

# ST EGWIN'S C.E. MIDDLE SCHOOL

## Finance Policy

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Signed by:	
Head Teacher	 Mr. N Pullan
Chair of Governors	 Mr. N Jeacock
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# Finance Policy & Procedures

## Introduction

The main purpose of this Policy is to set a framework for sound financial management and boundaries within which the Headteacher, Governors and staff can operate. The school's financial arrangements comply with the current financial regulations<sup>1</sup>, standing orders and schemes of delegation<sup>2</sup> issued by Worcestershire County Council and guidance issued by the Government.

**Note:** *The term governing body is used to mean the full governing body or its committees, where responsibility can be delegated to a committee. Similarly, the term Headteacher is used to mean the Headteacher or other member of the school's staff, where responsibility has been delegated to that member of staff, in particular the Business Manager.*

# POLICY

## A Governance

The Governing Body is collectively responsible for the overall direction of the school and its strategic management. This involves determining the guiding principles within which the school operates and making decisions, for example, how to spend the school's delegated budget. It is legally required to agree the school's annual budget plan.

The governing body has a strategic role to realise its mission as a Community school and has responsibility for setting educational and financial priorities, for oversight of sound financial management and for ensuring the budget is managed effectively. It is also responsible for ensuring the school meets all its statutory obligations and, through the Headteacher, complies with the LA's financial regulations or standing orders.

- **A1** The Headteacher is responsible on a day-to-day basis for the management of the school's finances within the approved budget in accordance with the Governor's policy on best value, Appendix A and in line with the School Improvement Plan, Appendix B. The Headteacher has no authority to exceed the approved budget and must operate within the financial limits of delegated authority, Appendix D. The roles and responsibilities of the Headteacher and other staff in relation to financial decision-making and administration are detailed in Appendix C.
- **A2** A finance committee has been set up to consider strategic financial issues on behalf of the governing body and its remit and membership is reviewed annually.
- **A3** The financial limits of delegated authority of the governing body are detailed in Appendix D. Details of the Committee structure; constitution and current membership are available from the Clerk to Governors.
- **A4** The governing body has agreed with the Headteacher the minimum frequency, level of detail and general format of the financial information to be provided to it, especially in relation to budget monitoring reports Appendix E.
- **A5** Minutes are taken of all meetings of the governing body and its committees and include all decisions and by whom action is to be taken.<sup>3</sup>
- **A6** The governing body maintains a register of interests of governors<sup>4</sup>, the Headteacher and any other staff who may influence decisions in any matter concerning the school. This is open to examination by governors, staff, parents and the LA. "Declarations of interest" is a standing agenda item on all Full Governors and sub-committee meetings.

## B Financial Planning

The Headteacher and Governors have a clear view of how they intend to use the school's resources in future years to achieve their educational priorities.

- **B1** The school has a School Improvement Plan (SIP), which includes a statement of its educational goals to guide the planning process.
- **B2** The SIP covers in outline the school's educational priorities and budget plans for the next three years, showing how the use of resources is linked to the achievement of the school's goals.
- **B3** The SIP states the school's educational priorities in sufficient detail to provide the basis for constructing budget plans for the next financial year.
- **B4** Any new initiatives are carefully appraised in relation to all likely costs and benefits and their financial sustainability before being approved by the governing body.

- **B5** The SIP states intended expenditure on any significant changes from the previous financial year.
- **B6** A formal timetable and procedures are drawn up for constructing the SIP and budget to ensure that the governors have time to consider all relevant factors.
- **B7** There is a clear, identifiable link between the school's annual budget and its Improvement Plan (SIP).
- **B8** The Headteacher presents a draft budget in line with the SIP to the Finance Committee for approval in **March**. This should include sufficient detail and supporting information to enable Governors to make an informed decision. The draft budget will take account of the agreed staffing structure, known inflationary and incremental staff increases and known staffing changes for September. It should cover in detail the next financial year and forecasts for the following two financial years, based on realistic estimates of all expected expenditure and income, including grant income, so that planned expenditure does not exceed the available budget.
- **B9** The governing body ensures that the main elements of the school's budget are periodically reviewed so that historic spending patterns are not unhelpfully perpetuated.
- **B10** The Headteacher profiles<sup>5</sup> the budget and forecasts cash flow<sup>6</sup> to take account of likely spending patterns taking account of seasonal factors, inflationary factors and previous trends if appropriate.
- **B11** Any budget surpluses are earmarked for specific future needs to ensure that pupils benefit from a planned approach to spending that does not deprive them of resources in a given year. The Governors have agreed a policy on "reserves"<sup>7</sup> and this is in accordance with the Local Authority regulations on surplus balances<sup>8</sup>. The Governors policy is to set percentage of the gross annual budget of no less than **95%**
- **B12** Once the budget has been discussed and agreed by the Finance Committee, it is presented to the Full Governing Body for consideration and approval before the beginning of the relevant financial year.
- **B13** The Headteacher forwards details of the approved budget to the LA by the **1<sup>st</sup> May** each year. Any subsequent budget changes are enacted in accordance with the Scheme of Delegation and notified promptly to the LA.

## C Budget Monitoring

The Headteacher and Governors regularly monitor income and expenditure against agreed budgets and maintain financial control by reviewing the current position and taking remedial action where necessary.

- **C1** The Headteacher produces regular budget monitoring reports in the form of a Governor template for income and expenditure, including sums committed but not yet paid and outturn forecasts, against the approved budget. The approved budget is the original budget approved by Governors as reported to the LA on May 1st, plus any additional funding and any approved virements. These reports are reconciled with LA reports (i.e. payroll and funding) and the school's accounting records.
- **C2** The Headteacher will provide reports to the Finance Committee and the LA on a regular basis in accordance with the agreed timetable and minimum reporting requirements, as detailed in Appendix E. The Headteacher will provide budget monitoring reports to the finance committee every half term showing any significant variances against the budget with explanatory notes and, where necessary, remedial action plans including virements.
- **C3** The Headteacher monitors expenditure on the initiatives set out in the School Improvement Plan.
- **C4** Where budget elements have been devolved, departmental budget holders receive and review reports half-termly (or on request) comparing the amount spent or committed

to date against their budgets. The Headteacher monitors these reports periodically and acts where necessary.

- **C5** The Headteacher produces regular cash flow forecasts for all funds to ensure that the school does not go overdrawn.

## D Purchasing

The School achieves the best value for money they can from all their purchases, whether goods or services as detailed in the Governors Policy on Best Value, Appendix A. In this context, value for money is about getting the right quality at the best available price. This often means looking further ahead than the immediate purchase, especially when selecting equipment, and considering associated costs such as supplies and maintenance.

- **D1** the school always considers price, quality and fitness for purpose when purchasing goods or services.
- **D2** Prior approval from the governing body is obtained for all expenditure above the limit predetermined by Governors in Appendix D and F.
- **D3** Competitive quotations/tenders are to be obtained wherever possible in accordance with Appendix D and F. Written quotations should be obtained for all expenditure above the limits predetermined by Governors in Appendix D and F, unless it is impracticable to do so. In such circumstances, the reasons for not doing so should be reported to the governing body.
- **D4** Where a quotation other than the lowest is accepted, the reasons for this decision is reported to the governing body and included in the minutes of the relevant meeting.
- **D5** All purchases estimated to exceed an amount predetermined by Governors in Appendix F, must be put out to tender, using a form common to all tenderers, on the basis of a detailed description or specification of the goods or services required and in accordance with the procedures set out in Appendix F.
- **D6** Contract specifications (e.g. for cleaning, catering and grounds maintenance<sup>9</sup>) define the service to be provided in terms of its nature, quality standards, information and monitoring requirements and contract review procedures.
- **D7** the school should not enter into any financial agreement with capital implications without the approval of the LA as appropriate. If a lease arrangement is entered into, this should represent good value for money and be an 'operating' lease, not a financial lease<sup>10</sup>.
- **D8** Official, pre-numbered orders are used for all goods and services except utilities, rents, rates and petty cash payments. Verbal orders are kept to a minimum, but if required for reasons of urgency or emergency, they must be confirmed by a written order.
- **D9** Orders are used only for goods and services provided to the school. Individuals must not use official orders to obtain goods or services for their or others' private use.
- **D10** All orders must be either signed or approved electronically on the school's finance system by a member of staff approved by the governing body to be an authoriser.
- **D11** the signatory/authoriser of the order should be satisfied that the goods or services ordered are appropriate and needed, that there is adequate budgetary provision and that quotations or tenders have been obtained if necessary.
- **D12** When an order is placed, the estimated cost is committed against the appropriate budget allocation so that it features in subsequent budget monitoring.
- **D13** the school checks goods and services on receipt to ensure they match the order and the invoice is marked accordingly and the check is recorded on the school's finance system. This is not done by the person who signed the order.
- **D14** Payment is made within time limits specified in law for the payment of debts and only when a proper (original) invoice has been received, checked, coded and certified for payment. Supplier payment terms and condition should be complied with.

- **D15** A member of staff approved by the governing body certifies invoices for payment. This is neither the person who approved the order nor the person who checked the receipt of goods or services, except in extraordinary circumstances.
- **D16** The school maintains a list of staff authorised to certify invoices for payment.
- **D17** All paid invoices are marked with the cheque number and the word 'Paid'. They are securely stored in cheque number order.
- **D18** The procurement cardholder and transaction administrators (where applicable) undertake their full responsibilities with the card, including adhering to all security procedures, processing transactions on the portal, posting to the school's finance system and processing any disputes. This is completed in accordance with the published Procurement Card Policy and Procedures.

## The financial roles and responsibilities of staff and a list of named Budget Holders can be found in the Financial Procedures document Appendix K.

### E Financial Controls

The Governors have systems and internal financial controls in place to protect the school's resources from loss or fraud, to safeguard staff and governors and to ensure that information provided about how the budget is being spent is accurate and timely.

- **E1** The governing body ensures that the school has written descriptions of all its financial systems and procedures in the School's Financial Procedures Document Appendix K. These are kept up to date and all appropriate employees are trained in their use.
- **E2** The Headteacher ensures that financial control is maintained in the absence of key personnel through staff training or by arranging job shadowing. Staff and Governors have completed a Financial Management Competencies matrix analysis<sup>11</sup>.
- **E3** The Headteacher ensures that duties related to financial administration are distributed so that at least two people are involved. The work of one act as a check on the work of the other and all checks are fully documented.
- **E4** The school maintains proper accounting records and retains all documents relating to financial transactions for at least the period recommended by the LA i.e. 6 years plus the current year and will provide auditors with any documentation and explanations they consider necessary. The disposal of records after this period will be undertaken in a secure and appropriate manner as outlined in the ICT policy.
- **E5** There is a clear audit trail, with all financial transactions being traceable from original documentation to accounting records, and vice versa
- **E6** Any alterations to original documents such as cheques, debtor accounts and orders should be discouraged. Amendments should be made by cancelling the original document and reissuing.
- **E7** All accounting records are securely retained when not in use and only authorised staff are permitted access.
- **E8** The Headteacher ensures that all expenditure from sources of earmarked funding/grants is accounted for separately and transparently and that the funding is used for its intended purpose. Extended School initiatives are also identified separately on finance system.
- **E9** The Headteacher shall immediately inform the Chief Internal Auditor of any loss or financial irregularity or suspected irregularity, or of any circumstances which may suggest the possibility of such loss or irregularity, including any affecting cash, stores or other property of the School.

## F Income

The Headteacher and Governors have appropriate controls in place to ensure the security of income.

- **F1** The governing body has established a Charges & Remissions Policy for School trips, music tuition, private photocopying, private telephone calls and the supply of other goods or services; see Appendix H. The full governing body reviews these policies annually.
- **F2** Proper records are kept of all income due.
- **F3** All lettings are authorised by the Headteacher within a framework determined by the governing body and are recorded in a diary or register; see Lettings Policy Appendix G.
- **F4** The responsibility for identifying sums due to the school is separate from the responsibility for collecting and banking such sums.
- **F5** Where invoices are required, they are issued within 30 days.
- **F6** The school always raises official, pre-numbered WCC receipts and maintains adequate formal documentation for all income collected and paid into the delegated budget. If necessary, a copy of the receipt can be issued. Receipts are securely stored in order.
- **F7** Cash and cheques are locked away to safeguard against loss or theft.
- **F8** Collections are paid into the appropriate bank account promptly and in full. Bank paying-in slips show clearly the split between cash and cheques and list each cheque individually. The receipt number(s) should also be referenced in the paying in book/sheets when income is banked to provide an effective audit trail between income received and banked.
- **F9** Income collections are banked intact and must not be used for the encashment of personal cheques or for making payments.
- **F10** The Headteacher reconciles monthly the sums collected with the sums deposited at the bank.
- **F11** The school has procedures for chasing any invoices, which have not been paid within 30 days.
- **F12** Debts are written off only in accordance with Appendix D and LA regulations<sup>12</sup>, and the school keeps a record of all sums written off.
- **F13** The Headteacher ensures that machines taking money, including telephones, are emptied and the cash counted by two people.
- **F14** The Headteacher ensures that transfers of school money between staff are recorded and signed for.
- **F15** School procedures set out how VAT on income should be accounted for.
- **F16** School procedures stipulate that proper VAT invoices are issued and state WCC VAT registration number, which is GB 705 6721 42.
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## G Banking<sup>13</sup>

The Headteacher and Governors ensure that bank accounts are properly administered and controlled.

- **G1** The school obtains bank statements at least monthly and these are reconciled with their accounting records. Any discrepancies are investigated.
- **G2** All bank reconciliations are signed by the person performing the reconciliation. They are also reviewed and countersigned by someone who understands the reconciliation process and is a member of the senior leadership team.

- **G3** Staff responsible for undertaking bank reconciliations are not responsible for the processing of receipts or payments.
- **G4** All funds surplus to immediate requirements are invested to optimal effect as approved by the Governing Body. State policy.
- **G5** Individuals should not use their private bank accounts for any payments or receipts related to the school's budget or use the school's accounts for payment of their personal expenditure or income.
- **G6** The school's bankers have been advised that schools are not allowed to go overdrawn or negotiate overdraft facilities.
- **G7** The school should not enter into any loan agreements<sup>14</sup>, other than with the LA, without the prior approval of the DfE
- **G8** School procedures stipulate that all cheques must bear the signatures of two signatories approved by the governing body. There should be at least three signatories on the bank mandate and at least two of these should be members of the Senior Leadership Team.
- **G9** School procedures ensure that supporting vouchers are made available to cheque signatories to safeguard against inappropriate expenditure.
- **G10** School procedures stipulate that all cheques drawn on the account(s) are crossed 'account payee only' to avoid the possibility of improper negotiation of the cheques.
- **G11** School procedures stipulate that manuscript signatures only are used and cheques should not be pre-signed.
- **G12** Chequebooks are held securely when not in use.
- **G13** The Headteacher maintains a list of all bank and building society accounts held and the signatories for each. Governors approve and annually review bank account signatories.

## H Payroll

The school purchases payroll services and personnel services from Liberata under a Service Level Agreement. This arrangement is reviewed annually by the Governing Body. The Headteacher and Personnel Committee review and agree annually the school staffing structure in line with the SIP.

- **H1** the governing body has established procedures, a 'Whole School Pay Policy', for the administration of personnel activities, including appointments, terminations and promotions.
- **H2** The Headteacher ensures that, where practicable, the duties of authorising appointments, making changes to individuals' conditions or terminating the employment of staff are separated from the duties of processing claims.
- **H3** The Headteacher ensures that at least two people are involved in the processes of completing, checking and authorising all documents and claims relating to appointments, terminations of employment and expenses.
- **H4** The school has sent in the names and specimen signatures of certifying officers to the LA.
- **H5** The Headteacher ensures that only authorised employees have access to personnel files and that arrangements for staff to gain access to their own records are in place.
- **H6** All payroll transactions are processed through the payroll system.
- **H7** The Headteacher maintains a list of staff employed on the Mercury & SIMS Personnel system. Procedures are in place to ensure that this list is updated promptly to reflect new starters and leavers.
- **H8** The school business manager obtains regular reports on payroll transactions and checks them against the school's documentation on staffing and pay to ensure that they match. Detailed checking takes place to ensure that the right individuals have been paid

the right amounts on at least a monthly basis. Any discrepancies are promptly investigated and resolved.

## I Petty Cash & Cheque refunds (Imprest)

The Headteacher and Governors have proper controls in places to ensure that petty cash is secure and its use appropriate.

- **J1** The governing body has set out in writing an appropriate level for the amount of petty cash to be held which represents a balance between convenience and the risk of holding cash on the premises. The petty cash “float” is currently £250 but at high demand times, this can be increased by prior authorisation of the Headteacher.
- **J2** The Headteacher ensures that the petty cash fund is held securely and that only authorised employees have access to it. This is administered by the finance officer and locked in a petty cash tin stored in the safe.
- **J3** Payments from the petty cash fund is limited to minor items, individual claim limit £50, which have been approved in advance by an authorised member of staff.
- **J4** All expenditure from the fund must be supported by receipts, identifying any VAT paid. It is signed for by the recipient and countersigned by an authorised member of staff. A cheque which is countersigned with 2 signatories can be given to staff as a payment form
- **J5** Proper records are kept of amounts paid into and taken out of the fund. These are submitted onto the E5 finance system by the School business manager on a monthly basis and authorized by the Headteacher.
- **J6** The amount in the petty cash fund is also checked and submitted onto the E5 system
- **J7** Personal cheques are not encashed from the petty cash fund.

## J Tax

The Headteacher ensures that the school complies with Value Added Tax (VAT)<sup>15</sup> and other tax regulations i.e. Income Tax<sup>16</sup> and Construction Industry Scheme (CIS)<sup>17</sup>.

- **K1** The Headteacher ensures that all relevant finance and administrative staff are aware of VAT, Income Tax and the CIS regulations.
- **K2** School procedures stipulate that only proper VAT invoices are paid, as the school will not be reimbursed in the absence of such documentation.
- **K3** School procedures set out how VAT on business activities, school trips and other taxable activities should be accounted for.
- **K4** The school makes payments to contractors and subcontractors only in accordance with the Construction Industry Scheme (CIS).
- **K5** The school ensures that any payments to individuals for services such as lecturing, teaching or instructing are made in accordance with the Social Security (Categorisation of Earners) Regulations 1978.

## K Assets and Security

Assets are kept securely and recorded in an inventory.

- **M1** The School business manager ensures that stocks/consumables (e.g. stationery, art materials) are maintained at reasonable levels and subject to a physical check at least once a year.

- **M2** Up-to-date inventories are maintained of all items of equipment with a replacement value exceeding £100<sup>18</sup> or agreed lower value items which are portable and particularly attractive. Such items are identified as school property with an asset number.
- **M3** The Headteacher arranges for inventories/stock books to be checked at least once a year against physical items. All discrepancies are investigated and any over £100 reported to the governing body.
- **M4** Whenever school property, for example musical instruments or computers, is taken off the school site it is signed for and a register noted accordingly.
- **M5** The governing body authorises all write-offs and disposals of surplus stocks and equipment in accordance with the LA's regulations.
- **M6** Safes and similar deposits are kept locked and the keys removed and held away from the school premises.
- **M7** The governing body has a plan for the use, maintenance and development of the school's buildings; see Asset Management Plan at Appendix I.

## L Insurance

The Headteacher and Governors regularly consider risks and take out insurance protection as appropriate in line with Local Authority guidelines.

- **N1** The school reviews all risks annually, in conjunction with the LA where appropriate, to ensure that the sums insured are commensurate with the risks.
- **N2** The governing body considers whether or not to insure risks not covered by the LA, voluntary body or foundation. The costs of such premiums are met from the school's delegated budget.
- **N3** The school will notify its insurers, the LA and other agent as appropriate of all new risks, property, equipment and vehicles which require insurance or of any other alteration affecting existing insurance.
- **N4** The school does not give any indemnity to a third party without the written consent of its insurers, the LA or other agent as appropriate.
- **N5** The school will immediately inform its insurers, the LA or their agent of all accidents, losses and other incidents that may give rise to an insurance claim.
- **N6** Insurance arrangements cover the use of school property, for example musical instruments or computers, when off the premises. Staff are advised that equipment is not insured if left unattended in a car.
- **N7** Details of all risks insured and the level of cover provided is detailed in Appendix L.

## M Data Security

The school relies on computers to process and record personal, financial and other management data. Most of the controls in this section cover access to data held on computers. Refer to the School's ICT policy & Acceptable use policy in Appendix J.

- **P1** Computer systems used for school management are protected by password security to ensure that only authorised employees have access. Passwords are changed regularly and updated for staff changes.
- **P2** The Headteacher ensures that data is backed up regularly and that all back-ups are securely held off site.
- **P3** The Headteacher has established a recovery plan to ensure continuity of financial administration in the case of emergency.

- **P4** The Headteacher ensures that systems are in place to safeguard school software and data against computer viruses. To prevent viruses being imported, only authorised software is used.
- **P5** The governing body ensures that the Data Protection Commissioner is notified in accordance with the Data Protection Act 1998<sup>19</sup> and that the school's use of any electronic or relevant manual systems to record or process personal information, and any disclosure of that information, complies with this legislation.

## APPENDICES

<b>Appendix A</b>	Best Value Statement
<b>Appendix B</b>	School Improvement Plan and Timetable for Review
<b>Appendix C</b>	Financial Roles of Headteacher and Staff
<b>Appendix D</b>	Financial Limits of Delegated Authority
<b>Appendix E</b>	Reporting Requirements for Governors and Local Authority
<b>Appendix F</b>	Procurement Policy
<b>Appendix G</b>	Governors' Policy on Lettings
<b>Appendix H</b>	Charging Policy for Activities and Educational Trips

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## BEST VALUE STATEMENT

There is a statutory duty on Local Authorities (in general, not just LEA's) to obtain Best Value by securing economic, efficient and effective services. The Best Value framework, within which Local Authorities are required to respond to local needs and make decisions locally, primarily focuses on the balance between cost and quality in striving continuously to improve services.

**St Egwin's CE Middle School** confirms that they apply Best Value principles in arriving at decisions about all their activities, especially how the financial resources delegated to them are managed.

In practical terms the main features of Best Value can be summarised as a need for the governing body of a school to act on the outcomes of self-review with the aim of securing continual improvement. Existing mechanisms, such as school development plans and post-OFSTED inspection action plans, provide opportunities for the governing body to demonstrate that they are applying the four principles of Best Value: Compare Challenge, Compete and Consult.

**St Egwin's CE Middle School** applies these principles by:

- **comparing** the performance of internally and externally provided services against that of other schools;
- **challenging** whether such performance is good enough and how and why services are provided;
- **consulting** stakeholders, especially parents and pupils in relation to service provision
- **considering competition** as a means of securing economic, efficient and effective services.

### BEST VALUE FOR SCHOOLS' BUDGET PROCESS

#### Challenge

Is the Budget reviewed annually with reference to the school's priorities?
Is the Budget clearly linked to the School Development Plan?
Does the School Development Plan set costed objectives and targets?
Is there a plan to utilise reserves and balances held by the school?
Does the school consider financial planning over a longer period than one year?
Does the governing body consider any audit reports and monitor subsequent actions as a result of their findings?

#### Compare

Does the school use DfES/OFSTED comparative information to inform its planning process?
Does the school use Education Matters, LEA data or any other benchmarking information to compare its position with other similar schools?

#### Consult

Are all appropriate staff adequately trained on the use of financial systems?
Are staff and governors consulted during the budget setting process?
Does the governing body/finance committee formally agree the budget?
Do staff and governors generally understand the school's priorities, how to achieve them and the financial implications of them?
Is a report taken to the governing body at least once a term summarising the financial position of the school?

#### Compete

Are sound controls in place to ensure probity? (E.g. certification, internal checks, segregation of duties)
Are quotations / tenders obtained for the purchase of goods and services in

accordance with Financial regulations and Standing Orders and the Scheme for Financing Schools?
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Have decisions on the purchase of support services from the Local Authority or another provider been discussed with the governing body or finance committee?
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Is there a clear understanding of the limits of delegation within the school?
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Is a register of business interests maintained?
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SCHOOL IMPROVEMENT PLAN AND TIMETABLE FOR REVIEW

**SCHOOL  
IMPROVEMENT  
PLAN  
2019-20**

**Key Area 1: improve outcomes for children by:**

- **Improve the level of challenge through: highly effective planning; highly effective checking of pupils' understanding through sharp FB and through effective use of questioning so that they make good progress from their relative starting points.**

Target: 100 % of Teachers are graded good or better in core & foundation subjects by the summer 2019.

**Planned outcome: 1.1 effective challenge and high expectations for all pupils through high quality Feedback.**

Actions/tasks	RAG	Milestones and targets	Key Perf Indicators	Monitoring. Who, when and how? GB mon visits?
Staff review FB & marking policy		Autumn 2019: 100% staff have read and understood the FB & marking policy (including Expectations and Standards handbook). 100% of staff (Ts & TAs) have access to bespoke training.		
Focused CPD to ensure progress and challenge through effective <b>FB</b> for staff <ul style="list-style-type: none"> <li>• Whole-staff</li> <li>• Bespoke CPD by lead teacher/ML</li> </ul>		50% of MLs deliver bespoke training. Criteria for effective <b>FB (which includes: Live marking, DIRT, WCF)</b> is evidenced in 80% of lessons visits. Effective FB leading to pupil progress is evidenced in 80% of work scrutiny. Follow-up for all individuals on areas for development raised. All teachers are aware of their strengths & weaknesses in relation to 1.1 through new teacher skills audit. Appraisal indicates 100% of MLs have a target for Peer2peer work  Spring 2020: 100% of staff have access to bespoke training (including Expectations and Standards handbook). 75% of MLs deliver bespoke training.	Raised expectations are evident in all lessons.  All groups of learners make good progress from their relative starting points.	GB: monitoring through the HTs report/work scrutiny.  Outcomes for pupils in summer term in HTs report.  HT: classroom visits with a focus on planned <b>FB</b> .
Complete audit on T&L strengths and weaknesses.		100% of staff have acted upon guidance from Autumn CPD/monitoring findings. Criteria for effective FB ( <b>which includes: Live marking, DIRT, WCF</b> ) is evidenced in 90% of lessons visits. Effective FB leading to pupil progress is evidenced in 90% of work scrutiny. Follow-up for all individuals on areas for development raised.	Some groups make rapid progress.	SEF update (termly)
Pair up teachers to match S&Ws to participate in peer2peer work		All teachers are aware of their strengths & weaknesses in relation to 1.1 through new teacher skills audit. Appraisal @ mid-cycle indicates that 100% of Ts have participated in Peer2peer work  Summer 2020: 100% of staff have access to bespoke training (including Expectations and Standards handbook). 100% of MLs deliver bespoke training. 100% of staff have acted upon guidance from Spring CPD/monitoring findings.	Raised expectations are evidenced in all lessons.  Identified MLs are able to raise standards of T&L in their teams	SLT: termly Monitoring of DDPs.  Work scrutiny by MLs and SLT termly.  Pupil-voice activities.
Develop Teacher/ML expectations and standards handbook; deliver bespoke CPD on compliance with it.		Criteria for effective FB ( <b>which includes: Live marking, DIRT, WCF</b> ) leading to pupil progress is evidenced in 100% of work scrutiny. Follow-up for all individuals on areas for development raised. All teachers are aware of their strengths & weaknesses in relation to 1.1 through new teacher skills audit. 95% of pupils on-track to make end of year targets.		M&E plan.  Staff surveys/audit.

**Key Area 1: improve outcomes for children by:**

- Improve the level of challenge through: highly effective planning; highly effective checking of pupils' understanding through sharp FB and through effective use of questioning so that they make good progress from their relative starting points.

Target: 100 % of Teachers are graded good or better in core & foundation subjects by the summer 2019.

**Planned outcome: 1.2 effective challenge and high expectations for all pupils through high quality questioning.**

Actions/tasks	RAG	Milestones and targets	KPIs	Monitoring GB mon visits?
<p>Focused CPD to ensure progress and challenge through effective use of <b>questioning</b> for all teaching staff</p> <ul style="list-style-type: none"> <li>• Whole-staff</li> <li>• Bespoke CPD by lead teacher/ML</li> </ul>		<p>Autumn 2019:                      100% of staff (Ts &amp; TAs) have access to bespoke training (including Expectations and Standards handbook).                      50% of MLs deliver bespoke training.                      Criteria for effective <b>questioning (which includes: Pause-Pounce-Bounce, No-Hands-Up, higher &amp; Lower-order thinking skills questions [E.g. Blooms taxonomy], giving prescribed time for reflection and partner-talk before accepting answers)</b> is evidenced in 80% of lessons visits.                      Effective questioning leading to pupil progress is evidenced in 80% of work scrutiny.                      Follow-up for all individuals on areas for development raised.                      All teachers are aware of their strengths &amp; weaknesses in relation to 1.1 through new teacher skills audit.                      Appraisal indicates 100% of MLs have a target for Peer2peer work</p> <p>Spring 2020:                      100% of staff (Ts &amp; TAs) have access to bespoke training (including Expectations and Standards handbook).                      75% of MLs deliver bespoke training.                      100% of staff have acted upon guidance from Autumn CPD/monitoring findings.                      Criteria for effective <b>questioning (which includes: Pause-Pounce-Bounce, No-Hands-Up, higher &amp; Lower-order thinking skills questions [E.g. Blooms taxonomy], giving prescribed time for reflection and partner-talk before accepting answers)</b> is evidenced in 90% of lessons visits.</p>	<p>Raised expectations are evident in all lessons.</p> <p>All groups of learners make good progress from their relative starting points.</p>	<p>GB: monitoring through the HTs report/M&amp;E.</p> <p>Outcomes for pupils in summer term in HTs report.</p> <p>classroom visits with a focus on <b>questioning</b>.</p>
<p>Complete audit on T&amp;L strengths and weaknesses.</p>		<p>Effective questioning leading to pupil progress is evidenced in 90% of work scrutiny.                      Follow-up for all individuals on areas for development raised.                      All teachers are aware of their strengths &amp; weaknesses in relation to 1.2 through new teacher skills audit.                      Appraisal @ mid-cycle indicates that 100% of Ts have participated in Peer2peer work</p>	<p>Some groups make rapid progress.</p>	<p>SEF update (termly)</p>
<p>Pair up teachers to match S&amp;Ws to participate in peer2peer work</p>		<p>Summer 2020:                      100% of staff (Ts &amp; TAs) have access to bespoke training (including Expectations and Standards handbook).                      100% of MLs deliver bespoke training.                      100% of staff have acted upon guidance from Spring CPD/monitoring findings.                      Criteria for effective <b>questioning (which includes: Pause-Pounce-Bounce, No-Hands-Up, higher &amp; Lower-order thinking skills questions [E.g. Blooms taxonomy], giving prescribed time for reflection and partner-talk before accepting answers)</b> is evidenced in 100% of lessons visits.                      Effective questioning leading to pupil progress is evidenced in 100% of work scrutiny.                      Follow-up for all individuals on areas for development raised.                      All teachers are aware of their strengths &amp; weaknesses in relation to 1.2 through new teacher skills audit.</p>	<p>MLs demonstrate high levels of consistency in monitoring T&amp;L.</p>	<p>SLT: termly Monitoring of DDPs.</p> <p>Work scrutiny by MLs and SLT termly.</p>
<p>Develop new Teacher/ML teaching &amp; learning policy handbook; deliver bespoke CPD on understanding it.</p>		<p>95% of pupils on-track to make end of year targets.</p>	<p>Identified MLs are able to raise standards of T&amp;L in their teams</p>	<p>Pupil-voice activities.</p> <p>M&amp;E plan.</p> <p>Staff surveys/audit.</p>

**Key Area 1: improve outcomes for children by:**

- **Improve the level of challenge through: highly effective planning; highly effective checking of pupils' understanding through sharp FB and through effective use of questioning so that they make good progress from their relative starting points.**

Target: 100 % of Teachers are graded good or better in core & foundation subjects by the summer 2019.

**Planned outcome: 1.3 effective challenge and high expectations for all pupils through high quality planning.**

Actions/tasks	RAG	Milestones and targets	KPIs	Monitoring GB mon visits?
Develop new Teacher/ML teaching & learning policy handbook; deliver bespoke CPD on understanding and compliance.		Autumn 2019: 100% of MLs have access to bespoke training (including Expectations and Standards handbook). 50% of MLs deliver bespoke training. Criteria for effective <b><u>planning (success criteria/expectations, language/vocabulary, oracy development, differentiated opportunities for reading &amp; writing of appropriate genres, key questions, active starters, assessment opportunities sign-posted, easy-to-access and centrally stored resources)</u></b> is evidenced in 80% of lessons visits. Effective planning leading to pupil progress is evidenced in 80% of work scrutiny. Follow-up for all MLs on areas for development raised. Appraisal indicates 100% of MLs have a target for Peer2peer work	MLs demonstrate high levels of consistency in monitoring T&L.	GB: monitoring through the HTs report/work scrutiny.  Outcomes for pupils in summer term in HTs report.
All MLs conduct a review of departmental planning from the <b><u>Summer term to September</u></b> to ensure compliance with new ML expectations and standards handbook.		Spring 2020: 100% of MLs have access to bespoke training (including Expectations and Standards handbook). 75% of MLs deliver bespoke training. 100% of MLs have acted upon guidance from Autumn CPD/monitoring findings. Criteria for effective <b><u>planning (success criteria/expectations, language/vocabulary, oracy development, differentiated opportunities for reading &amp; writing of appropriate genres, key questions, active starters, assessment opportunities sign-posted, easy-to-access and centrally stored resources)</u></b> is evidenced in 90% of lessons visits. Effective planning leading to pupil progress is evidenced in 90% of work scrutiny. Follow-up for all MLs on areas for development raised. Appraisal @ mid-cycle indicates that 100% of MLs have participated in Peer2peer work	All groups of learners make good progress from their relative starting points.	classroom visits with a focus on <b>planning</b> .  SEF update (termly)
Focused CPD to ensure progress and challenge through effective planning for all MLs <ul style="list-style-type: none"> <li>• Bespoke CPD by ML (partner)</li> </ul>		Summer 2020: 100% of MLs have access to bespoke training (including Expectations and Standards handbook). 100% of MLs deliver bespoke training. 100% of MLs have acted upon guidance from Spring CPD/monitoring findings. Criteria for effective <b><u>planning (success criteria/expectations, language/vocabulary, oracy development, differentiated opportunities for reading &amp; writing of appropriate genres, key questions, active starters, assessment opportunities sign-posted, easy-to-access and centrally stored resources)</u></b> is evidenced in 100% of lessons visits. Effective planning leading to pupil progress is evidenced in 100% of work scrutiny. Follow-up for all MLs on areas for development raised. 95% of pupils on-track to make end of year targets.	Some groups make rapid progress.  Raised expectations are evidenced in all lessons.	SLT: termly Monitoring of DDPs.  Work scrutiny by MLs and SLT termly.
Pair up MLs to match S&Ws to participate in peer2peer work			Identified MLs are able to raise standards of T&L in their teams	Pupil-voice activities.  M&E plan.  Staff surveys/audit.

**Key Area 1: improve outcomes for children by:**

- **Improve the level of challenge through: the development of reading across the school so that children make good progress from their relative starting points.**

Target: 100 % of Teachers are graded good or better in core & foundation subjects by the summer 2019.

**Planned outcome: 1.4 effective challenge and high expectations for all pupils through high quality reading.**

Actions/tasks	RAG	Milestones and targets	KPIs	Monitoring. GB mon visits?
Develop new Teacher/ML expectations and standards handbook (Reading); deliver bespoke CPD on understanding and compliance.		spring 2020: 50% of staff are confident in how to incorporate reading into their lessons highly effectively. 100% of Ts/ MLs have access to bespoke training (including Expectations and Standards handbook). Criteria for effective <b>teaching of X-curricular reading (including: regular opportunities to read at an appropriate level, a range of genres/sources, a variety of reading tasks)</b> leading to pupil progress is evidenced in 60% of work scrutiny.	MLs demonstrate high levels of consistency in monitoring T&L.	GB: monitoring through the HTs report/work scrutiny.
Focused CPD to ensure progress and challenge through effective <b>teaching of X-curricular reading</b> for staff <ul style="list-style-type: none"> <li>• Whole-staff by SP/JCr</li> <li>• Bespoke CPD by lead teacher/ML</li> </ul>		Follow-up for all individuals on areas for development raised. All teachers are aware of their strengths & weaknesses in relation to 1.4 through new teacher skills audit. Appraisal indicates 100% of MLs have a target for Peer2peer work 100% of MLs have conducted an audit of reading in their planning/resources.  Summer 2020: 75% of staff are confident in how to incorporate reading into their lessons highly effectively. 100% of Ts/ MLs have access to bespoke training (including Expectations and Standards handbook). 75% of MLs deliver bespoke training.	All groups of learners make good progress from their relative starting points.	Outcomes for pupils in summer term in HTs report.  classroom visits with a focus on <b>reading</b> .  SEF update (termly)
Complete audit on T&L strengths and weaknesses.		100% of MLs have acted upon guidance from Spring CPD/monitoring findings.		AR reports termly.
Audit of reading/planning conducted.		Criteria for effective <b>teaching of X-curricular reading (including: regular opportunities to read at an appropriate level, a range of genres/sources, a variety of reading tasks)</b> leading to pupil progress is evidenced in 80% of work scrutiny.	Some groups make rapid progress.	SLT: termly Monitoring of DDPs.
Pair up teachers to match S&Ws to participate in peer2peer work		Follow-up for all individuals on areas for development raised. All teachers are aware of their strengths & weaknesses in relation to 1.4 through new teacher skills audit.	Raised expectations are evidenced in all lessons.	Work scrutiny by MLs and SLT termly.
Extend the use of Accelerated Reader into KS3		Appraisal @ mid-cycle indicates that 100% of Ts have participated in Peer2peer work 95% of pupils on-track to make end of year targets.		Pupil-voice activities.
Profile of reading is raised across the school through a range of events		Autumn 2020: 100% of staff are confident in how to incorporate reading into their lessons highly effectively. 100% of Ts/ MLs have access to bespoke training (including Expectations and Standards handbook). 100% of MLs deliver bespoke training. 100% of MLs have acted upon guidance from Summer CPD/monitoring findings. Effective <b>teaching of X-curricular reading (including: regular opportunities to read at an appropriate level, a range of genres/sources, a variety of reading tasks)</b> leading to pupil progress is evidenced in 100% of work scrutiny. Follow-up for all individuals on areas for development raised. All teachers are aware of their strengths & weaknesses in relation to 1.4 through new teacher skills audit.	Identified MLs are able to raise standards of T&L in their teams	M&E plan.  Staff surveys/audit.

**Key Area 1: improve outcomes for children by:**

- **Improve the level of challenge through: the development of oracy across the school so that children make good progress from their relative starting points.**

Target: 100 % of Teachers are graded good or better in core & foundation subjects by the summer 2019.

**Planned outcome: 1.5 effective challenge and high expectations for all pupils through high quality oracy development.**

Actions/tasks	RAG	Milestones and targets	KPIs	Monitoring. GB mon visits?
Develop new Teacher/ML teaching & expectations and standards handbook (Oracy); deliver bespoke CPD on understanding and compliance.		Spring 2020: 50% of staff are confident in how to incorporate oracy into their lessons highly effectively. 100% of Ts/ MLs have access to bespoke training (including Expectations and Standards handbook). Criteria for effective <b>teaching of X-curricular oracy (including: the progression of oracy skills, learning to talk, talking to learn, peer talk, listening and talking, shared language, time to think and talk before working)</b> leading to pupil progress is evidenced in 60% of lesson visits. Follow-up for all individuals on areas for development raised.		GB: monitoring through the HTs report/work scrutiny.
Focused CPD to ensure progress and challenge through effective <b>teaching of X-curricular oracy</b> for staff <ul style="list-style-type: none"> <li>• Whole-staff</li> <li>• Bespoke CPD by lead teacher/ML</li> </ul>		All teachers are aware of their strengths & weaknesses in relation to 1.5 through new teacher skills audit. Appraisal indicates 100% of MLs have a target for Peer2peer work 95% of pupils on-track to make end of year targets.  Summer 2020: 75% of staff are confident in how to incorporate oracy into their lessons highly effectively. 100% of Ts/ MLs have access to bespoke training (including Expectations and Standards handbook). 75% of MLs deliver bespoke training. 100% of MLs have acted upon guidance from Summer CPD/monitoring findings. Criteria for effective <b>teaching of X-curricular oracy (including: the progression of oracy skills, learning to talk, talking to learn, peer talk, listening and talking, shared language, time to think and talk before working)</b> leading to pupil progress is evidenced in 80% of lesson visits. Follow-up for all individuals on areas for development raised.	MLs demonstrate high levels of consistency in monitoring T&L.  All groups of learners make good progress from their relative starting points.  Some groups make rapid progress.	Outcomes for pupils in summer term in HTs report.  classroom visits with a focus on planned <b>oracy</b> .  SEF update (termly)
Complete audit on T&L strengths and weaknesses.		Criteria for effective <b>teaching of X-curricular oracy (including: the progression of oracy skills, learning to talk, talking to learn, peer talk, listening and talking, shared language, time to think and talk before working)</b> leading to pupil progress is evidenced in 80% of lesson visits. Follow-up for all individuals on areas for development raised.	Raised expectations are evidenced in all lessons.	SLT: termly Monitoring of DDPs.
Pair up teachers to match S&Ws to participate in peer2peer work		All teachers are aware of their strengths & weaknesses in relation to 1.5 through new teacher skills audit. Appraisal @ mid-cycle indicates that 100% of Ts have participated in Peer2peer work		Work scrutiny by MLs and SLT termly.
Introduce school-wide displays and prompts for oracy guidance (e.g. pair talk)		Autumn 2020: 100% of staff are confident in how to incorporate oracy into their lessons highly effectively. 100% of Ts/ MLs have access to bespoke training (including Expectations and Standards handbook).	Identified MLs are able to raise standards of T&L in their teams	Pupil-voice activities.
Develop shared guidance on assessing pupils' presentation skills		100% of MLs deliver bespoke training. 100% of MLs have acted upon guidance from Autumn CPD/monitoring findings. Effective <b>teaching of X-curricular oracy (including: the progression of oracy skills, learning to talk, talking to learn, peer talk, listening and talking, shared language, time to think and talk before working)</b> leading to pupil progress is evidenced in 100% of lesson visits. Follow-up for all individuals on areas for development raised. All teachers are aware of their strengths & weaknesses in relation to 1.5 through new teacher skills audit.		M&E plan.  Staff surveys/audit.

**Key Area 1: improve outcomes for children by:**

- **Improve support for children who struggle to make good progress because of vulnerabilities.**

Target: All groups of learners make good progress from their relative starting points.

**Planned outcome: 1.6 supporting all vulnerable learners to make good or better progress through enhanced Mental Health provision and family working**

Actions/tasks	RAG	Milestones and targets	KPIs	Monitoring. GB mon visits?
Develop the role of the newly appointed MH lead. Lead on CPD.		Autumn 2019: 50% of all staff (including admin, TAs) have access to bespoke training. MH action plan created. Criteria for effective <b>Mental Health Provision</b> is evidenced in 50% of stakeholder voice activities.		GB: monitoring through the HTs report/work scrutiny.
Introduce a tiered approach to identifying children with MH needs. Provide appropriate provision – access to provision for those pupils most in need.		Effective planning leading to pupil progress is evidenced in 80% of work scrutiny. 50% of families receiving support have increased confidence. 50% of vulnerable learners evidence improved resilience.	All staff have high expectations of all learners.	Outcomes for pupils in summer term in HTs report.
Identify families in need of family working/support. Develop provision capacity through pastoral/mentoring teams.		Spring 2020: 75% of all staff (including admin, TAs) have access to bespoke training. 75% of MLs have amended departmental plans in light of MH guidance. 50% of vulnerable learners show improving attendance & attitude. Criteria for effective <b>Mental Health Provision</b> is evidenced in 75% of stakeholder voice activities. Effective planning leading to pupil progress is evidenced in 90% of work scrutiny. Follow-up for all MLs on areas for development raised. 75% of families receiving support have increased confidence. 75% of vulnerable learners evidence improved resilience.	All groups of learners make good progress from their relative starting points.  Some groups make rapid progress.	HT: classroom visits with a focus on <b>vulnerable learners</b> .  SEF update (termly)  SLT: termly Monitoring of DDP
Develop a hub for local community for training and support.		Summer 2020: 100% of all staff (including admin, TAs) have access to bespoke training. 100% of MLs have amended departmental plans in light of MH guidance. Effective planning leading to pupil progress is evidenced in 100% of work scrutiny. Follow-up for all MLs on areas for development raised.	Attendance of vulnerable groups is good or improving at a faster rate than the rest of the school.	Rates of exclusion/Negative behaviour for vulnerable pupils are reduced at a faster rate than the rest of the school.
Develop links with outside agencies to provide access to services and support for families.		Criteria for effective <b>Mental Health Provision</b> is evidenced in 100% of stakeholder voice activities. 90% of vulnerable learners show improving attendance & attitude. 95% of pupils on-track to make end of year targets. 100% of families receiving support have increased confidence. 100% of vulnerable learners evidence improved resilience.		Work scrutiny by MLs and SLT termly.  Pupil-voice activities.  M&E plan.  Staff surveys/audit.

**Key Area 2: improve leadership by:**

- Ensuring that all leaders use information in a timely and precise way to hold others to account for academic outcomes and personal development.

Target: 100% of leaders (GB members, SLT, MLs) show evidence of strong and highly effective leadership and management.

**Planned outcome: 2.1 effective leadership by all GB members through holding Senior Leaders to account.**

Actions/tasks	RAG	Milestones and targets	KPIs	Monitoring. Who, when and how? GB mon visits?
The GB decides on the format and style of the HT's report to Governors.		Autumn 2019: 100% of the GB have access to training on the ASP, SIAMs and R&R/SoD. 50% of the GB attend training.		GB: monitoring through the HTs report/work scrutiny.
The GB conduct a staff wellbeing questionnaire.		Criteria for effective <b>Holding Senior Leaders to account</b> is evidenced in 100% of GB meeting minutes/monitoring visit records. 100% of the GB members conducts at least 1 monitoring activity in the year. The recruitment of GB members is complete and there are no vacancies.	GB carries out its strategic duties highly effectively.	GB monitoring records. GB training log.
The GB have a strategic calendar of events and agreed standing agenda items at meetings to allow for planning of strategic activities.		Spring 2020: 100% of the GB have access to training on the ASP, SIAMs and R&R/SoD. 75% of the GB attend training Criteria for effective FB is evidenced in 90% of lessons visits.	The GB has an accurate picture of appraisal, pay and CPD.	Outcomes for pupils in summer term in HTs report.
CPD for GB on the difference between operational and strategic roles leads to a Scheme of Delegation (SoD) for Leaders' Roles and Responsibilities.		Criteria for effective <b>Holding Senior Leaders to account</b> is evidenced in 100% of GB meeting minutes/monitoring visit records. 100% of the GB members conducts at least 1 monitoring activity in the year. 100% of GB members understands the difference between operational and strategic roles and responsibilities in school. 100% of the GB members conducts at least 1 monitoring activity in the year.	HT reports are succinct and accessible to GB.	HT: classroom visits. SEF update (termly)
The GB independently plans monitoring activities alongside the planned Monitoring visits calendar.		Summer 2020: 100% of the GB attend training 100% of the GB have access to training on the ASP, SIAMs and R&R/SoD. 100% of staff have acted upon guidance from Spring CPD/monitoring findings.	The GB takes a more active role in evaluating progress against the SDP priorities by independently planning monitoring activities.	SLT: termly Monitoring of DDPs. Work scrutiny by MLs and SLT termly. Staff questionnaire.
CPD for ASP (data and assessment analysis), Governance Good Practice and SIAMs.		Criteria for effective <b>Holding Senior Leaders to account</b> is evidenced in 100% of GB meeting minutes/monitoring visit records. 100% of the GB members conducts at least 1 monitoring activity in the year.		M&E plan. Babcock ½ day mini review summer 2020

**Key Area 2: improve leadership by:**

- Ensuring that all leaders use information in a timely and precise way to hold others to account for academic outcomes and personal development.

Target: 100% of leaders (GB members, SLT, MLs) show evidence of strong and highly effective leadership and management.

**Planned outcome: 2.2 effective leadership by all of the SLT/MLs through holding MLs/other staff to account.**

Actions/tasks	RAG	Milestones and targets	KPIs	Monitoring. Who, when and how? GB mon visits?
Develop new ML expectations and standards handbook; deliver bespoke CPD on understanding and compliance.		Autumn 2019: 100% of MLs have access to bespoke training/participation in peer2peer work. Criteria for effective <b>Holding Middle Leaders to account (including: confidence in holding others to account for outcomes; writing and monitoring the impact of action plans; supporting non-specialist staff; evidencing ambition)</b> is evidenced in 100% of SLT-ML meeting minutes/monitoring visit records.	All MLs and SLT show strong L&M.	GB: monitoring through the HTs report/work scrutiny.
MLs have a calendar of monitoring activities.		All Senior leaders have access to regular coaching /mentoring sessions. All senior leaders have access to high quality CPD around L&M. Criteria for effective <b>holding teaching team/staff to account (including: progress of learners in classes, implementation of the curriculum, confidence in assessment of learning, challenge for all learners)</b> is evidenced in 100% of Department meeting minutes/monitoring visit records. HT completes DfE 3-day CPD with NLE.	All groups of learners make good progress from their relative starting points.	Outcomes for pupils in summer term in HTs report. classroom visits.
Focused CPD to ensure progress and challenge through effective <b>middle leadership</b> for MLs <ul style="list-style-type: none"> <li>• Bespoke CPD by SLT/ML/NPQ ML/SL-trained staff</li> </ul>		Spring 2020: 100% of MLs have access to bespoke training/participation in peer2peer work. Criteria for effective <b>Holding Middle Leaders to account (including: confidence in holding others to account for outcomes; writing and monitoring the impact of action plans; supporting non-specialist staff; evidencing ambition)</b> is evidenced in 100% of SLT-ML meeting minutes/monitoring visit records. All Senior leaders have access to regular coaching /mentoring sessions. All senior leaders have access to high quality CPD around L&M. Criteria for effective <b>holding teaching team/staff to account (including: progress of learners in classes, implementation of the curriculum, confidence in assessment of learning, challenge for all learners)</b> is evidenced in 100% of Department meeting minutes/monitoring visit records. 100% of MLs have reviewed their job description.	Some groups make rapid progress.  Raised expectations are evidenced in all lessons.	SEF update (termly)  SLT: termly Monitoring of DDPs.
Pair up MLs to match S&Ws to participate in peer2peer work		Summer 2020: 100% of MLs have access to bespoke training//participation in peer2peer work. 100% of staff have acted upon guidance from Spring CPD/monitoring findings. Criteria for effective <b>Holding Middle Leaders to account (including: confidence in holding others to account for outcomes; writing and monitoring the impact of action plans; supporting non-specialist staff; evidencing ambition)</b> is evidenced in 100% of SLT-ML meeting minutes/monitoring visit records.		Work scrutiny by MLs and SLT termly.
Review all ML and SLT job descriptions in appraisal process		All Senior leaders have access to regular coaching /mentoring sessions. All senior leaders have access to high quality CPD around L&M. Criteria for effective <b>holding teaching team/staff to account (including: progress of learners in classes, implementation of the curriculum, confidence in assessment of learning, challenge for all learners)</b> is evidenced in 100% of Department meeting minutes/monitoring visit records.	Identified MLs are able to raise standards of T&L in their teams	Staff questionnaire.
Close line-management of key ML posts by SLT				M&E plan.

**Key Area 2: improve leadership by:**

- **Increasing capacity of leadership to impact on the progress of learners in our community of schools.**

Target: All groups of learners make good progress from their relative starting points.

**Planned outcome: 2.3 effective leadership of all Senior Leaders through highly effective collaboration.**

Actions/tasks	RAG	Milestones and targets	KPIs	Monitoring. Who, when and how? GB mon visits?
Develop 2 Subject Leads in Education (SLEs). Deploy them to raise standards/support transition.		Autumn 2019: Both SLEs have completed their recruitment/induction period. 30% of new Y6s have taken part in PIXL assessments before transition. 40% of partner schools evidence improved transition and classroom practice.		GB: monitoring through the HTs report/work scrutiny.
Develop the PIXL project in feeder first schools to share best practice and support transition.		Spring 2020: Both SLEs have worked with at least 2 schools to develop L&M capacity/teaching practice. 75% of partner schools evidence improved practice. 40% of future Y6s have taken part in PIXL assessments before transition. 70% of partner schools evidence improved transition and classroom practice.	GB carries out its strategic duties highly effectively.  The GB has an accurate picture of appraisal, pay and CPD.	Outcomes for pupils in summer term in HTs report.  HT: classroom visits.
To develop formal collaboration with a number of schools to strengthen capacity for L&M.		Summer 2020: Both SLEs have worked with at least 3 schools to develop L&M capacity/teaching practice. 100% of partner schools evidence improved practice. 50% of future Y6s have taken part in PIXL assessments before transition. 100% of partner schools evidence improved transition and classroom practice.	HT reports are succinct and accessible to GB.	SEF update (termly)
Improve the moderation process in Y5/6: Core subjects.			The GB takes a more active role in evaluating progress against the SDP priorities by planning monitoring activities.	SLT: termly Monitoring of DDPs.  Work scrutiny by MLs and SLT termly.  Meeting minutes.  M&E plan.

Notes:

1. The SIP has been prepared by the SMT and has been approved by Governors. It is available as a separate document.
2. The targets for review dates are set out in the document
3. The Items listed for improvement do not envisage any material changes to the staffing structure nor to the supplies needed by the school and so there is no revenue cost implication in the proposals to affect future budgets

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# FINANCIAL ROLES OF HEADTEACHER AND STAFF

## *THE SCHOOL STRUCTURE FOR FINANCE IS:*

### *Governing Body*

- Overall Control
- Control of Contracts over £10,000 and those that exceed the delegated Budget
- Setting and Monitoring Budgets
- Critical Friend.

### *Headteacher*

- Management of Finance Function
- Overview + Control of Income collectable
- Control of Contracts placed within limits
- Control and authorisation of Expenditure
- Control and authorisation of Imprest
- Regular Audit of Banking of Monies
- Examine Reconciliation of Imprest and School Fund Bank Account Balances with Cash Book

### *Business Manager*

- Monthly monitoring of budgets
- Production of Regular Reports for HT + Governors
- Input of Salary authorisations

### *Finance Administrator*

- Collection and Banking of Monies and Production of Orders
- Administration of all Book-keeping

### *Office Administrator*

- Relief Collection of Monies during Finance Administrator's absence

### *Various (Curriculum and Department) Budget Holders*

- To recommend the spending of allocations

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### Financial Limits of Delegated Authority

#### **FINANCE COMMITTEE**

The Finance Committee has powers to approve expenditure and/or virements up to the limit of £20,000. The Finance Committee is NOT empowered to authorise expenditure that would place the school in an overspent position

#### **PERSONNEL COMMITTEE**

Full powers are delegated to the Personnel Committee to approve appointments, salary increases etc. up to the limit of the approved staff salaries budget. The Personnel Committee is NOT empowered to authorise expenditure that would place the staffing budget in an overspent position.

#### **PREMISES COMMITTEE**

Full powers are delegated to the Premises Committee to authorise expenditure up to the limits of the approved revenue and capital budgets. The Premises Committee is not empowered to exceed these budgets (see virement below).

#### **THE HEADTEACHER**

The Headteacher is empowered to authorise expenditure only within the approved budgets, not including the contingency sum and up to a single value item not exceeding £10,000. Approval of the appropriate committee or full Governing Body is required above this sum and for virement from the contingency sum.

Where specific items or work have the approval of the Governing Body, the Finance Committee or the Estate Management Committee, the Headteacher is empowered to authorise expenditure up to the approved sum. The approved sum is the amount allocated for the item or the lowest of any quotations/tenders less any contingency sums, whichever is the lower.

The Headteacher may delegate his authority to a named senior member of staff. This should be approved by the Governing Body and the decision recorded in the Governing Body minutes.

#### **Budget Virement**

The Headteacher is empowered to authorise virement between budget headings within the overall delegated sum as follows: -

- Up to £5,000 Discussed with relevant Committee Chairman. Subsequently reported to Finance Committee.
- From £5,000 to £20,000 Finance Committee approval required in advance and reported to Governing Body.
- Over £20,000 Governing Body approval required in advance.

#### **Virement from capital to revenue is not allowed.**

#### **Purchasing**

Competitive quotations must be obtained wherever possible in accordance with the Tendering procedure (and based on Annex L to Worcestershire County Council Procurement Code<sup>20</sup> and LA guidance) as follows: -

- up to £5,000  
An appropriate number of quotations should be obtained. Quotations may be sought verbally but must be confirmed by suppliers in writing. Catalogue prices may be used
- £5,000- £20,000

At least 3 written quotations must be obtained based on written specifications and retained. \*

- £20,000 – £50,000  
At least 4 formal tenders or written quotations must be obtained based on written specifications and retained.\*
- £50,000 – EU Threshold. £181,302  
Minimum of 4 formal tenders to be invited and retained.\*
- More than the EU threshold. £181,302  
Purchasing is strictly in accordance with the current WCC Procurement Code. Contracts to be advertised in the “Official Journal of the European Union”

\* Unsuccessful tenders/quotes are retained for a minimum of one year following completion of the contract. Successful tenders/quotes and supporting documentation showing the decision-making process are retained for six years following completion of the contract.

### **Contracts**

Variations to contracts and/or specifications involving additional expenditure exceeding £100 whether or not from the contingency sum require the approval of the appropriate Committee or in an emergency the Chair of the appropriate Committee.

### **Writing off of Debts**

The Headteacher may authorise write-off up to a limit of £50

Chair of Governors may authorise write-off up to a limit of £100

Finance Committee may authorise write-off of debts of £101 - £250.

WCC procedures apply for all debts/debts above £250 to be written off. In such cases, the Finance Committee will recommend write off but must notify Financial Services who have authority to approve that the debt is written off.

### **Petty Cash**

The Petty Cash float is set at £250, however at high demand times this can be increased temporarily by prior authorisation of the Headteacher. Individual claim limits should not exceed £50.

## Reporting Requirements for Governors and Local Authority

### For Governors

	Information	Frequency	Deadline
1	Actual Budget allocations from the LA	Annual	With (7)
2	Additional funds from LA throughout the year	As appropriate	
3	Devolved Capital formula allocations from the LA	Annual	With (7)
4	Other allocations and grant claims	As appropriate	
5	<b>CFR report</b>	Annual	September
6	<b>Budget Plan for approval</b>	Annual	In time to forward to LA by 1 <sup>st</sup> May
7	Budget monitoring statement for public funds from school's finance system showing original budget, latest revised budget, commitments, actual £ and % received/spent to date, balance outstanding and end of year projections	Termly	
8	Budget monitoring statement each term for all other funds	Termly	
9	Cashflow projections each term	Termly	
10	Capital spend each term	Termly	
11	Forward projections (3 years)	Annual	
12	Private funds – approval of annual audited accounts	Annual	Audit to take place within three months of Year end. Approval of audited accounts within 6 months of year end
13	Financial Benchmarking <sup>21</sup>	Annual	
14	Completion of SFVS self-assessment	Annual	By 31 <sup>st</sup> March

### For Local Authority

	Information	Frequency	Deadline
1	Budget Plan	Annual	1 <sup>st</sup> May
2	Management of Surplus Balances Pro-Forma	On request	This information may be requested by the Local Authority where a school's uncommitted surplus balance exceeds the limit for the school phase.
3	Governors Finance Committee Report	Termly	As meeting dates
4	End of year accounts <ul style="list-style-type: none"> <li>• Income &amp; Expenditure Report</li> <li>• Balance Sheet</li> <li>• Bank reconciliation report with original bank statements</li> <li>• Debtors and creditors</li> </ul>	Annual	Published deadline (approx. mid-April)

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# PROCUREMENT POLICY

## Introduction

The essence of good financial control in purchasing and contracting is twofold. Firstly, to ensure that value for money is obtained and secondly to minimize the opportunity for fraud.

To ensure the first, it is fundamental that competitive prices/quotations/tenders are obtained on a like for like basis, whether the invitation is for goods or services. It is almost always the case that a cheap quotation will deliver equally cheap or low-quality goods or services. It is therefore essential to invite quotations/tenders against a carefully drawn up specification. Where the value of the work/services exceeds £5,000 this must always be the case. Specifications must be prepared by persons properly qualified and experienced to do so.

To minimise the opportunity for fraud and to protect the interests of staff it is fundamental to separate the functions of ordering and receipt/authorisation of payment.

## Tendering Procedure

This procedure is intended to ensure that tenders and quotations obtained by the school are invited and processed in accordance with the standing orders of the LA. It is intended as far as possible to separate the functions of invitation and selection and protect staff involved.

This procedure covers ALL contracts to be entered into by the school, including annual maintenance contracts.

### 1. Selection of Tenderers

Tenderers must always be selected by at least 2 people.

The minimum number of Tenderers required will be:

For the supply of goods or services: -

- Below £5,000 an appropriate number of quotes are satisfactory. These quotations may be sought verbally but must be documented in writing. Catalogue prices may be used.
- More than £5,000 and less than £20,000 in value, at least 3 written quotations must be obtained based on written specifications and retained. \*
- More than £20,000 and less than £50,000 in value, at least 4 formal tenders or written quotations must be obtained based on written specifications and retained. \*
- Over £50,000 but less than the EU threshold £181,302, minimum of 4 tenders to be invited and retained. \*
- Purchases for high value goods or services i.e. purchases exceeding the EU threshold limit £181,302 needs to comply with strict regulations: -
  - Schools Finance Regulations
  - WCC Standing Orders on Contracts
  - WCC Procurement Code

\* Unsuccessful tenders/quotes must be retained for a minimum of one year following completion of the contract. Successful tenders/quotes and supporting documentation showing the decision-making process are retained for six years following completion of the contract.

## 2. Emergency Works

Competition may be waived where Contractors need to be engaged, or materials purchased to carry out immediate remedial works in an emergency. Any action taken must be reported to Governors at the earliest opportunity.

## 3. Tender Invitation

All Tenders shall be invited for return by a specific date, the opening date. The tenders must be opened together on that date and time and the offers recorded in a tender opening register. Computer records are unacceptable for this purpose. (Suitable endorsed return envelopes must be included with the tender invitation).

## 4. Contractors Own Conditions

In cases where a Contract is let using the Contractor's own conditions, typically accepting a quotation, the Responsible Officer MUST satisfy him/herself that the Conditions are acceptable and do not disfavour the school.

## 5. Return of Tenders

### a) Receipt of Tenders/Quotations

- All tenders/quotations shall be returned to the Headteacher or her representative in the return envelope provided.
- The date and time of receipt of each Tender shall be endorsed in ink on the unopened envelope/package. The time of receipt shall be recorded in the tender opening register as well as the tenderers details and the value of the tender in both words and numbers.
- The unopened Documents shall be retained in locked safe storage until the time appointed for their opening.

### b) Opening of Tenders/Quotations

- Tenders over £20,000 shall be opened by the Headteacher or his/her representative in the presence of a second person and if appropriate a person technically qualified depending on the nature of the tender (e.g. architect, ICT expert). This person should where possible be a school Governor. Each individual present at the time that tenders are opened must sign the tender opening register.
- Every Tender received shall be endorsed with the date of opening and initialed by the persons undertaking the opening.
- A record is to be maintained for 6 years to show for each Contract:
  - The Value of each Tender Returned
  - Names and numbers of firms from whom Tenders have been received
  - Date that Tenders were opened
  - Signature of Persons present at the Opening (not to be less than 2)
  - The time and date recorded on the Tender envelopes as being the time Tenders were received by the school.

### c) Selection of Tenders

- The tender selected will be that which satisfies all the criteria and which represents best value, where a tender other than the lowest is accepted, the reasons for this decision is taken by the governing body and included in the minutes of the relevant meeting. The decision should be based on a consensus of those present.

### d) Late Tenders/Quotations

- Where Tenders are received late they shall be accepted only if it is clear that the Tenderer dispatched the documents in reasonable time and that through no fault of his they were delayed.

- Under no circumstances will Tenders, which are received after the opening of competitor tenders, be accepted.
- The details shall be recorded in the Tender opening register.

## **6. Payment**

Payment will be made when the work or supply is satisfactorily complete.

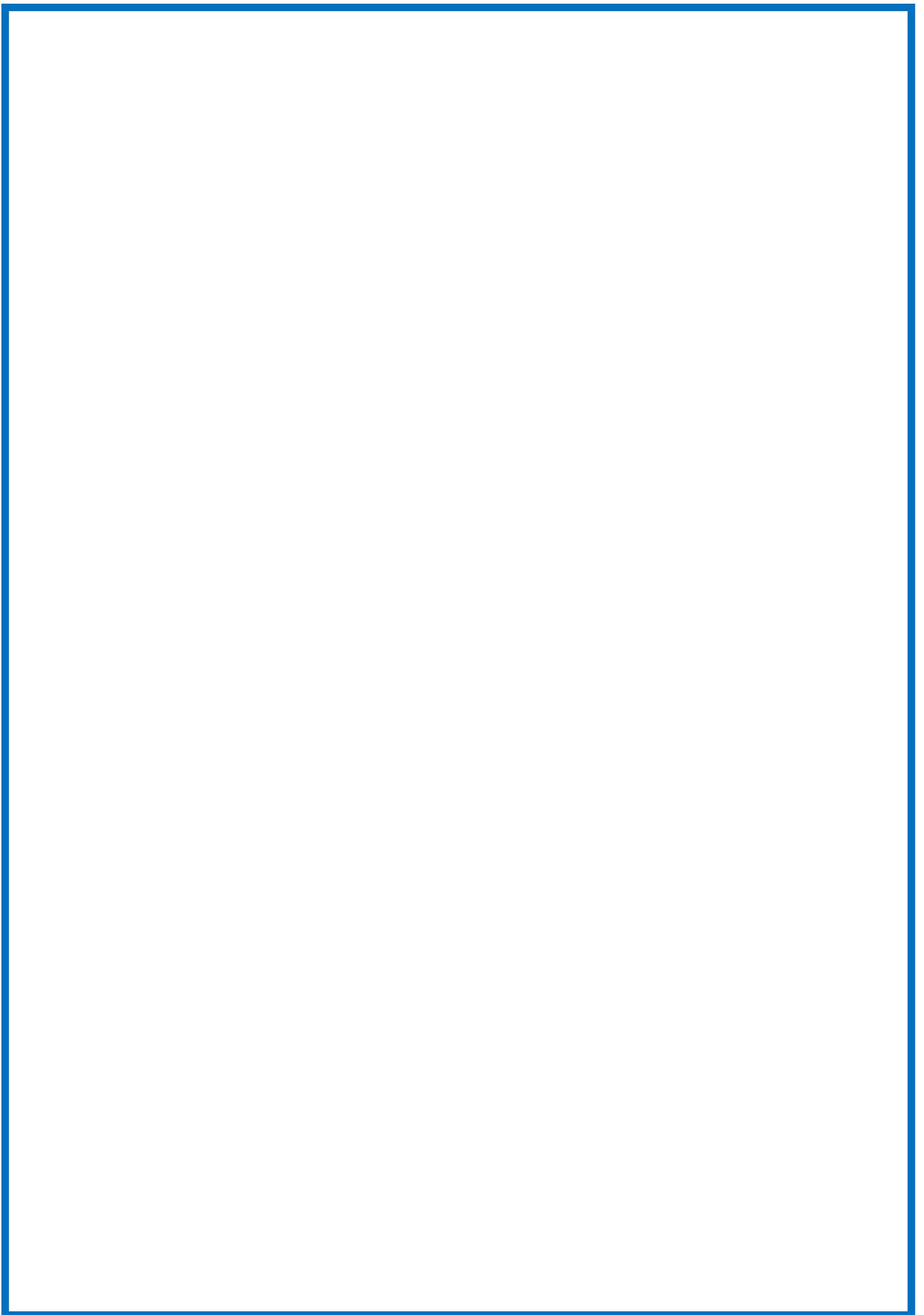
Contractors usually make an “interim claim”. It is however, the Contract Administrator’s responsibility to value the work. Interim Certificates must be issued in accordance with the Contract Conditions.

Where the Contract includes a lump sum payment this must only be made when the work is properly completed and proper final account rendered.

In all cases no payments are to be made in advance.

## **7. Quotations**

Quotations shall be dealt with in a similar manner as described above for tenders except that no Governor presence is required at opening.

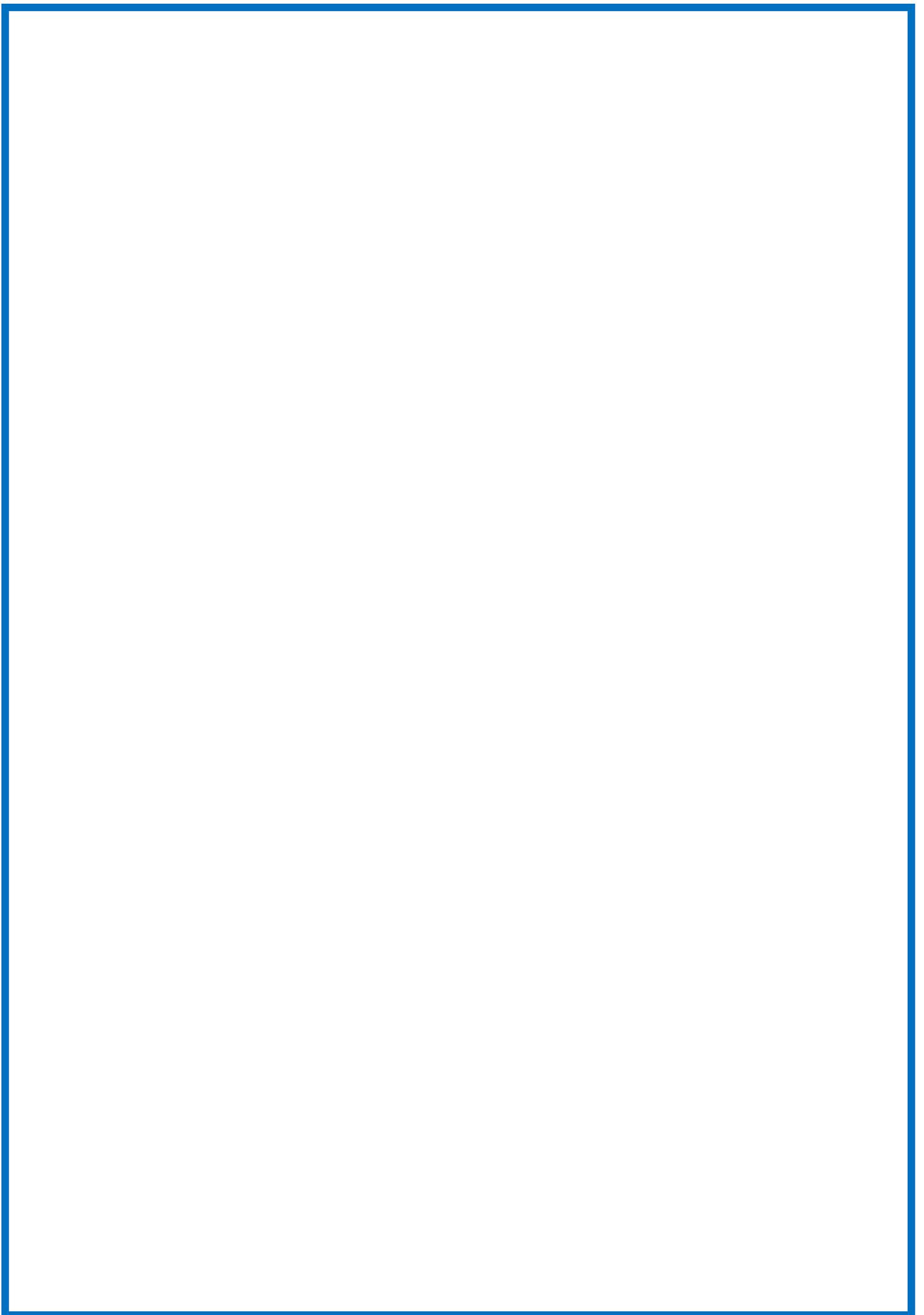


### GOVERNORS' POLICY ON LETTINGS

Governors wish to foster relationships between the school and outside agencies, clubs, societies etc and encourage the use of school premises by these bodies.

The policy Governors will follow is:

- i) The school's budget will not be used to subsidise non-school use.
- ii) Each hirer must complete the standard letting form agreeing to the terms and conditions.
- iii) School equipment will not be used. Discretion for PTFA and any other use is held by the Headteacher who must be satisfied that appropriate insurances are held.
- iv) Statutory obligations for elections, civil emergencies etc. will be met.
- v) Holiday play schemes and similar activities will be allowed at the discretion of the Headteacher.
- vi) Delegated Key holders for any letting of the Sports hall, will sign an agreement to keep the code for the key safe private and not share this information with third parties. Entrance cards for the main school gate will be kept by the signatory at all times and not passed onto a third party without the school's permission
- vii) Fire precautions are to be made known to hirers. Access to a telephone and first aid equipment to be made available.
- viii) Hiring charge will be that set down in the LEA booklet + 50% on cost. This on cost to be discounted at the Headteacher 's discretion.
- ix) If the hirer has no public liability insurance then the LEA Third Party Policy must be taken out by and charged to the hirer. This is 10% of the total hire charge (minimum £2).
- x) The administration of the lettings shall be per LEA advice.



# CHARGING AND REMISSIONS POLICY

### Introduction

All education during school hours is free. We do not charge for any activity undertaken as part of the National Curriculum with the exception of Design Technology, where a voluntary contribution is requested to help pay for materials. Completed items are taken home.

### Aim

The aim of this policy is to set out what charges will be levied for activities; what remissions will be implemented and the circumstances under which voluntary contributions will be requested from parents.

### Legislation and guidance

This policy is based on advice from the Department for Education (DfE) on charging for school activities and the Education Act 1996, sections 449-462 of which set out the law on charging for school activities in maintained schools in England.

### Definitions

- Charge: A fee payable for specifically defined activities
- Remission: the cancellation of a charge which would normally be payable

### Roles and responsibilities

#### The governing board

The governing board has overall responsibility for approving the charging and remissions policy, but can delegate this to a committee, an individual governor or the headteacher.

The governing board also has overall responsibility for monitoring the implementation of this policy.

In our school, responsibility for approving the charging and remissions policy has been delegated to the Headteacher.

In our school, monitoring the implementation of this policy has been delegated to the Business Manager.

#### The Headteacher

The headteacher is responsible for ensuring staff are familiar with the charging and remissions policy, and that it is being applied consistently.

### Staff

Our staff are responsible for:

- Implementing the charging and remissions policy consistently
- Notifying the headteacher of any specific circumstances which they are unsure about or where they are not certain if the policy applies

The senior leadership team will provide staff with appropriate training in relation to this policy and its implementation.

### Parents

Parents are expected to notify staff or the headteacher of any concerns or queries regarding the charging and remissions policy.

### Publication of information

A summary of this policy will be included on the school website which will specify what charges are/are not to be made and for which activities voluntary contributions will be invited from parents.

## **CHARGES:**

### **Residential trips**

If the school organizes a residential trip in school time or mainly school time, which is to provide education directly related to the National Curriculum, we do not make any charge for the education. However, we do make a charge to cover the costs of the travel, board and lodging. If parents are experiencing financial difficulties they are invited to write in confidence to the Headteacher (also please see the section on Remissions Policy)

### **Music tuition**

All children study music as part of the normal school curriculum. We do not charge for this. If, however the school introduced individual tuition in the playing of a musical instrument then a charge would be levied. Normally, peripatetic music teachers invoice parents directly for music fees. St Egwin's uses Severn Arts to offer some music tuition whom invoice the school directly. Charges are then passed on to parents in the form of an invoice payable to WCC.

### **Activities outside school hours**

No charge is made for activities that are outside of school hours (optional extras) and are part of the curriculum. However, we may ask for a contribution towards the costs for the following:

- Travel
- Materials and equipment
- Non-teaching staff costs
- Entrance fees
- Insurance costs

### **Damage/loss to property**

In cases of willful or malicious damage to equipment or breakages, or loss of school books on loan to children, the headteacher in consultation with the Chair of the Governing Body may decide it right to make a charge. Each incident will be dealt with on its own merit and at their discretion.

### **Extra-curricular and school clubs**

Clubs and activities provided by third parties will be chargeable

### **Lettings**

The school will make its facilities available to outside users at a charge of at least the cost of providing the facilities. The scale of charges is determined annually by the Finance Committee and form part of our separate Lettings Policy

### **Other charges**

The Headteacher, Finance committee or Governing Body may levy charges for miscellaneous services up to the cost of providing such services, e.g. Photocopying

### **Remissions**

If the parent/guardian of a pupil is in receipt of free school meals or listed as Pupil Premium, parents are invited to discuss a substantial subsidy towards the costs of any educational activity. No child will be denied access to educational activities due to financial concerns.

Parents who can prove they are in receipt of the following benefits will be exempt from paying the cost of board and lodging for residential visits:

- Universal credit in prescribed circumstances
- Income Support
- Income Based Jobseekers Allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided that Working Tax Credit is not also received and the family's income (as assessed by Her Majesty's Revenue and Customs) does not exceed £16,105
- The guarantee element of State Pension Credit
- An income related employment and support allowance that was introduced on 27 October 2008

### **Voluntary contributions**

When organising school trips or visits which enrich the curriculum and educational experience of the children, the school invites parents to contribute to the cost of the trip. All contributions are voluntary. If we do not receive sufficient voluntary contributions, we may cancel a trip. If a trip goes ahead, it may include children whose parents have not paid any contribution. We do not treat these children differently from any others.

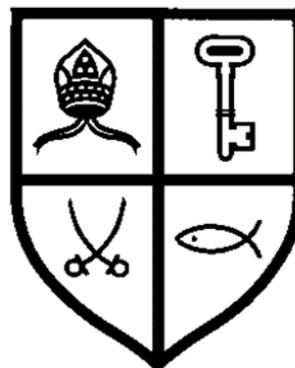
If a parent wishes their child to take part in a school trip or event, but is unwilling or unable to make a voluntary contribution, we do allow the child to participate fully in the trip or activity. Sometimes the school pays additional costs in order to support the visit. Parents have a right to know how each trip is funded. The school provides this information on request.

The following is a list of additional activities organised by the school, which require voluntary contributions from parents. This list is not exhaustive:

- visiting speakers, drama groups, sports coaches
- visits to museums, galleries, exhibitions
- sporting activities which require transport expenses
- outdoor adventure activities
- visits to the theatre
- musical events

## ASSET MANAGEMENT PLAN

The following items are envisaged as necessary (when they can be financed) by the Governors and School Management Team.



**St. Egwin's  
CE Middle School  
School Buildings and Infrastructure Improvement Plan  
2018-22**

# Improve the square footage in order to accommodate the number of pupils and staff

*Responsible: Head, SLT, Business Manager, Governors.*

## Key Priorities

*To ensure sufficient accommodation to facilitate the setting of the timetable*

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/resources	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
<p>To produce a timetable that sufficiently accommodates reasonable class sizes and requirements for interventions and break out groups as well as private areas for counselling and administration work to be undertaken.</p> <ul style="list-style-type: none"> <li>· Timely and easier setting of timetable</li> <li>· Class and interventions are accommodated.</li> </ul>	1. Business Manager to work with Head Teacher to establish requirements	NP/SLT/SD/Govs	SD and NP to meet regularly with updates to be fed back to Governors and SLT		Sep-19	
	2. Business Manager to instruct Project Manager and come up with reasonable plans	£200,000				
	3. Head Teacher/SLT and Governors to agree draft plans					
	4. Business Manager to manage project to completion	SD	SZT			

# Refurb cladding above windows

*Responsible: Business  
Manager*

## Key Priorities

*To ensure safe and secure environment*

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/resources	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
To keep the building structure safe and secure from the weather, the cladding above all of the windows needs replacing with a single board, much like the ones we have on the exterior of the dining hall.	1. Business Manager to work with suppliers to get quotes	SD	SD, termly, building condition survey			
	2. Business Manager to instruct Best Value Quotes to undertake job	£				
	3. Head Teacher to agree work					
	4. Business Manager to manage project to completion					

# Boiler System Control Replacement

Responsible: Business Manager

## Key Priorities

To replace the boiler management system which is currently purchased from Place Partnership. The boiler management system no longer works and Place Partnership want to charge a lot of money to replace it. We should have our own management system, controlled by the Caretaker which would be much cheaper.

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/resources	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
To enable the caretaker to control the boilers at source. To enable the boiler to be run more efficiently and as and when required for lettings.	1. Business Manager to work with PR Associates (our property SLA suppliers) to replace the current system	SZT	SD, termly, building condition survey			
	2. Business Manager to instruct Project Manager and come up with reasonable plans	£				
	3. Head Teacher and Caretaker to agree draft plans					
	4. Business Manager to manage project to completion					

# Replace the Perimeter Fence

*Responsible: Head, SLT,  
Business Manager,  
Governors.*

## Key Priorities

*To place a perimeter fence to the grounds where currently there is nothing or less than sufficient fencing.*

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/resources	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
To ensure the safeguarding of the site and pupils by erecting a suitable fence which would create a reasonable barrier trespassers or escapees.	1. Business Manager to work with Head Teacher to establish requirements	NP/SLT/SD/Govs	SD and Caretaker			
	2. Business Manager to instruct fencing company	£20,000				
	3. Head Teacher/SLT and Governors to agree draft plans					
	4. Business Manager to manage project to completion					

# To replace the driveway to repair potholes and rough surface, including repainting lines and adding new ones

*Responsible: Head, SLT, Business Manager, Governors.*

## Key Priorities

*To ensure a reasonable entrance so as not to damage cars and also give a good impression*

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/resources	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
To produce a professional looking image to people driving on to the school site.	1. Business Manager to work with Head Teacher to establish requirements	NP/SLT/SD/Govs				
	2. Business Manager to instruct Project Manager and come up with reasonable plans	£200,000				
	3. Head Teacher/SLT and Governors to agree draft plans					
	4. Business Manager to manage project to completion					

# Improve the square footage in order to accommodate Community groups

Responsible: Head, SLT,  
Business Manager,  
Governors.

## Key Priorities

To provide a dedicated community space that is satellite to the main school in order to provide events and training to the community

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/resources	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
To offer a bespoke Community space in order to provide training and social events for the whole community. This could include letting out the space for private functions.	1. Business Manager to work with School Councilors to establish requirements	NP/SLT/SD/Govs	SD, AC and NP to meet regularly with updates to be fed back to Governors and SLT		Sep-19	
	2. Business Manager to instruct Project Manager and come up with reasonable plans	£200,000				
	3. Head Teacher/SLT and Governors to agree draft plans					
	4. Business Manager to manage project to completion					

# IT WIFI Upgrade

Responsible: James Merrett, Nick Pullan, Sam Dowdeswell

## Key Priorities

To create a more efficient Wi-Fi service to the school due to more one to one facility being offered to pupils by way of Wi-Fi enabled devices

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/resources	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
These will be used to cover the front playing, year 6 yard and top field.	AP - UniFi AP AC Pro x 3	£327.00				
These will go into every teaching room to provide Wi-Fi and public address capabilities.	AP - UniFi AP Edu AC Pro x 25	£6,875				
This is required to manage the APs, cameras and record video/audio footage.	Cloud Box -Cloud Key Gen 2 x 1	£185.00				
These will cover the front of the school and certain zones within the school. These also record audio, too.	Cameras - UniFiG3 x 5	£499.00				
This will power the APs and cameras. Provide a means of attaching them to the existing network and outside world.	PoE Switch - UniFi Switch 48 Port 750W x 1	£750.00				
1 year support.	Support - UniFi Support AC Pro x 1	£750.00				
Data cable is all we need. Power is delivered via Cat5e from the switch.	Cabling - Cat5e 305m x 10	£502.00				
	<b>Sub</b>	<b>£9,888.00</b>	<b>GBM</b>			
Desired outcomes/success criteria	Actions/tasks					Next steps?

		Who? + Costs/resources	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	
"This has been quoted as a whole project so itemised prices are not included. This project does, however, include cabling."	AP - Ruckus R510 x 13	£8,591.24				
	License - AP Management License x 13					
	Support - Support x 13					
	AP Bracket - Mounting Bracket x 13					
	PoE Switch - PoE Switch-Not Specified x 1					
	Installation - Installation x 1					
	Cabling - Cabling x 1					
	PoE Switch-Not specified x 1					
	Installation x 1					

<b>Sub</b>	<b>£8,591.24</b>	<b>SW Comms</b>
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# Replacement Kiln

*Responsible: Head, SLT, Business Manager, Governors.*

## Key Priorities

*To remove the old broken kiln and replace it with a new one*

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/resources	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
To offer a kiln for art activities. Considering the asbestos located in the area - therefore working with Paul Burrows from PR Asbestos to ensure safe working practices.	1. Business Manager to work with Head of Art to establish requirements	S Davies/SD/PR Asbestos	SD, SDavies, NP, Paul Burrows (due to asbestos in the area)		Sep-20	
	2. Business Manager to instruct Project Manager and come up with reasonable plans					
	4. Business Manager to manage project to completion					

# Create staff toilets on the lower ground floor

Responsible: Head, SLT, Business Manager, Governors.

## Key Priorities

To provide better facilities for staff on the lower ground floor where at present there is nothing.

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/resources	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
To create a staff toilet facility where there is none at present. To better facilitate the staff who work on the lower ground floor.	1. Business Manager to work with School Councilors to establish requirements	NP/SLT/SD/Govs	SD, AC and NP to meet regularly with updates to be fed back to Governors and SLT		Sep-20	
	2. Business Manager to instruct Project Manager and come up with reasonable plans	£20,000				
	3. Head Teacher/SLT and Governors to agree draft plans					
	4. Business Manager to manage project to completion					

# Amphitheatre

Responsible: Business Manager

## Key Priorities

To create a new space

Desired outcomes/success criteria	Actions/tasks	Who? + Costs/resources	Monitoring. Who, when and how?	Evaluation as the plan progresses.	Deadlines for tasks.	Next steps?
To create a multi-use seating area in the outside space outside the art/music rooms.	1. Business Manager to work with suppliers to get quotes	SD	SD, termly, building condition survey			
	2. Business Manager to instruct Best Value Quotes to undertake job	£				
	3. Head Teacher to agree work					
	4. Business Manager to manage project to completion					

### ICT POLICY & ACCEPTABLE USE POLICY

This policy was adopted by the staff of St. Egwin's Middle School on 3 April 2000. It was approved by the governing body at a meeting of the Governors

This policy has been explained to the pupils of the school so that they understand that there are dangers associated with Internet use, and they know what behaviour is expected of them.

#### **Purpose:**

This policy relates to the school's internet facility.

The purpose of the policy is to protect children from undesirable materials on the Internet, to protect them from undesirable contacts over the Internet, and to prevent unacceptable use of the Internet by children or adults.

The policy also addresses issues of copyright for materials published on the Internet.

#### **Definitions:**

##### Undesirable materials:

- pornographic images or obscene text on Internet Web Sites,
- language that is abusive, profane, inflammatory, coercive, defamatory, blasphemous or otherwise offensive, on Web Sites or e-mail messages,
- racist, exploitative or illegal materials or messages on Web Sites or e-mail.

##### Undesirable contacts:

- E-mail messages from unknown or unverified parties, who seek to establish a child's identity and/or to communicate with them, such as for advertising or potentially criminal purposes.

##### Unacceptable use:

- deliberate searching for, and accessing of, undesirable materials,
- creating and transmitting e-mail messages that contain unacceptable language or content,
- creating and publishing on the Internet materials that contain unacceptable language or content

##### Adults:

- school teaching staff
- non-teaching school staff
- visitors and guests of staff
- parents

#### **Unintentional Exposure of Children to Undesirable Materials:**

It is the School's policy that every reasonable step should be taken to prevent exposure of children to undesirable materials on the Internet. It is recognised that this can happen not only through deliberate searching for such materials but also unintentionally when a justifiable Internet search yields unexpected results.

To prevent such occurrences, the School has adopted the following position:

- the use of an Internet Service Provider who offers protection by: *a filtered service via a proxy server.*

#### **In-school protection by:**

- adult supervision of pupils' Internet activity, with no searching of the internet allowed without appropriate adult supervision; and/or
- *the "caching" of Internet sites in advance by staff so that pupils work off-line and/or*
- *the application of a school banned or approved list through facilities offered by the Internet service provider.*

In the event of children being unintentionally exposed to undesirable materials, the following steps will be taken:

- pupils should know to notify a teacher immediately
- the Head Teacher will be notified by the teacher
- the incident will be recorded in a central log, by which the school may reliably report the frequency and nature of incidents to any appropriate party. Parents and Governors will be notified at the discretion of the Head according to the degree of seriousness of the incident (for example, exposure to materials that include common profanities might not be notified to parents, but exposure to materials that included pornographic images would be notified)
- ISP will be informed and the URL added to the "not" lists

#### **Intentional Access of Undesirable Materials by Children:**

- Children must never intentionally seek offensive material on the Internet. Any transgression should be reported and recorded as outlined above. Any incident will be treated as a disciplinary matter, and the parents of the child or children will normally be informed.
- If deliberate access to undesirable materials is found to be repeated, flagrant or habitual, the matter will be treated as a serious disciplinary issue. The child or children's parents will be informed and the Governing Body will be advised.

#### **Deliberate Access to Undesirable Materials by Adults:**

- Deliberate access to undesirable materials by adults is unacceptable, and will be treated as a disciplinary issue. If abuse is found to be repeated, flagrant or habitual, the matter will be treated as a very serious disciplinary issue. The Governors will be advised and the LEA will be consulted.

#### **Receipt and transmission of e-mails by Children:**

- It is recognised that e-mail messages received or transmitted by children can contain language or content that is unacceptable. It is also recognised that some people may try to use e-mail to identify and contact children for unacceptable reasons.

#### **To avoid these problems the School has adopted the following practice:**

If staff believe that children have been targeted with e-mail messages by parties with unwelcome, suspicious or criminal intent, the messages will be retained, the incident recorded, and the Governors and the child's parents informed. Advice will also be taken regarding further steps.

Parents will be asked to approve their child's use of the Internet and will have the essential details of this policy.

- the use of e-mail will be supervised by staff or another appropriate adult. All outgoing and incoming e-mails will be previewed by an adult.

#### **Publishing of Materials of the Internet:**

It is recognised that staff and children may at some time produce and publish materials on an Internet Web Site associated with the School or the County.

No materials will be published on the Internet which contain any unacceptable images, language or content. Infringement of this rule will be taken as a serious disciplinary issue.

No materials will be published on the Internet which reveal the identity of any child.

Materials produced by children, and photographs of children, will not be published on the Internet without parental approval.

#### **Use of the School Internet by Visitors and Guests:**

Members of school staff will take responsibility for the actions of any adult guests or visitors who they allow or encourage to use the school Internet facilities. The essential “dos and don'ts” will be explained to such visitors and guests prior to their use of the Internet.

Unacceptable use will lead to the immediate withdrawal of permission to use the school Internet facility.

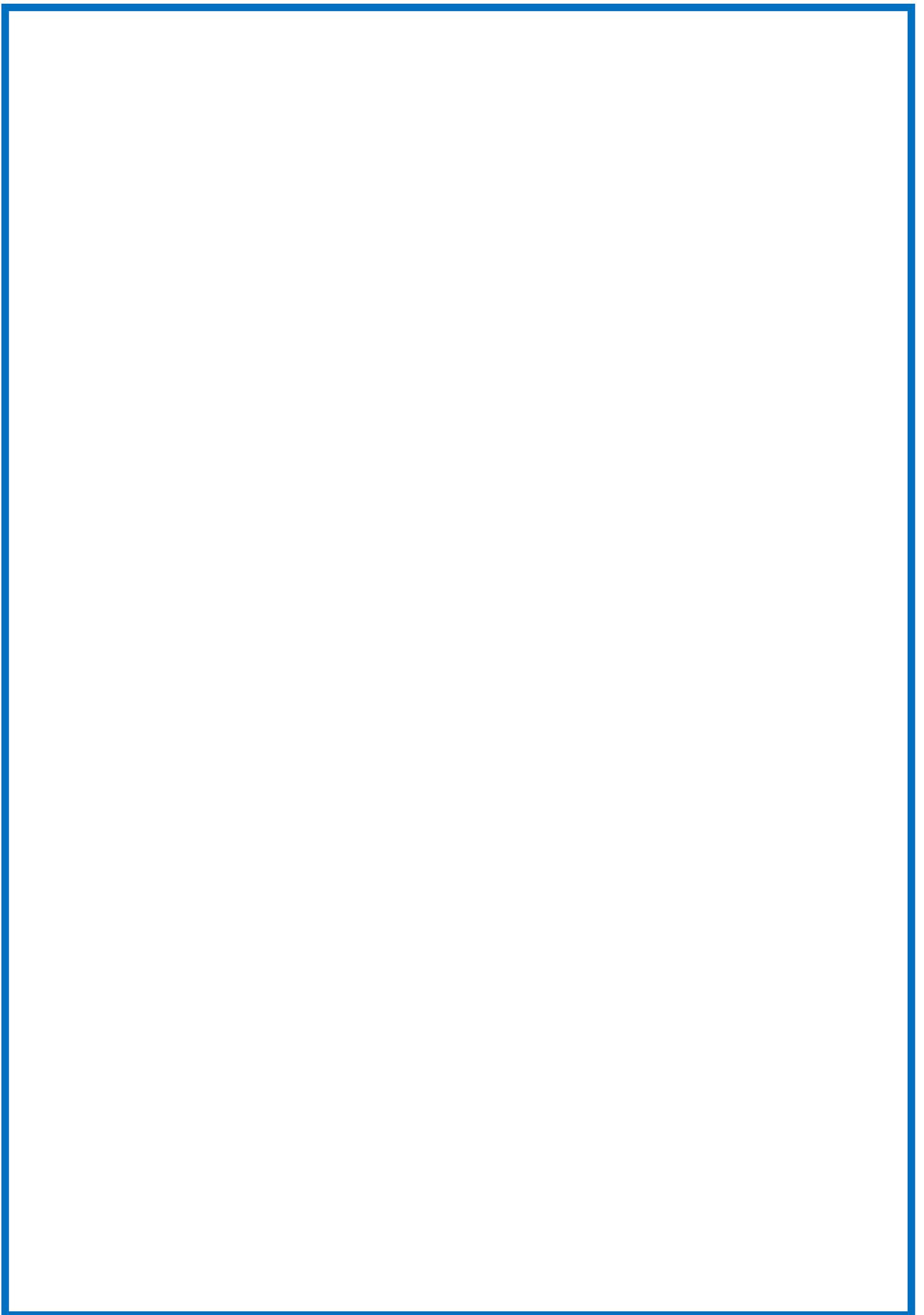
#### **Copyright Issues:**

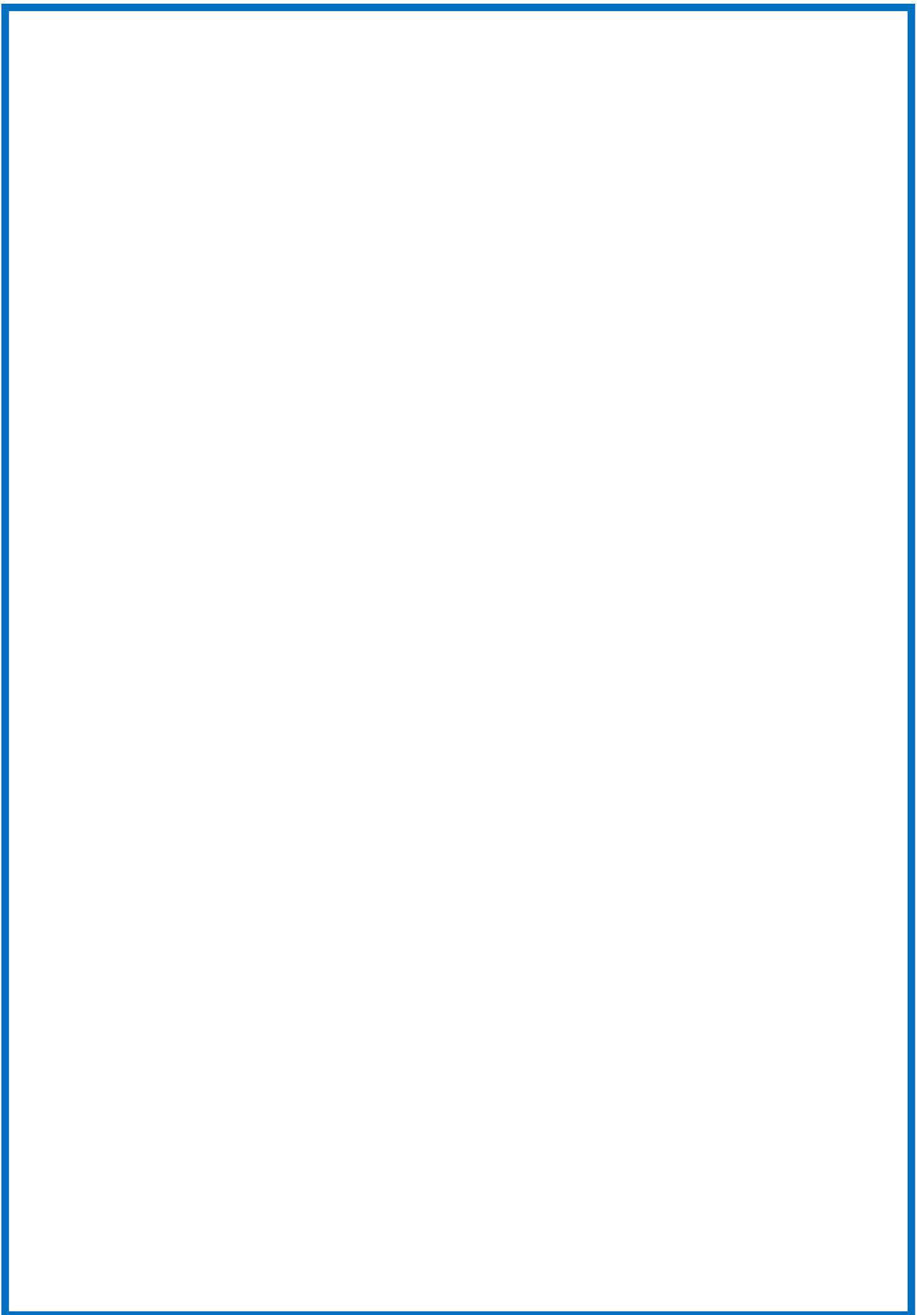
It is recognised that all materials on the Internet are copyright, unless copyright is specifically waived. It is the school's policy that the copyright of Internet materials will be respected.

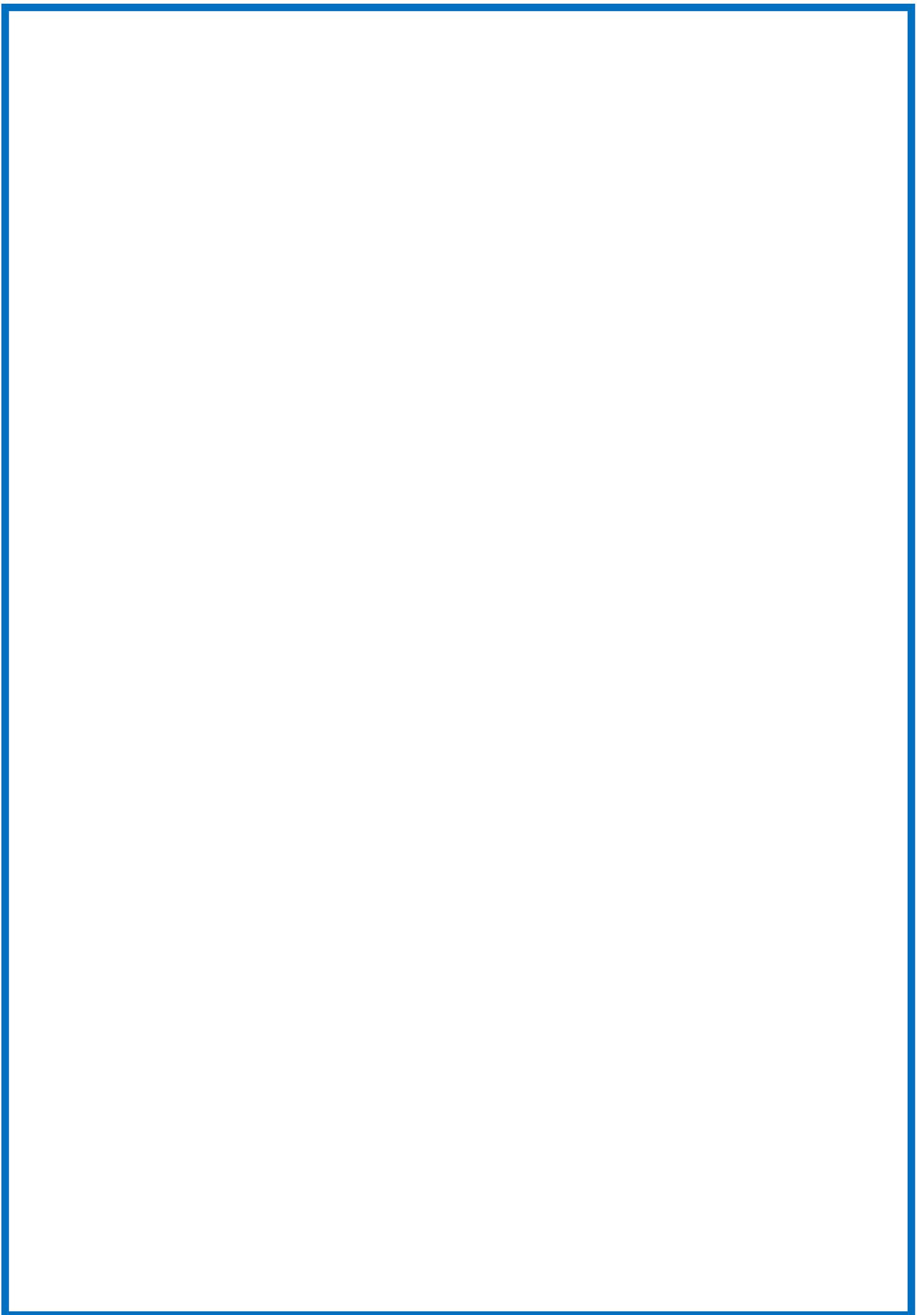
Where materials are published on the Internet as part of the teacher's professional duties, copyright will remain with the County Council. Internet published materials will contain due copyright acknowledgements for any third-party materials contained within them.

#### **Review of this Policy:**

This policy will be reviewed at a meeting of the school staff in St Egwin's, the outcome of which review will be reported to the School Governing Body.







### CORPORATE INSURANCE POLICIES

#### Insurance cover arranged by Worcestershire County Council

##### **Combined Liability.**

Public liability                      Limit of indemnity £40m.

Employers liability                  Limit of indemnity £40m.

Officials Indemnity                 Limit of indemnity £2m.

Libel & Slander                      Limit of indemnity £2m.

The policy specifically indemnifies the governing body in addition to the Authority.

##### **Fire.**

Cover for school premises and equipment for loss/damage by the fire risks i.e. fire, lightning, explosion, aircraft, riot and civil commotion. Cover is on a replacement basis and includes for increased cost of working. Terrorism cover is excluded.

Cover for Voluntary Aided Schools reflects their funding arrangements.

##### **Personal Accident.**

Cover for Employees, Volunteers and Governors in the event of a permanent total disability resulting solely from an accident on duty.

##### **Engineering.**

Insurance and inspection service for plant i.e. lifts, heating systems. Ensures compliance with statutory requirements.

##### **Cash.**

Loss of money which is the school's responsibility. Specified limits apply in specified situations i.e. £1,000 for a safe, £500 for a locked receptacle.

£250 excess applies.

##### **Fidelity Guarantee.**

Theft/fraud of school monies/property by employees including governors.

Limit of indemnity £5m.

In addition, there are a number of policies which complement the Authority's blanket corporate policies and are available to schools on an optional basis.

#### OPTIONAL POLICIES

##### **Balance of Risks.**

Renews annually 1 April.

The cover tops up the fire policy and is available on buildings and/or contents. The insured risks are Theft, Malicious Damage, Accidental Damage, Burst Pipes, Impact, Flood, Storm and Tempest, Earthquake.

£200 excess per incident.

#### **APPENDIX L contd...**

##### **Loss of Revenue.**

Renews annually 1 April.

Replaces income generated from the hire of facilities to external organisations, which would be lost in the event of fire or other damage to school buildings. Limit per incident £5,000.

Schools are sent details annually prior to renewal.

### **Motor**

Renews annually 29 September

Provides fully comprehensive motor insurance for school owned vehicles. £250 excess per incident applies.

Schools are sent details annually following renewal.

### **On site Personal Accident for Pupils**

Renews annually 1 September

Cover is in force whilst pupils are on site and whilst commuting between home and school.

The premium cannot be financed from the school budget; it must be paid for from private funds.

Schools are sent details annually prior to renewal.

### **School Trip/Off site**

Renews annually 1 September.

Provides travel insurance for all off site visits including day trips, residential, overseas and away sporting fixtures.

Schools are sent details annually following renewal.

### **Third Party Hirers**

Renews annually 29 September.

Public liability covers for hirers of school premises that do not hold their own insurance. Schools charge an additional fee to hirers to affect the cover and there is no cost to the school.

Schools hold details in the Casual Lettings: The Hiring out of School Facilities policy document.

Hirers excluded from the cover:

Political Parties.

Professional entertainment groups/individuals.

Groups or individuals whose activities involve the generation of heat (blow torches, blow lamps, heat generating equipment)

All martial arts group.

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<sup>1</sup> WCC financial regulations and standing orders are available from Worcestershire County Council's website @ [www.worcestershire.gov.uk](http://www.worcestershire.gov.uk)

<sup>2</sup> A copy of Worcestershire's Fair Funding Scheme for Financing Maintained Schools is available from the Liberata Schools Finance Team 01905 676224

<sup>3</sup> A Guide to taking minutes for meetings of the Governing Body and its Committees can be requested from Babcock Prime Governor Services.

<sup>4</sup> Further guidance and pro-forma for registering business interests are available from Babcock Prime Governor Services

Resource document R81 General Code of conduct and registration of interests for senior staff (2005).

<sup>5</sup> Budget profiling is an accounting term meaning a forecast of spending or income at different times during a year. Comparison with it helps managers to detect when the budget starts to get off track and hopefully allows enough time for corrective actions to be taken i.e. it serves as an early warning system.

<sup>6</sup> Guidance for cash flow management and a cash flow pro-forma is available in resource document R23A on the archived FMSiS website.

<sup>7</sup> The school should have a policy on “reserves” which has been explicitly agreed by the Governing Body, at a level they feel is justified for their school. This should be minuted.

16. WCC challenge schools with excess surplus balances. Using DfE guidelines a school's uncommitted surplus balance should be no more than 8% for Nursery, Primary and Special schools and 5% for Secondary schools of in-year funding. In recognition that there are small primary schools in Worcestershire for which an 8% carry forward would be insufficient, the cost of one full time teacher at the top of the main scale (plus on-costs), is also allowed.

Local Authorities are authorised to claw-back surplus balances that are not permitted under their Scheme for Financing Schools. Permitted balances include prior year commitments; unspent grants and funds for other specific purposes agreed by the Local Authority (e.g. building works). Schools will be able to build up reserves towards particular projects but cannot defer implementation indefinitely.

Schools with uncommitted surplus balances in excess of the above limits and not subject to formal re-organisation may be asked to complete pro-forma providing details of how they intend to spend their surplus. Financial records will be examined to see if this happens.

<sup>9</sup> For further advice, please contact Place Partnership Limited.

<sup>10</sup> Further guidance on leasing and a leasing assessment form is available from the Liberata Schools Finance Team 01905 676224

<sup>11</sup> You can download the financial management skills matrix for governors from, the "Additional Resources" page in the "Support Notes" section of the DfE SFVS webpages.

<sup>12</sup> Writing off debts - where a school has its own bank account, the Governing Body is authorised to write off debts up to a level stipulated by the Chief Finance Officer, but must notify the Authority of any debts approved for write off. The current limit is set at debts up to and including £250. In the case of larger debts and for schools who do not have their own bank account, the school cannot write off these debts but must carry out procedures set out in WCC Financial Regulations and WCC Accounting Instructions. Governors can recommend writing off a debt but must notify Financial Services who has authority to approve that the debt is written off.

<sup>13</sup> Most of the Banking Section G is clearly directly applicable for bank account schools, but is also relevant for schools' Imprest accounts.

<sup>14</sup> Details of the LA loan Scheme are available from the Liberata Schools Finance Team 01905 676224. Loans are available for larger purchases, to spread the cost over 2-4 years.

<sup>15</sup> For further guidance on VAT, please contact the WCC VAT officer. WCC's "Accounting for VAT in schools" publication is available from the Liberata Schools Finance Team 01905 676224

<sup>16</sup> For further guidance on Income tax, please phone your normal contact in payroll.

<sup>17</sup>

- **Inspection of CIS Vouchers** -Subcontractors will no longer provide vouchers for inspection. Where appropriate, CIS status verification will be performed centrally by the Revenue Section in Financial Services via HMRC's online service.
- **Exemption for LA Schools** - Schools are not required to operate CIS provided that the construction work is commissioned by the School Governors, the Head Teacher, or a member of staff exercising the delegated authority of the Head Teacher **and** payment for the construction work is to be made from the school's delegated budget.
- **School Construction Work that is Not Exempt** - CIS is to be operated for school construction work when any of the following criteria is met - the construction work is commissioned centrally by the LEA or payment for the construction work is to be made from a centrally-managed budget.

Further guidance is available from the Revenue Officer.

<sup>18</sup> The current Inventory limit as given in WCC Accounting Instructions (1994) is £25. Internal Audit has advised that it would be reasonable for Governors to increase this limit to £100 if this is more practical for the school i.e. only include items with replacement value of £100 in your inventory. Schools may choose to include desirable items of a lower value

<sup>19</sup> Schools are required to notify the Data Protection Commissioner where the activities they are engaged in are covered by the Data Protection legislation e.g. pupil records. Further details are available from the DfE website under Data Protection.

<sup>20</sup> The Procurement code for Worcestershire County Council is available on WCC's website @ [www.worcestershire.gov.uk/tendering](http://www.worcestershire.gov.uk/tendering).

<sup>21</sup> Further guidance on financial benchmarking is available from the DfE Schools Financial Benchmarking website. The Liberata Schools Finance Team will publish benchmarking information for Worcestershire schools based on Consistent Financial Reporting data for maintained schools. This is available for the Liberata Schools Finance Team 01905 676224

<sup>21</sup> WCC financial regulations and standing orders are available from Worcestershire County Council's website @ [www.worcestershire.gov.uk](http://www.worcestershire.gov.uk)

<sup>21</sup> A copy of Worcestershire's Fair Funding Scheme for Financing Maintained Schools is available from the Liberata Schools Finance Team 01905 676224

<sup>21</sup> Further guidance on the School Improvement Plan/School Development Plan, linking the budget to school improvement is available in Summary Document S1.5 The School Development Plan on the FMSiS National Archives Website

<sup>21</sup> Roles and Responsibilities i.e. written statement of roles and responsibilities of Headteacher and staff with a finance management responsibility. Include a Staff structure chart.

<sup>21</sup> Further guidance on lettings can be found in the publication "Casual Lettings – The Hiring Out of School Facilities Lettings Policy" Available from the Liberata Schools Finance Team 01905 676224

<sup>21</sup> Guidance about Charges and allowances can be found in the "Information for parents' booklet" This explains when charges can or cannot be made e.g. for instrumental music tuition, residential activities, swimming, examinations, school meals and milk, etc. and gives guidance on charges for families on low income. The Charges and Remissions policy should be available to parents and carers.

Available on the WCC website: Schools/School Admissions/School Admissions Booklet & Guides

Guidance notes on Charges & Remissions are also available from Babcock Prime Governor Services

The school should also have a policy on charges for staff e.g. private phone calls, photocopying etc. in their Staff handbook.

<sup>21</sup> Further guidance on Asset Management Plans is available from Nicola Parkin, the Asset Management Officer at Place Partnership Limited

<sup>21</sup> Further guidance on what should be included in you ICT Policy & Acceptable Use Policy is available from IBS Schools (CAPITA).

<sup>21</sup> For advice on insurance matters, please contact Karen Seabright, Insurance Officer

<sup>21</sup> The Finance Policy should be updated and reviewed annually by Governors.

<sup>21</sup> A Guide to taking minutes for meetings of the Governing Body and its Committees can be requested from Babcock Prime Governor Services.

<sup>21</sup> Further guidance and a pro-forma for registering business interests are available from Babcock Prime Governor Services

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<sup>21</sup> Further guidance on leasing and a leasing assessment form is available from the Liberata Schools Finance Team 01905 676224

<sup>21</sup> The Procurement Card Policy and Procedures documents are available from the Liberata Schools Finance Team 01905 676224

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Further guidance is available from the Revenue Officer.

<sup>21</sup> "School Private Funds – "Instructions for the Management of School Funds" is available from the Liberata Schools Finance Team 01905 676224.

<sup>21</sup> A summary of key requirements under Charity Law applicable to schools voluntary funds is available from the Charities Commission Website.

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