

# Haringey Master plan and Education Strategy - A Self-Review for Governing Bodies

We know that many schools in Haringey are challenged by falling rolls as a result of outward migration and a falling birth rate. In the last year we have consulted on reducing the PAN in a number of schools as a direct result of falling numbers. These self-review questions are intended to help governing bodies build an accurate picture and analyse the context of the school. This will then enable you to consider any potential action based on that analysis and identify any work you might need to undertake in partnership with other schools, the local authority and/ or the Diocese. Collaboration with other schools in the area could be of vital importance to your own school and in sustaining neighbouring schools.

The checklist is not intended to provide a formulaic approach that determines how and in what ways schools should operate. This self-review is to identify some key issues for consideration.

All schools are encouraged to complete the review. It will be particularly useful for governing bodies and trustees if the school is:

**less than one form of entry** for primary phase.

**A school with a deficit budget or forecasted deficit.**

**A standalone academy;** or

**Is a school in a planning area showing a reduced need for places.**

You may also find it useful to discuss your school with the Place Planning Team and /or a HEP or Diocesan colleague. The place planning team can provide data including cluster maps showing where your pupils live.

This is not intended to be a further burden for schools. This tool is to assist schools in identifying any issues in future sustainability and resilience and to enable governing bodies and Trusts to work in partnership with the LA in a proactive and supportive way. This might lead to a discussion about next steps or exploration around collaboration and a suitable action plan. The LA will be happy to facilitate this discussion with schools. If your school has also been involved in a SRMA review, you might also want to consider this report alongside these questions.

You might find it useful to grade each question red, amber or green and add comments to explain your judgement. The key questions have been highlighted and these could be used as a manageable starting point for governors, senior leaders and trustees to consider first.

Governing bodies, trustees and school leadership teams need to have an accurate understanding of the vulnerabilities and resilience factors in their school in order to work with the local authority on future plans to secure sustainability.

1. Quality of Education	RAG Rating	Comments
a. Does the school provide a high-quality sustainable standard of education that is appropriate for <b>all</b> learners? Looking forward will there be challenges in sustaining this?		
b. <b>KEY QUESTION - What is the whole educational experience of children attending this school? I.e. are you able to offer the full curriculum, extracurricular activities, wrap around care and meet individual pupil needs. Is this offer sustainable?</b>		
c. What progress do pupils make? Is there a difference between years or cohorts?		
d. What was the outcome of your most recent Ofsted and other reviews/inspections?		
e. Given the Ofsted framework in place at this time, what is your prediction for future Ofsted and other inspections based on your self-evaluation (SEF) and three-year projected attainment?		
<b>2. Finance (and Resources)</b> - How secure are the school's finances?		
a. What proportion of your budget is allocated for staffing: Management, teaching, teaching support, other support staff, cleaning, maintenance staff? And how does this benchmark against other schools?		
b. <b>KEY QUESTION - Are you having to set an in-year deficit budget or a deficit budget within the next three years? What would you say is the cause of this?</b>		
c. What is the per pupil amount (budget divided by NOR/). How does this compare with similar schools?		
d. Historically how has your budget changed and why? What changes have you already made to reduce expenditure? Are you monitoring the impact of those decisions?		

e. KEY QUESTION - What is the condition and suitability of the school's buildings?		
f. How much does your revenue budget support building maintenance, or DFC capital expenditure?		
<b>3. Leadership and Staffing</b>		
a. KEY QUESTION - How easy is it to recruit and retain high quality teaching staff?		
b. What is your leadership structure, how does it assist your strategy for succession planning?		
c. If a member of your senior leadership team left, have you or would you consider shared leadership arrangements with another school or federation?		
d. Does your school have a workforce development plan and how proactive is it to meet future needs?		
e. Do you have an SLA with an HR provider to support you?		
<b>4. Governance</b>		
a. How many governor vacancies are currently being carried on the Governing Body? Do you have a succession plan for your Chair?		
b. KEY QUESTION - How easy is it to find capable governors who have time and skill to give to the school? How diverse is the membership of the GB?		
c. Do governors receive regular training and are they suitably equipped to fulfil all of their responsibilities?		
<b>5. Demographics</b>		
a. Approximately what is the range between the pupil living closest to the school and the pupil living the furthest away? Do you need to ask place planning for help to understand this?		

b. Do you know what proportion of children local to your school (less than a mile away) choose alternative schools?		
c. <b>KEY QUESTION - What are your projected pupil numbers from the 2023 School Place Planning report for schools in your local planning area?</b>		
d. Where are the next nearest/ surrounding schools and what is their position re numbers/ demographics? Are they maintained or faith schools?		
<b>6. Links with Community</b>		
a. What is the school's place within the community - how integrated is the school in the life of the community?		
b. How are the school's facilities used for/by the community?		
c. Are there any links with a local faith establishment?		
<b>7. Partnership and Collaboration</b>		
a. <b>KEY QUESTION - What collaborative arrangements (formal or informal) are already in place? This could include federations, faith connections, academy trusts, or other.</b>		
b. Has the governing body discussed putting collaborative arrangements in place with HT and staff? Including the challenges and opportunities of such arrangements? ?		
c. Are the next nearest/ surrounding schools in a position where there could be collaboration due to their position with numbers on roll, forecasts and general demographics?		
d. What are the next steps you need to take to develop effective structural partnerships with other schools? What challenges do you face in making these steps?		
<b>8. Other</b>		

a.	What is the average class size? Are classes organised by year groups? If not, are classes placed in vertical groupings – what determines the groupings?		
b.	Does the organisation of other local schools' impact on your pupil numbers (infant, Junior, primary, all through schools, school in another LA.)		
c.	Is there a specific geographical feature that impacts on the number of parents wishing to express a preference for your school?		
d.	<b>KEY QUESTION - What level of 1<sup>st</sup> preferences have you received in the last 5 years? And overall number of preferences?</b>		
e.	Are there particular year groups where places are particularly under or oversubscribed (including Nursery)?		
f.	What does your local knowledge tell you about why parents choose you OR why parents choose another local school?		
g.	Do you feel that you need additional support from the LA, HEP or the Diocese?		
h.	Is there a specific reason why the numbers have declined for your school? E.g., Historical image, too many places in the area, new school that has attracted parents (is this temporary?)		
i.	What percentage of your school roll is on SEND support arrangements? Has an EHCP?		
j.	What percentage of your school roll is entitled to FSM (as per most recent Census)?		