



Outcomes
First Group

Education Governance Policy 2026-2027

Policy Folder: Education

EDUCATION GOVERNANCE POLICY

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1.0 INTRODUCTION

The governance of the Outcomes First Group Schools is in place to underpin and monitor the operation and day to day leadership and management of each of our schools.

Governance serves to ensure that our schools are fully compliant with legislative and regulatory requirements. All of the Outcomes First Group Schools are registered as independent schools, all of which must fully comply with the Independent School Standards –The Education (Independent School Standards) Regulations (2014):

- Part 1: The quality of the education provided.
- Part 2: The spiritual, moral, social and cultural development of pupils.
- Part 3: The welfare, health and safety of pupils.
- Part 4: The suitability of staff, supply staff and Proprietors.
- Part 5: The premises and accommodation.
- Part 6: The provision of information; and
- Part 7: The manner in which complaints are handled.
- Part 8: The quality of Leadership and Management (inclusive of Governance)

2.0 LEGISLATION AND GUIDANCE

In England

- The Education (Independent School Standards) Regulations (2014)

- Education Inspection Handbook – Ofsted August 2023
- Non-association independent school inspection handbook - Ofsted April 2024

In Scotland

- A framework for evaluating the quality of services Education Scotland 2018 (Key area 9 in relation to Governance)
- How good is our school? Education Scotland 2015
- Education Scotland independent school Quality Improvement and Professional Engagement (QUIPE) visits – briefing note for headteachers.

In Wales

- The Independent School Standards (Wales) Education 2003
- Guidance Handbook for the Inspection of Independent Schools April 2024

3.0 PURPOSE OF GOVERNANCE

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

All boards have three core functions:

- 1.0 Ensuring clarity of vision, ethos and strategic direction.
- 2.0 Holding the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- 3.0 Overseeing the financial performance of the school and making sure its money is well spent.

4.0 THE KEY FEATURES OF EFFECTIVE GOVERNANCE

Effective governance is based on six key features:

Core pillars of the board's role and purpose	Strategic leadership	That sets and champions vision, ethos and strategy
	Accountability	That drives educational standards and financial performance
The way in which governance is organised	People	With the right skills, experience, qualities and capacity
	Structures	That reinforce clearly defined roles and responsibilities
Ensuring and improving the quality of governance	Compliance	With statutory and contractual requirements
	Evaluation	To monitor and improve the quality and impact of governance



5.0 STRUCTURE OF GOVERNANCE IN OUR SCHOOLS

Accountability is essential in the effective and compliant running of our schools. Our governance structure allows for a wider, shared understanding of each school through a supportive model that ensures that accountability and effectiveness sit not only within the school leadership/management team but in a wider capacity on a collaborative level. By providing the opportunity for open and transparent discussion with a range of professionals with a commitment to each school, we are able to monitor legal and regulatory compliance and also the overall performance standards of each educational establishment. The valuable input of each board member will help to monitor and promote excellence in a manner that ensures that school compliance and progression is not an insular and subjective process.

For these reasons, governance of each individual school will be determined by the organisation and educational leaders to ensure that it is appropriate and in accordance with the level of need of the school, regulatory compliance, level of risk and patterns and trends identified through reporting tools.

Governing Body Structure

- Regional Director (Chair)
- Headteacher
- Deputy Headteacher (where applicable)
- Clinical Lead (where applicable)
- Peer Governors
- Quality Team Member (as required)
- External Governor (where applicable)
- Parent Governor (where applicable)
- Staff Governor (where applicable)

On all Governing bodies, the Chair of Governors will have overarching responsibility for: Safeguarding (including PREVENT), Performance Management, Teaching & Learning, SEND/CLA, Personal development, behaviour and welfare, Health and Safety and Curriculum; with input and support from the wider governing board to allow for optimum performance and compliance. Some aspects of governance may be delegated to other governors, but this must always be made clear and recorded in the minutes of governance.

The principles and personal attributes that individuals bring to the board are as important as their skills and knowledge. These qualities enable board members to use their skills and knowledge to function well as part of a team and make an active contribution to effective governance.

All Governors who sit on the Governing bodies of our Schools should fulfil their duties in line with the seven principles of public life (the Nolan principles). They should also be mindful of their

responsibilities under equality legislation, recognising and encouraging diversity and inclusion. They should understand the impact of effective governance on the quality of education and on outcomes for all children and young people. In addition, all those involved in governance should be:

Committed Devoting the required time and energy to the role and ambitious to achieve best possible outcomes for young people. Prepared to give time, skills and knowledge to developing themselves and others in order to create highly effective governance.

Confident Of an independent mind, able to lead and contribute to courageous conversations, to express their opinion and to play an active role on the board.

Curious Possessing an enquiring mind and an analytical approach and understanding the value of meaningful questioning.

Challenging Providing appropriate challenge to the status quo, not taking information or data at face value and always driving for improvement.

Collaborative Prepared to listen to and work in partnership with others and understanding the importance of building strong working relationships within the board and with executive leaders, staff, parents and carers, pupils/students, the local community and employers.

Critical Understanding the value of critical friendship which enables both challenge and support, and self-reflective, pursuing learning and development opportunities to improve their own and whole board effectiveness.

Creative Able to challenge conventional wisdom and be open-minded about new approaches to problem-solving; recognising the value of innovation and creative thinking to organisational development and success.

All governors will be trained in safeguarding, including Prevent.

Governors in all Outcomes First Group Schools are required to attend three Governors meetings per year and conduct additional visits to the school throughout the year. They may also be asked to meet with the inspector during any regulatory body inspection and the Chair of Governors will attend the inspection feedback meeting at the end of the inspection.

6.0 OUTCOMES FIRST GROUP SCHOOL GOVERNANCE MODEL

Frequency	Meeting/Report
Weekly	Remote monitoring using Info Exchange/Sleuth/iSAMS/ by Regional Directors
Termly (3 times/year)	Headteacher's report to Governors (Appendix 1)
Termly (3 times/year)	Governors Meeting Agenda (Appendix 2)
Termly (3 times/year)	Operation and Quality Checklist (Completed via Info Exchange)
Ongoing	Each site will need to set up a Governance monitoring file in which to keep reports for the current academic year only (archived annually)

7.0 GOVERNANCE ORGANISATION

Each Outcomes First Group School is placed in a cluster with other schools. The Headteacher of each school acts as a Peer Governor for the other schools in the cluster.

Governance meetings for each of the schools in the cluster will be scheduled to take place termly (three times per year). The meetings for each of the schools in the cluster will take place on the same day. Meetings are held each term on a rota basis at each of the schools in a particular cluster, with the Regional Director (Chair of Governors) leading the agenda for each of their schools.

Headteachers from each school will submit a written report using a consistent template (Appendix 1) which will be submitted to all governors 2 weeks prior to the meeting taking place. This will enable the governors to prepare challenge and support questions ahead of the meeting.

Actions from the previous governance cycle will be reviewed at the start of each meeting and challenge and support questions will then be put to each Headteacher. This allows us to celebrate strengths and set targets for any areas that might be under development where it is felt the school might benefit from additional input and support. Through this process, we are able to set timely targets for each school as part of the continual drive to improve and hone practice. The meetings will follow a consistent agenda (Appendix 2).

The resulting responses, targets and commentaries from each meeting are recorded and minuted by a member of the admin team on the site hosting the governance cluster's meetings and sent out to each Headteacher and governing body within 5 working days of the meeting. The results are then fed into the National Performance Board (see section 9.0) held each term to review the governance process and discuss the findings, allowing for close monitoring of any targets and discussions around how the wider team can support, as appropriate.

8.0 PEER GOVERNOR VISITS

The Peer Governor visit model is an improvement approach for all of the schools within Outcomes First Group. It is designed to encourage innovation, collaboration and shared practice and to support the drive for improved standards across all of the schools that are part of the Outcomes First Group.

The aims of the visits are to:

- establish a distinctive approach to provider-to-provider support.
- adopt an approach to improvement that provides external support and challenge to all schools.
- embed an ambition of high aspiration and outstanding outcomes for all the children and young people in the schools in the region

Each Peer Governor will visit the schools they are clustered with termly (three times per year) to provide external support and challenge and to identify strengths, vulnerabilities and support needs. During each visit the Peer Governor will complete a record of their visit and findings and share their feedback with the headteacher and chair of governors. This can be added as an attachment to the Quality Checklist on Info Exchange. Alternatively, the peer governor can record their visit and notes on the Quality Checklist.

Additionally, each Peer Governor will attend the Governance Meetings of the other schools in the cluster, three times per year.

All other members of the Governing body should conduct visits to the school on at least an annual basis. This will enable all governors to see for themselves:

- How the school is implementing policies and procedures
- The effect that these are having in practice
- It also gives governors an opportunity to speak to pupils, staff and parents to gather their views.

Where possible, other Governors should provide a written summary to the Headteacher and Chair of Governors.

9.0 NATIONAL PERFORMANCE BOARD

The board is responsible for ensuring the quality and delivery of safe and excellent education services.

National Performance Board meetings are held each term to review the governance process and discuss the findings, allowing for the close monitoring of any targets and discussions around how the wider team can support, as appropriate.

The National Performance Board is chaired by the Director of Operations/Managing Director for Education on behalf of the Proprietor. The Group Quality and Compliance Director is the Vice Chair. Each Regional Director rates and discusses the key areas in their schools based on the information generated through governance and these ratings are then challenged and discussed. The Director of Operations/Managing Director then produces a summary for senior leaders/Executive Team that is shared and monitored for the maintenance of standards and any identified areas of improvement.

The Director of Operations/Managing Director produces a termly report for, and attends, the Independent Safeguarding and Quality Committee, comprising of an independent MP, two other independent external experts and the Group Quality and Compliance Director, ensuring that the overall process is governed by both internal and external professionals for objectivity and clarity. This further tier of scrutiny helps to ensure that the overall governance process is a robust one with valuable input across a range of expertise and specialisms.

**Termly Headteacher’s Report to
Governors**

School:
Date:

1. Quality of Education (max 4 sides of A4 + appendices)

1	Please comment on the overall quality of education in your setting , to include findings of your quality assurance process and how this information will be used to drive standards. Please also complete Governance Policy Appendix 4 , detailing your curriculum offer and current assessment of effectiveness (to be reported termly).
	What are you trying to achieve through your curriculum? (Intent), How is your curriculum being delivered? (Implementation), What difference is your curriculum making? (Impact) – Intent, Implementation and Impact need only be updated each September, unless there are significant changes at other points in the year.
	Details of QA Process that have been completed (to monitor the quality of education – intent, implementation and impact).
	Outcomes of QA, including strengths and areas to develop
	Analysis of data/progress, including interventions
	Evaluation
	Actions

2. Personal Development (max 2 sides of A4 + appendices)

2a	Please report on how the school ensures the following, including details, quality assurance and impact of offer:																				
	Citizenship, RE, PSHE, RSE																				
	Extra-Curricular / Opportunities to develop talents and interests.																				
	Responsible, respectful and active citizens, character development, assemblies, wider opportunities, SMSC, Fundamental British Values																				
	Inclusivity and Protected Characteristics																				
	Contextual Safeguarding, teaching of risks.																				
	Careers & Work Experience																				
2b	Pastoral Support – please report on the pastoral support available, how this is monitored and its impact																				
2c	Social Value evidenced through your curriculum – please fill in the table below (see supporting document – appendix 3)																				
	<table border="1"> <thead> <tr> <th data-bbox="150 1422 300 1624">Social Value Activity Ref No</th><th data-bbox="300 1422 406 1624">When did the activity take place?</th><th data-bbox="406 1422 542 1624">What was the activity?</th><th data-bbox="542 1422 667 1624">Where was the activity?</th><th data-bbox="667 1422 831 1624">Who benefitted from the activity (directly or Indirectly)?</th><th data-bbox="831 1422 954 1624">Who was involved in the activity?</th><th data-bbox="954 1422 1042 1624">How many hours did it take?</th><th data-bbox="1042 1422 1179 1624">What was the outcome?</th><th data-bbox="1179 1422 1289 1624">Was any money raised? If so, how much?</th><th data-bbox="1289 1422 1498 1624">Was any money donated? If so. How much?</th></tr> </thead> <tbody> <tr> <td data-bbox="150 1624 300 2051">EXAMPLE 1</td><td data-bbox="300 1624 406 2051">1st June 2021</td><td data-bbox="406 1624 542 2051">Litter Collection in forest</td><td data-bbox="542 1624 667 2051">Cumbria</td><td data-bbox="667 1624 831 2051">Rambles Bird watchers Other visitors Local Wildlife Trust Wildlife Environment</td><td data-bbox="831 1624 954 2051">5 Staff and 5 pupils</td><td data-bbox="954 1624 1042 2051">50 hours</td><td data-bbox="1042 1624 1179 2051">28 bags of rubbish were collected and taken to a local recycling centre</td><td data-bbox="1179 1624 1289 2051">No</td><td data-bbox="1289 1624 1498 2051">No</td></tr> </tbody> </table>	Social Value Activity Ref No	When did the activity take place?	What was the activity?	Where was the activity?	Who benefitted from the activity (directly or Indirectly)?	Who was involved in the activity?	How many hours did it take?	What was the outcome?	Was any money raised? If so, how much?	Was any money donated? If so. How much?	EXAMPLE 1	1 st June 2021	Litter Collection in forest	Cumbria	Rambles Bird watchers Other visitors Local Wildlife Trust Wildlife Environment	5 Staff and 5 pupils	50 hours	28 bags of rubbish were collected and taken to a local recycling centre	No	No
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EXAMPLE 1	1 st June 2021	Litter Collection in forest	Cumbria	Rambles Bird watchers Other visitors Local Wildlife Trust Wildlife Environment	5 Staff and 5 pupils	50 hours	28 bags of rubbish were collected and taken to a local recycling centre	No	No												

2 d	Clinical Governance - Please complete the below for each governance cycle. Your SENCo should be able to gather the number of targets within EHCPs and any referrals made outside of these targets. You should then be able to quantify the outcome of these targets and provide a % across the three outcome areas. Please include activities that includes indirect work, attending meetings or reviews, creating resources, staff training, as well as 1:1 clinical sessions.								
		Number Of Targets	Outcome of Targets (Stages of Outcome)						
			Not Met		Working Towards		Secure		
			Number	%	Number	%	Number	%	
	Specialist (1:1sessions with therapist)								
	Targeted (delivered by TA)								
	Universal (Environmental Audit)								
	Actions required to drive progress i.e. additional therapists (please state what roles are required), resources etc								
	CPD that has been provided to staff to support the therapeutic input and to ensure EHCP identified needs are met in all classroom activity.								
	Other comments Please include how well clinical services are integrated within the school and any clinical provision feedback i.e. parents/carers, young people, Local Authorities etc								

3. Behaviour and Attitudes (max 2 sides of A4 + appendices)

3 a	Pupil Attendance							
	Current Academic Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YTD
	Authorised							
	Unauthorised							

Overall							
Previous Academic Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YTD
Authorised							
Unauthorised							
Overall							

Please complete for the previous full term in which you are reporting.

Number on Roll	Overall % Attendance (2023/24)	Overall % Attendance	% of Persistent Absentees 50-90%	No. of Persistent Absentees 50-90%	% of Persistent Absentees	No. of Persistent Absentees	% of Pupils Attending Alternative Provision	No. of Pupils Attending Alternative Provision	No of Pupils on P/T Timetables	No of Pupils on New Starter Transition Timetables

Analysis and Evaluation

Please include the following in addition to the impact of actions taken:

- Details of pupils attending alternative provision, including the termly quality assurance that has taken place.

Number:

Rationale:

QA:

Communication with parents/carers:

Communication with LA/Social Worker:

Attendance to AP:

Review / Impact:

- Details of individual part time timetables.

Number:

Rationale:

Communication with parents/carers:

Communication with LA/Social Worker:

Attendance on timetable:

Review / Impact:

- Details of pupils on personalised transition plans.

Number:

	Rationale: Communication with parents/carers: Communication with LA/Social Worker: Attendance on transition plan: Review / Impact: - <i>Details of pupil on new starter transition plans. on part-time tables / personalised transition plans.</i> Number: Attendance on transition plan: Review / Impact: - <i>Analysis of attendance, this must include analysis of any particular groups of pupils (CLA, year groups)</i>		
	<i>Analysis of attendance for pupils below 90%, please include summary of attendance action plans and impact.</i>		
	Pupil Attendance <90%		
	Name	Attendance %	Comments/Interventions/Impact
3 b	Records and Analysis of Bullying, Discriminatory and Prejudiced Behaviour		

Records and Analysis of Bullying, Discriminatory and Prejudiced Behaviour – Summer Term 2021												
1. Records and Analysis of Sexual Harassment or Sexual Violence												
Total Incidents Last Term	Verbal Sexual Harassment			Physical Sexual Harassment			Sexual Violence			Attempted Sexual Violence		
Evaluation, Detail of Actions, Impact & Learning (please ensure confidentiality)												
2. Incidents defined as Bullying (See NSPCC Definition)												
Total Bullying incidents Last Term	Racist Bullying		Sexist Bullying		Disability Bullying		Homophobic Bullying		Biphobic Bullying		Transphobic Bullying	
Evaluation, Detail of Actions, Impact & Learning (please ensure confidentiality)												
3. Records and analysis of discriminatory and prejudiced behaviour, either directly or indirectly, including the use of derogatory language (any other significant events recorded on incident tracking systems not included in the data above)												
Total incidents	Racist		Sexist		Disability		Homophobic		Biphobic		Transphobic	
Evaluation, Detail of Actions, Impact & Learning (please ensure confidentiality)												
3c	Suspensions											
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Overall
Current year												
Previous year												
Analysis and Evaluation Please include the following in addition to the impact of actions taken and reintegration: - Number of pupils: - Total number of days: - Evaluation: - Impact:												

3d	Restrictive Physical Intervention (must include details of every ground hold and all holds resulting in injury to staff or child and /or complaint or LADO/safeguarding referral)											
Current Academic year	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Overall

RPI												
% of pupils contributing to RPIs												
Positive incidents												
Last Academic year	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Overall
RPI												
% of pupils contributing to RPIs												
Positive incidents												

POST INCIDENT REVIEW						
Medical Assistance	Risk Assessment/ Plan Reviewed	Parent/ Carer Informed	Social Worker Informed	CYP/ Adult Debrief Completed	Staff Debrief Completed	Quality Assurance
Total	Total	Total	Total	Total	Total	Total
Follow Up Completion Manager Analysis						
%	%	%	%	%	%	%

Analysis and Evaluation <i>Please include the following in addition to the impact of actions taken:</i> Analysis Actions, please link to RRN: Impact of previous actions: Evaluation:

4. Leadership and Management (max 2 sides of A4 + appendices)

4a	Date that your single central register/schedule of PVG (Scotland) and Staff recruitment was last checked and confirmed as accurate by you and your RD												
4b	Number of Serious Incidents:												
	Lessons learned												
4c	LADO /safeguarding notifications												
	Details								Outcome				
4d	CSE Risks/CIN/CP cases												
	Details								Outcome				
4e	Formal Complaints (Please specify Stage 1, 2 or 3)												
		Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Overall
	Current												
	Previous												
Evaluation													
4f	L&M Records and Analysis												
	Details of work and actions taken to improve areas identified for improvement through last inspection and last full QA SIP visit and any LA monitoring visits.												
	Health & Safety Number of injuries of pupils: Number of injuries of staff: Outcomes from H&S termly meetings: Info Exchange trends and patterns: Learning & Actions:												
	Surveys, please include analysis and actions												
	HR Number of cases: Number of allegations: Number of referrals: Learning & Actions:												

HR Sickness/Absence: Turnover: Learning & Actions:
4DWW KPIs
Recruitment Evaluation
Placements at Risk Number: Evaluation:

Please add appendices as appropriate and always include the following:

Appendix 1 – Independent School Standards

Please confirm that all independent school standards are met. (You may wish to include a copy of the audit form to demonstrate all standards are fully met).

Appendix 2 – H&S

Please demonstrate that Info Exchange is fully updated and compliant, review of H&S Audit and all monitoring records, including when the last full fire drill was undertaken. Also include details of last PAT test, Fire Equipment check, Fire Risk Assessment and water temperature checks

Appendix 3 – Staff Training (1 side A4)

Please demonstrate that all staff are currently trained in safeguarding (and have read Part 1 of KCSIE 2018) and that all designated safeguarding leads are up to date with relevant training. What safeguarding training has been delivered and to whom over the last reporting period?

Please demonstrate training compliancy, in house professional development and school's actions to grow the next group of leaders and teachers.

Appendix 4 – Staffing (1 side A4)

Please include details of any staffing vacancies and actions arising.

Appendix 5 – Celebrations (1 side A4)

Appendix 6 – Student Progress (1 side A4)

Please include details of the progress that children are making (as per your own school system). You should include a brief description of how progress is measured and how progress data are used to inform the curriculum. How has this progress data been triangulated by senior leaders? Autumn term governance should include a summary and analysis of pupil exam results against targets set. Spring term governance should include a list of exam targets set. Summer term analysis should include a rag rated analysis of progress to targets set providing predicted grades. This should also include a summary of EHCP/IEP targets met.

Appendix 7 – Regulatory and Compliance

Please ensure that the operations and quality checklist is complete via Info Exchange any recent inspection or internal QA reports as appropriate. Also include other monitoring visit reports including internal QA visit reports.

Please indicate progress towards any recommendations made by Ofsted and or internal QA and any outstanding issues. Please RAG rate these recommendations.

Appendix 8 – School Improvement

Please include a summary of progress against your SIP (1 side A4)

Appendix 9 – Subject Analysis

See Appendix 4 within the policy

11.0 APPENDIX 2 – GOVERNING BODY MEETING AGENDA

GOVERNING BODY MEETING AGENDA

	• Apologies • Review of Previous Actions
1	Quality of Education • Curriculum offer and quality – any changes and rationale? • What developments have taken place since the last governance? • Current challenges • CPD and its impact • Quality assurance and actions • Reading update
2	Personal Development • PSD Opportunities • Extra-curricular activities • Community Social Value (see appendix 3)
3	Behaviour and Attitudes • Pupil attendance • Bullying • Exclusions • Restrictive Physical Intervention
4	Leadership and Management • SCR • Serious Incidents • LADO notifications • CSE Risks • CIN/CP cases • Formal Complaints
5	Independent School Standards
6	Health and Safety
7	Staff Training
8	Staffing
9	Celebrations
10	Student Progress
11	Regulatory
12	School Improvement
13	AOB

12.0 APPENDIX 3 – COMMUNITY SOCIAL VALUE SUPPORT DOCUMENT

COMMUNITY SOCIAL VALUE – supporting information

Providing social value can come in many different forms, and what one person may simply see as a good act could also be act of social value. There are many examples of social value, and below we have put some examples that your school or service may already provide.

As we strive to expand the work that we do for vulnerable people in our communities, we are often asked to demonstrate what we do to provide social value in local communities. It is vital therefore that we now start to document all of our social value activities, lest we end up in a catch 22 position; i.e. our opportunities to do so will reduce the more we are unable to evidence this to our commissioners.

Therefore, as part of your SMT or other governance process, we are asking you to capture any activities that amount to social value, by completing the short audit template attached hereto.

Remember the list is not exhaustive and you may already be doing many things that have social value even if they don't feature on the lists below. The important thing is to stand back and look at the impact(s) of what you are doing and ask yourself does it benefit society directly or indirectly?

By way of example, if you decided to plant some wild flowers in your garden, this will be beneficial to bees. However, does this have a social value? Einstein once said that without bees the human race would not last for more than three years as without them crops would not grow. Immediately you can see the social value this small act can have on us all.

Equally, an act as simple as collecting litter in your local community could make people feel better about where they live, and is better for the environment.

Finally, one of the things we have discovered about social value activities is that as well as improving lives and communities, they can also impact upon ratings with regulators by demonstrating that we go that extra mile. As such, keeping clear, concise and accessible social value records will be of immense benefit to us all.

In order to provide you with an aide memoire, we have provided the following examples, which we hope you will read through and familiarise yourself with.

SOCIAL VALUE EXAMPLES

- o Employees' voluntary days
- o Team building days at charities/non-profit organisations
- o Sponsored events
- o Supporting local charities in other ways
- o Rewards and benefits schemes for employees
- o Encouraging and participating in community schemes
- o Ethical supply chains – i.e. Fair Trade
- o Engaging with local community groups such as sports clubs, schools and social groups.

- O Community engagement – mobilising and involving the community.
- O Promoting social integration.
- O Providing/facilitating opportunities for disabled people
 - o Supporting local heritage and culture
 - o Extra employment opportunities
 - o Recruiting locally
 - o Introducing work experience and apprenticeship opportunities
 - o Engendering additional value for money by introducing cost-saving techniques
 - o Local investment
 - o Taking people out of unemployment
 - o Reducing carbon footprint
 - o Introducing processes to monitor energy and water usage
 - o Promoting sustainable practices in the community
 - o Using environmentally-friendly techniques and supplies
 - o Efficient use of equipment, people and resources.
- O Picking suppliers who can supply multiple products and services to cut down on transport costs and times
 - o Donate or raise money for Red Cross
 - o Organise blood donor event
 - o Hold a bake sale charity
 - o Read books or letters to a person who is visually impaired
 - o Participate in a charity race
 - o Organise an event or parade for remembrance day
 - o Have a charity auction
 - o Plant a tree or wild flowers
 - o Support people to register to vote and vote
 - o Organise a car wash and donate the profits to charity
 - o Help deliver meals and gifts to homeless people
 - o Write articles / give speeches advocating financial literacy
 - o Tutor children during or after school
 - o Knit or crochet baby blankets to be donated to hospitals or homeless shelters

- o Collect baby clothes and supplies to donate to new parents
- o Organise sports event for children and teenagers
- o Sponsor a bike-a-thon and give away bike safety gear, like helmets and knee pads, as prizes
- o Collect used sports equipment to donate to families and after-school programs
- o Help children to pass cycling proficiency test
- o Collect used sports equipment to donate to families and after-school programs
- o Sponsor a child living in a foreign country, either on your own or as part of a group.
- O Partner up with a foreign school.
- O Coach a youth sports team
- o Give free music lessons to schoolchildren
- o Provide musical instruments to people without the means to buy them
- o Provide voluntary counselling
- o Organise a reading program to encourage children to read
- o Donate used children's books to a school library
- o Read to residents at a care home
- o Deliver groceries and meals to elderly neighbours
- o Teach computer skills to the elderly
- o Help an older person to maintain their garden
- o Host a bingo night for care home residents
- o Host a holiday meal for senior citizens
- o Make birthday cards for the elderly
- o Donate and decorate a Christmas tree at a nursing home
- o Ask residents of a care home to tell you about their lives
- o Perform a concert or play for older people
- o Help elderly neighbours clean their homes and organize their belongings
- o Rake leaves, shovel snow, or wash windows for an older person
- o Take care of cats and dogs at an animal shelter
- o Clean up a local park
- o Place a bird feeder and bird fountain in your garden
- o Start a butterfly garden in your community

- o Sponsor a recycling contest
- o Grow flowers in your garden and donate to hospital patients or people who are housebound
- o Help tidy /maintain a nature trail
- o Adopt an acre of rainforest
- o Support the training of guide dogs
- o Participate in the cleanup of a local river, pond, or lake
- o Foster animals that shelters don't have space for
- o Sponsor an animal at your local zoo
- o Train your pet to be a therapy animal and bring it to hospitals or nursing homes
- o Build and set up a bird house
- o Organise a carpool to reduce car emissions
- o Campaign for more bike lanes in your town
- o Volunteer at a nature camp and teach kids about the environment
- o Plant native flowers or plants in your garden
- o Prepare a home-cooked meal for the residents of a nearby homeless shelter
- o Collect grocery coupons to give to a local food bank
- o Help repair or paint a local homeless shelter
- o Donate art supplies to kids in deprived areas
- o Help organise and sort donations at a homeless shelter
- o Bake a batch of cookies or loaf of bread and deliver it to a soup kitchen
- o Build flower boxes for Habitat for Humanity houses
- o Organise a winter clothes drive to collect coats, hats, scarves, and gloves to be donated
- o Make first aid kits for homeless shelters
- o Become a certified lifeguard and volunteer at a local pool or beach
- o Paint over graffiti in your neighbourhood
- o Organise a self-defence workshop
- o Organise a drug-free campaign
- o Start or join a neighbourhood watch program
- o Create and distribute a list of hotlines for people who might need help
- o Teach a home-alone safety class for children

- o Become CPR certified
- o Paint park benches
- o Donate used books to your local library
- o Repaint community fences
- o Plant flowers in bare public areas
- o Organize a campaign to raise money to buy and install new playground equipment for a park
- o Campaign for more lighting along poorly lit streets
- o Create a newcomers group in your neighbourhood to help welcome new families
- o Petition your town leaders to build more public restrooms
- o Volunteer to clean up trash at a community event
- o Petition your local counsellor or MP to improve road safety, e.g. install a crossing point at a dangerous junction
- o Create allotment/ raised bed area with school grounds for community to use. This could then supply produce to local food bank
- o Local vehicle reduction scheme – reduce the courier deliveries, by using preferred suppliers
- o When building a new building consider what social value we can add, e.g. a community space, shared sports facilities.

AUDIT TOOL

In relation to each activity of social value, we need to capture the information in the table below. We have produced a completed example to assist you.

Social Value Activity Ref No	When did the activity take place?	What was the activity?	Where was the activity?	Who benefitted from the activity (directly or Indirectly)?	Who was involved in the activity?	How many hours did it take?	What was the outcome?	Was any money raised? If so, how much?	Was any money donated? If so. How much?

Example

Social Value Activity Ref No	When did the activity take place?	What was the activity?	Where was the activity?	Who or what benefitted from the activity (directly or Indirectly)?	Who was involved in the activity?	How many hours did it take?	What was the outcome?	Was any money raised? If so, how much?	Was any money donated? If so. How much?
00001	1 st June 2021	Litter Collection in forest	Cumbria	Ramblers Bird watchers Other	5 Staff and 5 pupils	50 hours	28 bags of rubbish were	No	No

				visitors Local Wildlife Trust Wildlife Environment			collected and taken to a local recycling centre		
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Once you have completed a Social Value activity, could you please file it [the details of where this information will be stored so that everybody can access it will be finalised]

13.0 APPENDIX 4 – SUBJECT ANALYSIS

Subject Analysis (Quality of Education)

Reading						
English						
Maths						
Science						
PSHE/RSE						
Geography						
History						
RE						
ICT						
Art						
DT						
Modern Foreign Language						
Subject	KS1	KS2	KS3	KS4	KS5	Comments (any score lower than 2)
Maths						
English						
Science						
PE						
OTHER (add rows as required)						

Key for Scoring	
1	Outstanding
2	Good
3	Requires Improvement
4	Inadequate
N/A	Not taught at school



Outcomes
First Group