficulties due to availability of Educational Psychologists and whether they have any value other than to explain SATs results.

Issues were raised with regard to further action being taken by the police when called to deal with incidents, a general feeling that once the incident has been dealt with no further action is taken.

6. Workload/Inspections

Concern over the number of new initiatives, number of meetings for Heads. A lot of changes for staff at all Key Stages and lack of time to assimilate and get to grips with these initiatives before something else comes along.

Data analysis and interpretation was identified as an area of growing concern for Middle Managers and Subject Leaders with insufficient training in the use of data. A consensus of opinion agreed that Levels achieved by children moving between Key Stages were not of a comparable nature e.g. a level 3 achieved at

in Y2 is not the same as Level 3 in Y3 etc. A great deal of concern was expressed at the amount of assessments teachers are carrying out to use as evidence and tracking of pupils and their targets.

Meetings were held for Heads by LA that highlighted the most important initiatives but due to pressures of work and other meeting Heads were not able to attend and therefore are not up-to-date with current best practice.

7. Current Affairs/Invitations

Tim Howram has replaced Nigel Mills as Area Education Officer and it was agreed to extend an invitation to him for the next meeting.

IF reported on the growing issue of cyber bullying.

8. AOB

Manor Hall – The meeting felt strongly that Manor Hall should be replaced with a facility for teachers not a corporate replacement. Teachers value the opportunity to meet with colleagues, develop support networks and mix with other professionals within education. Members do not feel that they are receiving the same support and service from the temporary arrangements. A Woodside Grange for teachers was the preferred option! This item will be addressed at CTAC.

Schools Forum – IF reported that the new chair of Schools Forum was Sue Simms. Concern was raised over the makeup of the group and the power that they yield.

Head representatives requested formula funding information.

Date of Next Meeting – Thursday 7th February 2008 at Nicholas Chamberlaine School
Summer Term meeting will be set when the date for CTAC is known.

South Warwickshire Teachers' Consultative Committee Meeting
Wednesday 17th October 2007

MINUTES

Present:

Teresa Whatson, Jill Francis, Nigel Mills, Judy Bowley, Nigel Hutchinson.

Apologies: Cathy Jones, Max Hyde, Gareth Rossiter

TW welcomed Nigel Mills, the new area officer, to the meeting.

Minutes of the meeting on 7th February were accepted. There were no matters arising.

LA Business- Area Officer.

Nigel Mills gave an update on the new SIPs. Every secondary school would have a School Improvement Partner . The SIP would report to the governing body . They would be contracted for 5 days to the school. As well as advising the governing body they were also responsible for the Performance Management of the Head.. SIP reported to the LA and LA to the government. The SIPs were a new initiative.

Specialised Diplomas

These were to be introduced in 2009. These were meant to break down barriers between the academic and vocational subjects , however, problems were foreseen with the movement of large numbers of pupils between different schools.

11+ Examination

It was reported that new tests were being devised and that that this would be administered centrally. Concerns were raised about the artificiality of testing at 11.

Cover

Concerns were again raised about the situation of cover at Studley High. It was reported that this had been an ongoing problem and staff were to take industrial action.

CTAC News

Members were updated on news from the committee from papers handed out.

Performance management

Performance Management was discussed. It was felt that the setting of numerical targets can have a de-motivating effect on teachers.

Date of next meeting : Tuesday 26th February 2007.

