

Public Document Pack

Southend-on-Sea Borough Council

Legal & Democratic Services

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22 March 2019

EDUCATION BOARD - TUESDAY, 26TH MARCH, 2019 SUPPLEMENTARY PACK 2: OPERATIONAL REVIEW T&FG FEEDBACK REPORT

Please find enclosed, for consideration at the next meeting of the Education Board taking place on Tuesday, 26th March, 2019, the following report that was unavailable when the agenda was printed.

Agenda No	Item
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| 7 | <u>Feedback from Operational Review Task and Finish Group (including recommendations) (Pages 1 - 8)</u> |
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Report attached

Robert Harris
Ed. Board Clerk
Principal Democratic Services Officer
Legal & Democratic Services
Southend Borough Council

Southend-on-Sea Education Board

on

26th March 2019

Report prepared by:
Robert Harris, Ed. Board Clerk

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Operational and Good Practice Review of Education Board

1. Purpose of Report

- 1.1 To present the outcomes/recommendations from the Task & Finish Group set-up to review the operational practice of the Board (formerly referred to as the Schools Forum) in line with the Education & Skills Funding Agency publication, 'Schools Forum: Operational and Good Practice Guide' and relevant legislation.

2. Recommendations

- 2.1 That the views of the Board members be provided in respect of the matters set out in this report and that the membership be revised accordingly, subject to the views of the Board.

3. Background/Context

- 3.1 The Education and Skills Funding Agency issued new guidance entitled 'Operational and Good Practice Guide' to Schools Forum in September 2018. The Education Board on 30th October 2018 agreed to set-up a time-limited Task and Finish Group to undertake a light touch review of the Board's structure and operation. This Sub Group met on 15th March 2019 and carried out the review, including the the Education and skills Funding Agency self-assessment toolkit **(attached at Appendix 1).**
- 3.2 The Board is asked to note that in relation to the relevant legislation and good practice the Board is carrying out its functions effectively and appropriately. For example, in relation to its powers and responsibilities the Board is fulfilling its duties and functions. Therefore it is not intended to cover the guidance in full but to focus on the key issues to be addressed, as set out below.

Matters for the Education Board's consideration

- 3.3 The Task and Finish Group also considered a number of matters not covered in the Self-Assessment related to the guidance and seeks the views of Board members on the following matters:
- Direct consultation from the Education Board to stakeholders on matters of importance (linked to Question 17 on the self-assessment forum);
 - Does the Board wish to see Multi-Academy Trusts (MAT's) represented in any way going forward, and if so, how does the Board wish to take this forward;
 - How do delegates/Board members represent and canvas views of their respective constituencies, and as a proxy, what do members think about facilities time;

These matters will be covered in more detail at the meeting as verbal feedback.

Membership

- 3.4 In terms of membership several minor changes are required to reflect the change in status of two schools in the borough, namely the conversion of Futures College (Southchurch High School) and Temple Sutton Primary School to an academy. The revised membership is attached at **Appendix 2**. Effectively, the changes needed are:
- To decrease the maintained primary sector from 5 to 4 places (removing Temple Sutton Primary as it is now an academy);
 - To increase the Academy Primary places to 5 (adding Temple Sutton Primary School);
 - Delete the maintained secondary schools representation as there are now none in the borough;
 - To move representation of Futures College (Southchurch High School) to the Academy Secondary and increase the places to 6.
- 3.5 The Board are also asked to note that two vacancies have arisen as set out in **Appendix 2**.
- 3.6 As referenced above in 3.3 the Board's views on whether MAT's should be represented and how this should be taken forward are sought.

4. Appendices

Appendix 1 – Self-Assessment Form completed by the Ed. Board Clerk

Appendix 2 – Revised Education Board Membership



Schools forum self-assessment toolkit

This toolkit provides local authority officers and elected members with a framework for assessing the strengths and weaknesses of their schools forum. The toolkit is designed as a set of questions which can be considered by individuals or the forum as a whole.

Question	Yes / No	Notes
1. Are meeting dates set in well advance and details (including time and venue) published in an accessible manner to enable interested parties to plan their attendance?	Yes	Dates are set at the beginning of the Academic Year with details of the venue. The dates are published on the Council's website and via the schools network.
2. Are meetings timed to coincide with key dates? (e.g. reporting of funding formula)	Yes	Meetings are arranged to coincide with key matters
3. Are meetings held in an accessible venue to enable observers to attend easily?	Yes	The venue is accessible to the public with on-site parking, disabled access, etc.
4. Is there a dedicated website link for schools forum, is it current and regularly updated?	Yes	Website link is https://democracy.southend.gov.uk However links could be improved – i.e. agenda and papers should be linked to the schools network.
5. Are the agenda and papers publicly available on the authority's website at least 6 working days in advance of the meeting?	No	The agenda and papers are currently published 5 clear working days before the meeting (in accordance with the Local Government Act 1972)
6. Are the papers published as a single document, so that users can download easily?	Yes	The Board is administered through the Council's democratic services committee management system. The agenda and papers are produced as a pack which is easily accessible and downloadable. There is also the mod.gov app which allows the public to view/download the agenda via their

Question	Yes / No	Notes
		mobile/tablet devices. However – Are occasions where reports/papers are not at the stage to publish – these are marked to follow on the agenda and are published as a supplementary pack to the agenda which is accessible and downloadable.
7. If papers are tabled at the meeting, are they published on the website promptly after the meeting?	Yes	Any papers which are tabled or sent out after the agenda is published are put on the committee management system straight after the meeting.
8. Are draft minutes published a reasonable time (e.g. within 2-3 weeks) after the meeting, rather than waiting until the following meeting?	Yes	Yes – draft minutes are published no later than 10 working days after the meeting.
9. Are the minutes clear and unambiguous, with sufficient detail to illustrate the discussions, without reporting verbatim every point made?	Yes	The minutes reflect general discussions and the key issues/concerns raised – Resolutions are clear and concise.
10. Is the constitution clear and appropriate? Including eg <ul style="list-style-type: none"> - a clear process for ensuring proportional representation - the process for electing members and their tenure - the timescale for review is clearly set out - the process for dealing with repetitive non attenders 	Yes	The Constitution sets out clearly all the matters listed. However, timely to review in light of new guidance issued.
11. Is there an induction pack or training programme available for new members?	Yes/No?	New members receive an electronic copy of the constitution and the Clerk contacts the new member to explain role, etc. However – this is ad-hoc and could be strengthened. No training programme - ? something to look at?
12. Is the election process clear and transparent? i.e. representatives are elected only by the group they are representing, whether phase-specific for maintained schools, or by the proprietors of academies for academy	Yes	This is clearly set out in the constitution.

Question	Yes / No	Notes
members.		
13. Do the papers contain clear recommendations and indicate in a consistent manner whether the item is for information, consultation or decision?	Yes	All reports/papers have clear proposals and are listed as information, discussion, decision, etc.
14. Is it clear to observers who attendees at the forum are representing? (eg by use of name plates, indicating sector)	No	Do not use nameplates. So not always clear to observers. Easy win to reinstate.
15. Does the chair manage the meeting well, ensuring that all are able to contribute to the agenda items, that no bias towards any sector is evident and that no single person or organisation is able to dominate the discussion?	Yes	The Chair manages the meetings efficiently and takes a holistic view of the issues – all have equal opportunity to put their views across
16. Is there inclusive participation in discussions for all phases and types of members?	Yes	All members have significant opportunity to contribute to discussions, including non-voting members.
17. Do members actively canvass views and objectively represent their whole peer group at the forum and provide feedback after meetings?	Yes / No	No comment.
18. Where votes are required, is it clear who is eligible to vote for different items?	Yes	As set out in the constitution and on the membership list.
19. Where votes are required, are the arrangements for recording the votes clear and unambiguous?	Yes	Decisions are by general consensus but where a vote is required the Clerk records the vote. Voting arrangements are set out in the constitution.
20. Is there a system in place for a decision if votes are tied?	Yes	The Chair has the 'casting vote'.
21. Is the operational & good practice guide used to regularly review the forum's adherence to good practice?	Yes	Constitution was revised and updated following the previous guide. The recently published guidance will be used to review good practice, etc.

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SCHOOLS FORUM MEMBERSHIP

UPDATED MARCH 2019

1. Full voting members

Maintained Primary Schools (5 places)

Tim Barrett - Temple Sutton Primary	13 th October 2019
(NOW ACADEMY PRIMARY)	
VACANCY	
(L Prior no longer a governor) Fairways Primary Governor	12 October 2020
Jim Johnson – Edwards Hall Primary	24 February 2020
Niki Bannister – Milton Hall Primary Governor	5 th June 2020
Julia Jones – Barons Court	

Maintained Secondary Schools (1 place)

Stuart Reynolds - Futures College (Southchurch High School) 2 December 2019
(NOW A SECONDARY ACADEMY TRUST)

Academy Secondary (5 places)

Robin Bevan - Southend Boys (Vice-Chair)	24 February 2020
Neil Houchen - Eastwood Academy	18 March 2019
VACANCY- Shoeburyness High Governor	
(Michelle Palles-Clark – no longer parent Governor)	
Paul Hayman – Westcliff High for Girls	3 December 2020
Karen Willis – Cecil Jones	

Academy Primary (3 places)

Lisa Clark - Hamstel Infant	7 December 2020
Maurice Sweeting - Hinguar Primary Governor (Chair)	4 December 2020
Darren Woollard – Blenheim Primary School	

Alternative Provision Academy (1 place)

Annette Turner - YMCA

Pupil Referral Unit (1 place)

Mark Jordan – Victory Park Academy (Parallel Learning Trust)

Academy Special (1 place)

Jackie Mullan - St Christophers (SEN Trust Southend)	7 December 2020
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Early Years (2 places)

Vicky Wright – Professional Association for Childcare & Early Years	24 October 2020
Lesley Yelland - Essex Pre-School Learning Alliance	7 December 2020

2. Members with restricted voting

14 – 19 sector (1 place)

Anthony McGarel - South Essex College

24 October 2020

Trade Unions (1 place)

Jerry Glazier

1 December 2018

3. Non-Voting / SBC Council Representation

Councillor Helen Boyd – Executive Cllr for Children & Learning - SBC

Simon Leftley – Deputy Chief Executive (People) - SBC

Brin Martin – Director of Learning – SBC

Gary Bloom – Head of SEND - SBC

Ian Ambrose – Head of Corporate Finance - SBC

Paul Grout – Finance - SBC

Christine Hickey – Finance – SBC

Elaine Hammans – Early Years – SBC

Amanda Champ – Head of School Performance and Improvement – SBC

Cathy Braun – Head of Access and Inclusion - SBC