

Decision Maker: Children, Education and Families PDS

Date: Thursday 30th January 2020

Decision Type: Non-Urgent Non-Executive Non-Key

Title: FINAL INVESTIGATION REPORT: ST. OLAVE'S GRAMMAR SCHOOL

Contact Officer: Jared Nehra Director of Education
Tel: 020 8313 4804 E-mail: jared.nehra@bromley.gov.uk

Chief Officer: Janet Bailey, Director of Children's Services

Ward: All wards

1. Reason for report

- 1.1 To provide Members with a final update on the actions taken to address the recommendations made in the independent Report of Investigation into St. Olave's Grammar School issued in July 2018.
- 1.2 Independent monitoring has been undertaken by an experienced School Improvement Partner (SIP), jointly appointed by the school and Local Authority. A final review was undertaken with participation by the school, Local Authority, Rochester Diocesan Board of Education and the Foundation Trust.
- 1.3 The School Improvement Partner reports that all of the 49 recommendations have now been completed.

2. RECOMMENDATION(S)

The Education, Children and Families Select Committee is asked to:

- (i) note the final independent (i) monitoring report on the implementation of recommendations arising from the St. Olave's investigation report.
- (ii) agree to close the Investigation into St. Olave's Grammar School.

Impact on Vulnerable Adults and Children

1. Summary of Impact: The investigation considered some key policies and practice at St. Olave's Grammar School and their impact on the children that the school serves
-

Corporate Policy. Policy Status: Not Applicable:

2. BBB Priority: Children and Young People
-

Financial

1. Cost of proposal: Not Applicable:
 2. Ongoing costs: Not Applicable:
 3. Budget head/performance centre:
 4. Total current budget for this head: £
 5. Source of funding:
-

Personnel

1. Number of staff (current and additional): N/A
 2. If from existing staff resources, number of staff hours:
-

Legal

1. Legal Requirement: None:
 2. Call-in: Not Applicable:
-

Procurement

1. Summary of Procurement Implications: N/A
-

Customer Impact

1. Estimated number of users/beneficiaries (current and projected):
-

Ward Councillor Views

1. Have Ward Councillors been asked for comments? Not Applicable
2. Summary of Ward Councillors comments: N/A

3. BACKGROUND

- 3.1 At its meeting of 13 March 2019, the Education, Children and Families Select Committee received a report from the Director of Education, providing Members with an update on the recommendations from the independent Report of Investigation into St. Olave's Grammar School.
- 3.2 The independent investigation report made 49 recommendations for the school, its Governing Body, the Diocese and Local Authority to implement. At the time of the March Select Committee, 30 recommendations were completed and 19 were in progress.
- 3.3 The Education, Children and Families Select Committee agreed to request a further update from the Director of Education, following completion of the final review.

4. Independent Monitoring Arrangements

- 4.1 An experienced School Improvement Partner (SIP) was jointly appointed by the school and Local Authority to undertake monitoring of the implementation of the recommendations. This process has been thorough and robust, with evidence required to demonstrate that a recommendation is completed or underway.
- 4.2 The SIP has met regularly with school leaders to consider the school's evidence of progress against the recommendations. The SIP has also considered the evidence submitted to date by the Local Authority in meeting the eight recommendations which require the action of the Local Authority.
- 4.3 A final review has now been undertaken, at which the school leadership, Foundation Trust, Local Authority and Rochester Diocesan Board of Education were represented.

5 Implementation of Recommendations

- 5.1 The School Improvement Partner has provided a report summarising the progress made in implementing the recommendations. This report can be found at Appendix A.
- 5.2 The SIP's report outlines that all 49 recommendations have been completed with no actions remaining to be completed. This view is supported by officers, the school, Rochester Diocesan Board of Education and the Foundation Trust

6 Closure of the Investigation into St. Olave's Grammar School

- 6.1 The cultural change at St. Olave's has been identified by Ofsted, the independent School Improvement Partner and Officers. The school has an open and collaborative approach to working with the Local Authority and Diocese and an acceptance of external scrutiny and challenge as an important part of sustaining school improvement.
- 6.2 All actions requiring local authority action have also been completed, with external scrutiny completed by the SIP.
- 6.3 Formal closure of the investigation process will enable the school to move forward in the best interest of its pupils.

7 Impact on Vulnerable adults and children

- 7.1 The investigation considered some key policies and practice at St. Olave's Grammar School and their impact on the children that the school serves. The required actions have now been completed.

Non-Applicable Sections:	Policy Implications: Financial Implications: Personnel Implications: Legal Implications: Procurement Implications:
Background Documents: (Access via Contact Officer)	13 March 2019 Education, Children and Families Select Committee Report - Report of Investigation into St. Olave's Grammar School

Appendix A

Final Report on the Progress on Recommendations from the Report of Investigation into St. Olave's Grammar School

There have been monthly monitoring visits to the school to review the implementation of the recommendations of the investigation. Meetings with officers from London Borough of Bromley (LBB), Rochester Diocesan Board of Education (RDBE) and The Foundation Trust have also taken place to review progress with actions for them. Documentary evidence of the implementation of the recommendations has been reviewed carefully by the School Improvement Partner (SIP) in discussion with school leaders, governors and officers of RDBE and LBB. Monitoring has also involved stakeholder voice including that of senior leaders and some Heads of Faculty, governors, CEO of the Trust, Yr 11 (including those with lower internal examination results) and Sixth Form pupils and the Chair Parents' Association.

There is a new Headteacher, Deputy Head, Assistant Headteacher and Business Manager (including internal and external candidates) and there have been many changes to the Governing Body since the investigation report. The SIP reports that school leaders and governors have continued to take the implementation of recommendations seriously, with a focus on insuring the impact of the actions is sustained into the future.

Ofsted conducted a two day section 8 inspection of the school in February, with 4 inspectors. The findings of the inspection confirm those reported by the SIP. Inspectors thoroughly reviewed the effectiveness of leadership and governance; policies for examination entry and entry into, support with and progression within the sixth form; safeguarding with a focus on pupils emotional, physical and mental well-being. Ofsted judged that safeguarding is effective and graded the school's overall effectiveness as outstanding. The inspection reports comments on the 'transformation of leadership and governance' and it notes 'that the local authority's SIP has also carefully checked that previous practices have ceased'.

The monitoring of the SIP coupled with the view of the Director of Education of LBB, Director of Education of RDBE and CEO of the Foundation is that progress on all 49 recommendations is now complete. A very small number have been considered as complete as they are part of an annual cycle which has not yet concluded. They are considered complete as a significant majority of work has been already undertaken and this fulfils the requirements of the recommendation. However, the final stage in an annual cycle may not yet have taken place. This has been identified below, wherever relevant. The School Improvement Partner will monitor full completion of these recommendations and that all others are sustained as part of her ongoing work with the school.

No. 1	For any future proposed variation in Admissions policy, the school's communication system to contact all parents should be used, to send them the proposal in full and invite their comments.
Commentary	All parents have been informed of proposed admissions changes for 2019-2020 and 2020-2021 through a range of electronic means including newsletters and the website. Parents have been able to view the full proposals and have been invited to make comments. The number of responses (100 for proposed changes to entry criteria in 2019-20 and 7 for widening access for disadvantaged pupils in 2020-21) would indicate this has been successful. Ofsted inspection notes that, 'the consultation on the revised policy for entry into the sixth form for 2019/20 was carried out properly and resulted in some amendments being made to

	the final policy.'
Status	Complete
No. 2	That the Local Authority, for schools for which it handles the statutory consultation on Admissions, reviews the advice it gives to schools to include ensuring the parent body is given full details of the proposed changes and then monitors that this is done.
Commentary	The LA has carried out a very comprehensive review of guidance to all schools consulting on admissions, which clearly states that, 'All admission authorities must consult with parents of pupils currently attending the school (e.g. through pupil mail)'. The revised guidance has been shared with schools and will be sent to them annually in September. The LA no longer handles the statutory admissions for any LBB school and therefore is not responsible for monitoring that parents have been consulted.
Status	Complete
No. 3	That the governors monitor closely the numbers of boys who are not able to progress into the Sixth Form based on the current criteria for admission into Year 12 and review whether they want a further round of selection at 16 or to be a school that welcomes and aims to keep all Year 7 pupils who want to stay into Year 13, with entry requirements that reflect that aim, as their neighbouring girls' grammar school does.
Commentary	Governors are closely monitoring the number of boys with forecast and actual outcomes that would not permit them to enter the Sixth Form based on its admissions criteria. Governors have carefully reviewed Year 12 entry requirements and, following consultation, reduced them from 64 to 63 points over 9 subjects, with further flexibility to consider pupils who fall slightly below this threshold. A much reduced number of pupils did not reach this standard in 2018, 9 pupils (7.5% of cohort), two of whom were offered places to remain. Governors will keep entry requirements under review as they remain at the higher end for grammar schools.
Status	Complete
No. 4	That Governors clarify exactly what the policy will be for transition from Year 12 to 13 from now on, given that the description of 'counselling out' given in the minute of September 13th and 20th 2017 Governing Body meetings when it had been agreed to stop the previous policy did not make it clear what, if anything, would replace it.
Commentary	It has been clarified by governors and to parents that 'all pupils admitted to Year 12 wishing to continue their studies into Year 13 may be able to do so, irrespective of outcome in Year 12 exams'. Pupil voice confirms that counselling out no longer happens. Two pupils left at the end of Year 12 and one during Year 13; this was a parental decision and not that of the school. Ofsted 'found no evidence of pupils being stopped from moving to Year 13'. High retention rate and policy change demonstrates positive impact.
Status	Complete
No. 5	That in the light of the effect of a number of individuals of their poor performance in maths, and in light of the large numbers taking this subject, that governors consider commissioning a review of the maths department and provision, including some external challenge, to identify if it requires improvement.
Commentary	Governors approved an external review of the maths department. The review took place in February 2019. The review included

	some external challenge. Priorities for improvement include consistency of teaching, time given to A Level Further Maths and use of software. The school is acting on the recommendations and there will be some staff change in September. Ofsted judged the overall effectiveness of the school to be outstanding. Monitoring of teaching and learning in maths was included in this judgment.
Status	Complete
No. 6	That where it would still be useful to the pupil, the 2017 summer term internal school exam papers should be given back to the pupils and gone through with them.
Commentary	The report was published after the Year 13 students who had sat internal examinations in 2017, had left school. 2017 exam papers have been returned on request although some had been destroyed as the school believed they were no longer needed. Most importantly, the culture of the school has changed. For the January 2019 mock examinations, all teachers were advised on how to give feedback and they were instructed to return all Year 11 and 13 papers. Sixth Formers have confirmed that papers are now being returned and gone through with them.
Status	Complete as far as it can be and as overall as practice has changed
No. 7	To restore confidence in the Complaints Policy and move from a situation where people do not think it is worth complaining because they won't be given a hearing. <ul style="list-style-type: none"> - That the Complaints Policy and procedures be rewritten in line with good practice - That a positive effort is made to ensure that staff, parents and the wider school community are aware that there is a completely new Complaints Policy - That complaints should be a standing item on every full Governing Body Agenda where the number and nature of formal complaints to the Headteacher and Governors, received since the last meeting, are reported - That the new Complaints Policy and the Whistleblowing Policy be looked at together to ensure clarity on the appropriate circumstances for the use of each one
Commentary	<ul style="list-style-type: none"> - The school undertook an initial revision of its Complaints Policy prior to publication of the report, which addressed a number of weaknesses in the previous policy. A completely new policy was written for approval by governors on 6 March 2019 – the school is awaiting copy of the minutes of this meeting. This has been informed by the latest DfE guidance of January 2019 and other sources of good practice. The draft policy fully address concerns raised about the previous policy. - The Headteacher's newsletter in September 2018 and April 2019 reminded staff, parents and the wider school community of the school's complaints policy on the website. - Following the publication of the report, complaints are a standing item of full Governing Body agenda under confidential items. Complaints have been discussed at GB meeting and reported in confidential minutes but not in those published on the school's website. - The school has drawn up a new Whistleblowing Policy using guidance from the DfE and LA. The draft policy has been discussed with staff and the relevant governors' committee. It was presented for ratification at the meeting on 6 March 2019 - the school is awaiting copy of the minutes of this meeting. Staff have received a copy of the updated Complaints Policy and Whistleblowing Policy and are aware of the appropriate circumstance to use each one.
Status	Complete

No. 8	That the policy of not allowing entry for individual subjects at A Level if a B grade is not obtained in the Year 13 mocks should stop and, if the school feels that it is in the best interests of the pupils to only sit 2 A Levels, that this should be discussed with the parent and pupil and their views should carry significant weight in the decision making. There should be no assumption by the school that if the school doesn't enter them they will be entered privately.
Commentary	The policy of not allowing A Level examination entry for students with grades below B in mock examinations stopped in 2017/18. The then acting Headteacher wrote to parents in November 2017 stating that, 'the school will not withdraw pupils from A Levels without pupil and parent permission'. Ofsted inspection confirms that there is no evidence of any deliberate attempt by school leaders in this academic year to manipulate pupils or students into not entering for examinations. From 2017/18 no pupil dropped from 3 to 2 A Levels and in 2018/19 one pupil dropped to two subjects at the request of the student and parent. Exam entry records confirm that students with mock examination grades well below grade B have been entered for examinations.
Status	Complete
No. 9	That the Year 11 policy of reviewing whether a pupil should drop an individual subject based on their performance in the Year 11 mocks, should be continued, but with more flexibility as to the criteria used. Consideration should be given to the possible effect on whether the pupil can achieve the 64 points required to enter the sixth form as well as whether dropping one subject will improve performance in others and/or have a beneficial effect on the pupil's wellbeing. As with Year 13, the views of the parents and pupil as to what is in the best interests of the pupil should be taken into account and should be a significant consideration.
Commentary	The policy of withdrawing pupils from GCSE entry based solely on mock performance has stopped and exam entry records confirm that pupils with all grades (including U) in mocks were entered for examinations. The school no longer withdraws pupils from GCSE examinations without pupil and parent permission and this is only considered where it may be supportive and in the best interests of the pupil after other measures have been tried. All Year 11 pupils have an individual supportive meeting with a member of staff following mocks to discuss A Level choices. This provides an opportunity to discuss dropping subjects and implications of this on sixth form entry. The small number of pupils choosing to withdraw from GCSE subjects in 2018 (four pupils dropped one subject and one pupil dropped two subjects) and 2019 (five pupils dropped one subject) shows positive impact.
Status	Complete
No. 10	That the Governing Body should inform the two parents who complained to the governors and then the DfE about the Year 13 subject ban, of the findings of the investigation, and apologise to them for the decision. The DfE should be informed of the investigation's disagreement with the DfE position.
Commentary	In July 2018, the school wrote a sincere apology to the parents of both pupils who complained about the Year 13 subject ban. The interim Director of Education confirms she wrote to the DfE highlighting this aspect of the findings of the investigation. The school also wrote to the DfE. Neither the school nor the Director received a substantive response from the DfE.
Status	Complete
No. 11	That the two companies, St. Olave's Management Services Ltd and St. Olave's Management Services (China), are closed

	and the IPR of St. Olave's is transferred to the Foundation	
Commentary	St Olave's Management Services (China) was dissolved on 6 th February 2018. It was not possible to wind up the other company due to a legal technicality as it holds intellectual property rights for the Foundation because the Foundation, as an unincorporated charity, cannot hold these rights and the process to move the Trust to a Charitable Incorporated Organisation (CIO) would take time. To address the concern behind the recommendation St Olave's Management Services Ltd was transferred to the Foundation Trust and the Headteacher and Business Manager are no longer involved in the company. The CEO of the Foundation confirmed that the Foundation had converted to a CIO and that lawyers have started work towards closing the company.	
Status		Considered complete as employees are no longer involved in the remaining company, which will soon be closed.
No. 12	That governors review staff contracts with a view to adding a section that makes clear what staff can and can't do in terms of paid employment in addition to their post at the school.	
Commentary	With the support of its HR provider, the school has revised the wording in all new staff employment contracts and this has been ratified by governors. Existing staff have also been informed of the change and are required to complete a pecuniary interest form. The expectation is further clarified in the staff handbook.	
Status		Complete
No. 13	That in the interests of transparency, the Governing Body considers again publishing the school's accounts.	
Commentary	The Finance Committee of the Governing Body agreed to publish the audited accounts on 28 February 2019 and the audited Financial Statements for year ending 31 March 2018 have been posted the school's website.	
Status		Complete
No. 14	That if there is no governor with suitable financial skills, the Governing Body considers co-opting a qualified accountant onto the Finance Committee.	
Commentary	Two new appointments to the Governing Body were made, effective from September 2018, with financial skills, including a chartered accountant. Both serve on the Resources (including finance) Committee of the Governing Body. Inspection noted that: 'New governors with much needed financial knowledge and skills have recently been added to the governing body'.	
Status		Complete
No. 15	That a review is undertaken of the current and projected financial position alongside spending pressures and priorities, separate from the budget setting, involving the new head when appointed and in consultation with the LA, as to likely future funding trends.	
Commentary	The school commissioned external support from LBB through School's Business Services to review its current and projected financial position and support further development in forecasting. The first visit confirmed that financial management systems are well set up and managed. An external Integral Curriculum Financial Planning supported the construction of a 3 year forecast as well as providing areas for possible efficiencies through a benchmarking exercise. With the support of LBB, the school has put systems in place to help it to produce a three to five year outlook that will support future monitoring, scenario planning and envisioning. Spending priorities are also being consulted on with staff, parents and students. Alongside this, work on the vision for	

	the school has taken place, with a visioning day early in the spring term, and prioritises for spending agreed by governors. The school improvement plan to reflect these priorities is being finalised. It will include a full curriculum review, which will inform future spending priorities. The Director of Education and Head of Finance of LBB met with the school following an Internal Audit Review on 4 February 2019 and wrote to the school on 14 June 2019 confirming that he and the Head of Finance 'are satisfactorily reassured of the school's financial position, in consideration of its reliable income streams, proposed future expenditure and capacity to achieve future efficiencies'.
Status	Complete
No. 16	That taking into account the outcome of the review, the level of parental contributions is reviewed, involving parents in any decision to change the level of contributions.
Commentary	The Business Manager wrote to parents in January 2019 inviting them to take part in short questionnaire 'to ensure that when the school requests money in future, that the level of the contribution is appropriate'. The questionnaire asked whether parents think £50 is too high, low or about right, what they think the contribution should be and for further comments about the voluntary fund. There were 115 responses, which were varied and offered not clear conclusion. The survey findings were discussed at the May Finance Committee and the full governing body approved their recommendation to keep the suggested level at £50. The school has revised the information on its website to clarify that the level is optional and 'any amount is welcome and no student will be treated unfairly should their family chose not to contribute'. The school is also strengthening the link between the voluntary fund and specific projects; informing parents of how their money is spent.
Status	Complete
No. 17	That further work is done, led by the Chief Executive of the Foundation liaising with the auditors of the school's voluntary funds, to establish the position on the related party transactions to ensure that the school is not in breach of the accountancy rules on this.
Commentary	The Chief Executive of the Foundation led adaptations to the accounts produced by external auditors to include all related party transactions, specifically the funds held by the foundation, which were not previously included. The independent auditor's report to the Governing Body states, 'accounts have been prepared in accordance with United Kingdom Generally Accepted Accounting Practice as amended where necessary by requirements of consistent financial reporting', confirming that the school is not in breach of accountancy rules.
Status	Complete
No. 18	That the LA audit recommendation that the IT contract should be tendered under EU rules be implemented.
Commentary	The school's current IT contract was due to end in August 2019. The school commissioned an independent specification report of its IT needs from a LA appointed surveyor. The surveyor visited the school in June 2018 but did not produce a report until January 2019, which has delayed start of the new IT contract until January 2020 due to the length of the tendering process, which has been mapped out and was further extended by the need to also procure a company to run the tender as the school does not have the necessary IT expertise. The school is has been in discussion with London Borough of Bromley's procurement team, to ensure the process is in-line with EU procurement regulations. The tendering process started in early July. The OJEU contract notice has

	been published confirming that the process is in-line with EU rules.	
Status		Complete
No. 19	The Governing Body adopts a code of conduct for governors, which includes governors' conduct during elections to the Governing Body.	
Commentary	The Governing Body adopted a code of conduct for governors in June 2018 prior to the publication of the report, which governors were asked to sign up to in September. The code of conduct reflected best practice but did not include reference to governors' conduct during governor elections. The code has since been further revised to incorporate this and was approved at the full Governing Body meeting on 5 June 2019.	
Status		Complete
No. 20	That legal advice is sought on the appropriate period of office of the current staff and parent governors following reconstitution in 2015.	
Commentary	Following guidance from the National Governors Association (NGA) and Octavo, information on terms of office for all governors, with specific reference to parent and staff governors, is now included in the governors' code of conduct. Governors are appointed an initial term of four years and appointments may be extended for a second term, which will be the normal maximum period. Parent governors must have a child at the school at the time of their election (or re-election), however they may continue their term if at any point they cease to have a child at the school. Staff appointments will normally be one four year term, with commitment to serve a minimum of one year. The Clerk discussed the incorrect decision for parent governors who remained on the Governing Body after reconstitution to start their office afresh with the parent governors concerned and they resigned – one has been co-opted back onto the Governing Body and the other's original term would end in September 2019. New parent governor elections were held following the resignations. The resignations of governors now make legal advice superfluous.	
Status		Complete
No. 21	That the role of the clerk is recognised by the Governing Body as being the authority on process and education law.	
Commentary	The Governing Body confirmed in the meeting of 7 November 2018 that they consider the Clerk to be the Governing Body's authority on process and educational law.	
Status		Complete
No. 22	That the clerk reviews the situation regarding the length served by all the current governors and issues a timetable showing when the period of office for each one is due to be renewed or to cease, using the recommended 2 terms (8 years) as the normal maximum, with the case for any exceptions to go to the full Governing Body, from which the governor under discussion should withdraw for that item.	
Commentary	The Clerk has reviewed the terms of service of all governors, which is published on the school's website. This shows when the current term of service ends and when a second term office would conclude. The Clerk flags up governors coming to the end of their first or second term of service to the Chairman of Governors. No governors are serving beyond the end of their second term.	
Status		Complete

No. 23	That the LA nominate to the longstanding LA vacancy on the Governing Body taking into account the skills being sought by the Governing Body.
Commentary	The LA nominee was appointed to the Governing Body in November 2017, prior to the publication of the report, to fill the vacancy of the LA Governor. Following publication of the report, a skills audit has been undertaken by the governing body. The LA Governor resigned on 14 May 2019 and LBB made a formal nomination of LA Governor to St. Olave's Grammar School on 31 July, having considered the comments made by the Governing Body following its skills audit. The Governing Body appointed the nominated Governor at its first meeting of the 2019/20 school year.
Status	Complete
No. 24	That the PA constitution be reviewed with a view to making it clear that the role of the Head as President of the PA is not an operational one.
Commentary	The minutes of the November PA AGM note that, 'the Head avowed in his speech that his role as President on the PA is not an operational one.' A new constitution, which removes mention of the Head having an operational role was 'unanimously approved' by the PA on 13 February 2019. The new constitution clarifies the role of the Headteacher as President of the PA 'to offer guidance on how resources might be used to benefit students'. It also states that staff do not have voting rights and the President is not included in the list of officers managing and controlling the PA.
Status	Complete
No. 25	That the clerk undertakes a skills audit of the Governing Body to identify any gaps on the Governing Body, which should be filled either by co-option to the full Governing Body or by adding non governors as co-optees on sub committees if specific areas of expertise are required.
Commentary	A skills audit, based on an exemplar from 'The Key', has been completed by members of the governing body. The findings of the skills audit were discussed by the full governing body in June 2019. There have been three resignations from the Governing Body in the summer term. The skills audit has been used by the Chair and RDBE Director of Education to fill one of these vacancies with the appointment to the board of a new member with the property/facilities management expertise to fill the main gap on the skills audit. The skills audit has also been used to inform nomination of a new LA governor. The skills audit will also be used to inform recruitment to the recent vacant post of parent governor and to identify training opportunities. Once recruitment to the vacant places on the Governing Body has taken place, any remaining skills gaps would be met through co-option of individuals with the relevant expertise to the full Governing Body or its committees.
Status	Complete
No. 26	That the Governing Body commit to a programme of in service training, bought in from the LA or other providers, to ensure that Governors are up to date with matters pertaining to how they should be carrying out their role and specifics relating to current educational policies and practices.
Commentary	A number of governors were relatively new to governance at the start of the school year. Whilst they bring professional skills to build a high performing Governing Body, there is a need to deepen understanding of school governance. Training is being

	delivered through training events for all governors, individuals' attendance at courses and use of on-line training. The school has bought the full Governor Services package from Octavo, the LA's Governor Services provider. The whole Governing Body has received training in September, January and June, which included safeguarding, the role of a governor and the new inspection framework. A former Regional Director of Ofsted is supporting delivery of this programme. The Diocese has also supported governor training. The Clerk is recording training undertaken by individuals, which is largely in line with the minimum expectation of 6 hours of training undertaken by each member per year. A governor has been assigned responsibility for leading on training and development. This governor has put an induction check list in place, undertaken training audits for all governors and is compiling individual training plans. Training is a standing item on meeting agenda.
Status	<input type="checkbox"/> Complete
No. 27	That the school subscribes on behalf of governors to the membership of the National Governors Association and the governors section of The Key, and arranges for governors to receive their regular email updates on governance related matters.
Commentary	The school has subscribed to the National Governance Association and The Key on behalf of all members of the Governing Body. The Business Manager is checking that all governors are signed up and receiving emails directly from these organisations.
Status	<input type="checkbox"/> Complete
No. 28	That governors consider appointing a School Improvement Partner (SIP) as an external critical friend to the Head and to the Governing Body.
Commentary	An experienced SIP has been appointed with the approval of the Chair of Governors. The SIP's programme includes: evaluating performance, offering external challenge and guidance for further improvement. The SIP is also visiting the school regularly to monitor progress in implementing the recommendations from the investigation. Senior Leaders and governors commented during inspection of the impact of the support and challenge offered over a wide range of aspects of the school's overall effectiveness.
Status	<input type="checkbox"/> Complete
No. 29	That all governors are given a school email address which is made public on the website.
Commentary	All governors have school email addresses, which are published on the school's website alongside a biography of each governor.
Status	<input type="checkbox"/> Complete
No. 30	That non-confidential minutes of the Governing Body are published on the School's website.
Commentary	Non-confidential minutes of the full Governing Body are now published on the school's website, once approved at the following Governing Body meeting.
Status	<input type="checkbox"/> Complete
No. 31	That governors review the position of external adviser on the Head's performance management and ensure that the full Governing Body receives a report on targets and to what extent they have been met.
Commentary	Lead Associate Consultant for School Improvement for the Rochester Diocesan Board of Education was commissioned as

	external adviser to the Governing Body for the Head's performance management. Targets were set in the autumn and a mid-year review took place in May. The school has sought HR advice on the level of detail to share with the Governing Body to avoid the risk of tainting the board. The HT's targets were shared appropriately at the June full Governing Body meeting. A full review of the 2018/19 targets and setting of new objectives for the 2019/20 academic year took place after publication of 2019 results. The progress on the targets was shared with the full Governing Body, in-line with HR guidance received.
Status	 Complete
No. 32	That the Governing Body adopts a protocol for governors' visits to school as guidance for the way in which visits are carried out and reported.
Commentary	The Curriculum and Personnel Committee has discussed governor monitoring visits and agreed a protocol, guidance and visit record template. The Ofsted inspection noted that: 'There has been a huge cultural shift in governance. Governors have significantly improved their practices on holding leaders to account and their checks on the accuracy of what they are being told. Governors now choose to visit the school, to look and listen for themselves'. An inspection priority for improvement is that this monitoring is made more systematic and linked to the school improvement plan. The protocol has had some further revision to reflect this. Monitoring visits are regularly conducted and findings are shared a governing body meetings. The recommendation has been acted upon and SIP will monitor further development in governor monitoring in the coming year.
Status	 Complete
No. 33	That the Governing Body introduces a process of annual self-review.
Commentary	Minutes of the Governing Body meeting of 7 November 2018 show governors are committed to a process of annual self-review. In January and June 2019 a former Regional Director of Ofsted provided training on the role of a governor, which included the importance of governor self-review and action planning to further strengthen governance. Following this, an experienced facilitator of governor reviews was commissioned to work with governors to conduct a comprehensive self-evaluation of the Governing Body. This took place on 1 July 2019. Priorities for improvement from the self-evaluation exercise have informed the school improvement plan. The cycles of governor self-review and development planning will be repeated annually.
Status	 Complete
No. 34	That, if any parents feel that their child's case should have been referred as a safeguarding issue because of the effect on their mental or emotional health and wellbeing, the local authority should provide a contact person with whom they can get in touch to discuss their case.
Commentary	The Head wrote to all parents of pupils who had not been allowed to progress from Year 12 to Year 13 in July 2018 for the three years the policy was in place saying, 'If you feel that your son/daughter's case should have been referred to as a safeguarding issue because of the effect on their mental or emotional health and well-being, please do contact the Local Authority's safeguarding team LADO@bromley.gov.uk '. The LA responded to the three enquiries it received. Current parents and pupils can access information about the LADO and contact details on the school's website, at reception, on posters around the school and in pupils' planners. Reminders of contact details of those responsible for safeguarding, including the LADO, have also been provided in the Headteacher's newsletter on 5 April 2019.

Status		Complete
No. 35	That Governors consider increasing the amount of time available for pastoral support, both internal and external.	
Commentary	The school has increased the amount of time internally available for pastoral support by reducing the teaching commitment of the Assistant Headteacher (Pastoral), Deputy DSL and Chaplain. The amount of external counselling has been increased from one to three days with male and now also female counsellors from Bromley Y. The Assistant Headteacher (Pastoral) provides guidance to staff to develop their pastoral skills and understanding of support systems available to students. Pastoral leaders have time to plan the PSHE curriculum together. Pupils' planners and information around the school show who pupils can talk to and how to contact them. Sixth Form students reported an increase in internal and external pastoral support and a significant reduction in stress related to academic work and/or school. The Ofsted inspection record recognises strong improvement in this area, the comprehensive package of support available to pupils and that pupils value the pastoral care and education.	
Status		Complete
No. 36	That the school acknowledges and apologises to the parents and pupils who were wrongly and illegally not allowed to progress into Year 13 for the three years that the 3Bs policy was in place.	
Commentary	In July 2018 the Head wrote to apologise to the 44 pupils who were not allowed to progress from Year 12 into Year 13 from 2015 to 2017. The school also wrote to their parents. Letters acknowledged that this 'should never have happened'.	
Status		Complete
No. 37	That there should be a shadow structure of posts and their remuneration which is known to all staff.	
Commentary	The school has published an overall structure of posts in the school and their financial recognition, addressing the concern that management responsibilities were not transparent. Allowances for some posts have been increased for parity with similar roles and management posts are appointed permanently, wherever possible, addressing further concerns raised by the investigation. Management costs are higher than average. The pay policy is kept under annual review by the governing body.	
Status		Complete
No. 38	That consideration is given to setting up a small working group to look at formalising in writing the consultation mechanisms for the school, including through management meetings, staff association, unions and staff governors with a view to staff feeling consulted and part of decision making.	
Commentary	The staff governor has led a work on the production of a staff consultation policy. Staff forums before parents meetings have been introduced and greater use is being made of staff meetings time for staff consultation. The Headteacher has also introduced half termly consultation with a Joint Consultative Group of union representatives. The Business Manager chairs monthly meetings for support staff voice to be heard formally as well as clarifying alternative routes for concerns to be raised confidentially through a support staff liaison representative.	
Status		Complete
No. 39	That there should be a teacher governor co-opted onto the Governing Body to join the support staff governor so that	

	staff do not feel they have to try to approach individual governors or the Governing Body as a whole to be heard.	
Commentary	A teacher put forward by teaching staff was co-opted to the Governing Body in November 2017. In May 2018 a second member of teaching staff was elected as staff governor, when the term of office of the previous staff governor ended.	
Status		Complete
No. 40	That the school review its arrangements for HR support and introduce a system of exit interviews.	
Commentary	The school has conducted an internal review of its HR arrangements. External expertise was been commissioned to support the school address findings of the review. Following this the school has assigned responsibility for HR administration to a member of support staff and increased its level of cover with its HR provider. As part of its internal review of HR arrangements the school contacted 5 possible providers of future external HR support, and after careful consideration decided to remain with its current provider, Liberata. Exit interviews were introduced in July 2018, using guidance from the school's HR provider. Governors have agreed for exit interviews to be a standing item on the Curriculum and Personnel Committee agenda.	
Status		Complete
No. 41	That the LA responds formally to schools' consultations on admissions arrangements, including the LA's confirmation that the arrangements comply with the Admissions Code of Practice.	
Commentary	The Director of Education of LBB has overseen a full revision of the consultation process, with clear work flow diagrams for officers responsible for admissions and comprehensive guidance for schools. Consultation now includes an informal response from the LA on the schools proposal prior to the formal consultation period, as well as a formal response during the consultation period. Standard letters have also been produced for the formal stage, which clearly state whether the LBB confirms that the school's proposed changes 'are compliant' or 'are not complaint' with the requirements of the Admissions Code. The LA also has strengthened the monitoring of its admissions processes.	
Status		Complete
No. 42	That the LA ensures that its method for nominating governors happens in a timely manner and takes into account the skills being sought by the Governing Body.	
Commentary	A LA governor was appointed to the school in November 2017 before the publication of the investigation report. In autumn 2018 the interim Director of Education reported that she had set out the expectation for the process of nominating LA governors, which includes that governing bodies will have carried out a skills audit and skills requested for LA nominees are clear. The LA governor resigned from the Governing Body on 14 May 2019 and LBB made a formal nomination of LA Governor to St. Olave's Grammar School on 31 July, having considered the comments made by the Governing Body following its skills audit. The Governor was duly appointed. The substantive Director of Education has further reviewed processes on nominating LA governors and the Executive Portfolio Holder has agreed a revised procedure, which is a much shorter process with due consideration of skills gaps. This came into effect from 1 August 2019. Monitoring evidence of the duration of LA Governor vacancies provided is for St Olave's only and does not include other maintained schools.	
Status		Complete

No. 43	That the LA works with the school to appoint a School Improvement Partner (SIP) to carry out an annual school performance review of this maintained school which draws on information about the whole life of the school, i.e. not reliant solely on examination results.	
Commentary	An experienced school improvement partner has been appointed by the LA and will conduct an annual performance review informed by seasonal visits to the school. Autumn and spring term visits have taken place and covered all aspects of overall effectiveness of the school. Ofsted inspection confirmed that, 'the SIP's work has a broad remit' and verbal feedback from inspectors, leaders and governors during inspection included the positive impact of this work.	
Status		Complete
No. 44	That the Diocese maintains a closer relationship with St Olave's school than has been the case since 2010.	
Commentary	The Head has been appointed to serve on the Rochester Diocesan Board of Education (RDBE) and the Chair of Governors is an Archdeacon and experienced school governor within the Diocese. The RDBE Director of Education has visited the school on a number of occasions and the school is working productively with officers from the Diocese including those involved in admissions, school improvement, governance and professional development. Staff are accessing an increased amount of training offered by the Diocese. The RDBE Director of Education reported of 'the warm reception and clearly improved communications'. Senior leaders value the support of the Diocese.	
Status		Complete
No. 45	That the Diocese Director of Education, LA Director of Education and Chief Executive of St. Olave's Foundation review the implementation of these recommendations and their impact on the life of the school, after 6 months and 12 months.	
Commentary	The RDBE Director of Education, LA Director of Education and Chief Executive of St. Olave's Foundation met on 21 January 2019 and 9 July to review the implementation of these recommendations with evidence provided by the SIP commissioned to monitor this work. The findings of the review are summarised in this report.	
Status		Complete
No. 46	That the Governing Body and SLT review the performance information presented to the Governing Body to ensure that Governors have a full and accurate picture of all aspects of the life of the school to evaluate the impact of their policies.	
Commentary	The Chair of Governors and Head have discussed the broad range of key performance indicators to be included in the Head's report to the Governing Body. The Head has also discussed the contents of his reports to governors with the SIP and adapted them to reflect best practice. The report includes information on admissions, staff and pupil attendance, quality of teaching, staff development, vulnerable groups including pupil premium, parental complaints, school finances, risks, stakeholder voice and external audit as well as student achievement information. The SIP will continue to support leaders to develop more evaluative reporting, focused on the impact of school improvement plan.	
Status		Complete
No. 47	That every effort is made by all groups of parents to draw a line under the splits revealed at the Annual General Meeting of the PA and to work together as a unified group in the interests of the pupils.	

Commentary	Following the publication of the investigation report, Parents Association (PA) minutes state, 'It was formally recognised that the PA had drawn a line under the splits revealed in the 2017 AGM, and that all the members were working together as a unified group'. Minutes of the Parents' Association Annual General Meeting in November 2018 note that, 'the Head recognised in the PA a group who were unified of purpose and acting in the interests of pupils'. The Chair of the PA has contributed significantly to the rebuilding of the PA as a unified group.
Status	 Complete
No. 48	That in the interests of restoring harmony in the school community and focusing on the future the organisers of the St Olave's Unofficial website are asked to close it down.
Commentary	The school has written to those believed to be organisers of the website asking them to close it down. The website remains live. It is the decision of the organisers, which is not under the control of the school or LBB, to close down the unofficial website. This recommendation has been met, in that the organisers of the unofficial website were asked, by the school, to close it down.
Status	 Complete
No. 49	To review the arrangements for student voice such that students' views are routinely fed through to and heard by senior managers and governors of the school, so that one off protest actioned are not deemed by the students to be necessary to get their views heard.
Commentary	The school conducted a review of student voice in the first half of the autumn term 2018. There were 593 responses. The majority of pupils now feel they have a voice and that if a student has a concern they will be listened to. Pupils noticed the change in style of the new Head. The Head and Assistant Head (Pastoral) attend half termly Lead Delegate meetings and the Head attends Year Group Delegate meetings for each year group on rotation. Sixth Form Association meetings are now supplemented by additional year group-specific meetings with heads of year. The fortnightly Senior Prefect Meetings with the Head and Head of Sixth Form have been repurposed for students to have a voice in school improvement. Governors, including the Chair of Governors have attended various meetings and the views of School Council are discussed at Governing Body meetings. Ofsted inspection commented that pupils said that their 'voice' was being heard much more so than it was previously. 'It is best summed up by pupils and students: without fail, they feel very well supported and listened to'. A student survey was conducted in March 2019 and findings shared with governors and in the school newsletter. 84% of pupils would recommend the school and 87% rate the overall performance of the school as at least good, with 50% stating it is outstanding. Outcomes of the survey have informed the new school improvement plan. The impact of improvements can be evidenced further in there having been no student protest actions since the publication report.
Status	 Complete