



East Riding Association
of Governing Bodies



Every Child Matters

Change For Children



5. ACHIEVE ECONOMIC WELL-BEING

In this fifth ERAGB guide for governors, we are presenting some ideas for governing bodies to help them assess how they are meeting their responsibilities in promoting the well-being of children and young people with regard to the fifth 'Every Child Matters' aim, '**ACHIEVE ECONOMIC WELL-BEING**'. This has 5 specific outcomes for children and young people, so that they have a good start in life and are able to achieve their full potential and secure employment. They need to (1) develop basic skills, engage in further education, employment or training on leaving school; (2) are ready for employment; (3) live in decent homes and communities; (4) have access to transport and material goods; (5) live in households free from low income.

Government 'achieve economic well-being' targets for children and young people include:

- The percentage of 16-18 year olds not in education, employment and training (NEET).
- The numbers of 18-30 year olds participating in higher education.
- The amount of good quality social housing.
- Cleaner, safer and greener public spaces and the quality of the built environment in deprived areas.
- The stock and take-up of childcare for all families.

OFSTED inspectors expect to be able to judge whether:

- Action is taken by partners to support families in maximising their economic well being.
- Young people aged 11-19 are helped to prepare for working life.
- Action is taken to ensure that 14-19 education and training is planned and delivered in a coordinated way, and to ensure that education and training (for 16-19 year olds) is of good quality.
- Community regeneration initiatives address the needs of children and young people.
- Action is taken to ensure that young people have decent housing.
- Children and young people who are looked after are helped to achieve economic well being.
- Children and young people with learning difficulties and/or disabilities are helped to achieve economic well being.

Sources of evidence will include:

Observations, records and assessments of:-

- Key skills (study and research skills), information and communication technology (ICT), reading, writing, numeracy.
- PSHE curriculum-personal finance.
- Careers education, information, advice and guidance.
- Work placements.
- Vocational curriculum (work-related learning, outside visitors to school).
- Social and economic awareness.
- Mini-enterprise.
- School council-decision making skills.
- Communication and interpersonal skills – team working.
- Progression routes to higher education.
- Independence programmes – learning to shop, budget, bank, personal finance.
- Evidence of team work in lessons, activities.

Additional sources of evidence for foundation stage settings:

- Planning to develop basic skills (personal, social and health education-PSHE, literacy, numeracy).
- Methods of preparing children for the next stage of their education.
- Planned opportunities to play together and make shared decisions.

WHAT ARE WE DOING TO ENSURE OUR SCHOOL IS ENCOURAGING ALL CHILDREN AND YOUNG PEOPLE TO ACHIEVE ECONOMIC WELL-BEING?

These are the five stated pupil outcomes for 'Achieve economic well-being'. By asking some of the following questions, you will be in a better position to assess your role in ensuring the well-being of the children and young people and the extent to which your school is enabling them to achieve economic well-being.

The first outcome is 'Children and young people develop basic skills, engage in further education, employment or training on leaving school'. The core of the national curriculum is intended to ensure that all children and young people achieve appropriately high standards in the basic functional skills of literacy, numeracy and ICT. Are achievements in these subject areas as good as they can be? Do primary children move to secondary school with the basic skills to enable them to access the secondary curriculum? Raising the aspirations of children and young people needs to start early. Are any career-related topics covered in your primary school? Are opportunities provided to enable children to develop good team working skills from an early age? Is there a programme of careers education in place in your secondary school? Are young people made aware of the full range of opportunities open to them at 14, 16 and 18 – including Diplomas, vocational education, Apprenticeships, advanced level study and Higher Education? Does your secondary school work closely with personal advisers from the Connexions Service? Do young people know how to access and use their local prospectus and common application process?

The second outcome is 'Children and young people are ready for employment'. Building links between employers and schools is part of helping young people to understand the world of work. Are primary children given opportunities to understand the world of work beyond the confines of their family and locality? Are children and young people helped to acquire social and workplace skills, such as self-confidence, communication and team work? Does your school use the Real Games series to enable work-related learning? Is work experience of sufficiently high quality to enable young people to understand how their learning in school relates to the world of work? Are children and young people helped to understand the importance of managing personal finances, supported for example by PfEG (Personal Finance Education Group)? Does your school offer work-related learning activities such as enterprise days, mock interviews or employer visits? Are young people starting secondary school made aware that the participation age is being raised to 17 and then 18? Is your secondary school working towards achievement of the local Gold Standard for Information, Advice and Guidance (IAG)? Do you know how you can help with this? How does careers education and guidance support students and raise aspirations?

The third outcome is 'Children and young people live in decent homes and communities'. Success in school is strongly associated with positive life experiences. Is your school involved in activities such as local community shows, sports teams or farmers' markets? Decent home circumstances enable and support well-being. Are you as governors aware of home circumstances which place children and young people at risk? Are there vulnerable groups who are identified as most at risk? Regeneration initiatives, including the provision of cleaner, safer and greener public spaces and the improved quality of the built environment, often seek community opinion. To what extent does your school get involved? Are pupils encouraged to play an active role? Does your school work closely with external partners such as the Integrated Youth Support Service, health professionals and social services to ensure, where necessary, adequate protection of children and young people? Is your school involved in environmental issues such as the prevention of graffiti or dropping of litter? Does your school have the Healthy Schools award?

The fourth outcome is 'Children and young people have access to transport and material goods'. Are any of your children or young people precluded from taking part in extended or after-school activities due to poor transport? How does the school attempt to compensate? The internet now offers huge opportunities for access to information both at school and at home. Does your school provide sufficient computer access? Do you know what percentage of your children and young people have no internet access at home? Are you able to offer any help with access to equipment such as laptops?

The fifth outcome is 'Children and young people live in households free from low income'. Does your school encourage all children and young people to be aspirational in outlook? Are they given opportunities to see or visit places outside their immediate locality? Does your school work with available local services such as family learning, childcare, parenting support or Sure Start? Do you work with low income families to ensure they know about benefits available to them? Does the school direct families to interpreting/translation facilities where needed? To what extent does your school minimise financial demands on families e.g. with school uniform costs, visits and trips? Is the school policy clear on costs relating to visits so that no child is excluded because of economic circumstances? Sometimes low income households are to do with the disability of a parent. Is your school aware of the impact on those children and young people who act as young carers?

GOVERNORS MUST BE AWARE THAT MANY OF THE INDICATORS INCLUDED IN THIS OUTCOME ARE BEYOND THE INFLUENCE OF THE SCHOOL; NEVERTHELESS AN AWARENESS OF THE ISSUES CAN ENABLE SCHOOLS TO HELP DIRECT FAMILIES TO THOSE SERVICES WHICH SEEK TO IMPROVE THE LIFE CHANCES OF CHILDREN AND YOUNG PEOPLE.

To help you as governors decide what you are doing to enable all your children and young people to achieve economic well-being, we are providing you with a simple checklist under the headings of the 3 statutory governing body roles - providing a strategic view, acting as a critical friend and ensuring accountability. On the next page, you will see that one has already been filled out as an example but we'd like you to come up with your own activities to demonstrate 'Make a positive contribution'. The last page is a blank form for you to do just that. You may be surprised how many governor activities have a bearing on the well-being of children and young people with regard to achieving economic well-being.

WHAT WE ARE DOING TO ENSURE OUR SCHOOL IS ENCOURAGING ALL CHILDREN AND YOUNG PEOPLE TO ACHIEVE ECONOMIC WELL-BEING

EXAMPLE

1. Providing a strategic view: *To what extent does the governing body help shape the vision and direction of the school with reference to the aim 'Achieve economic well-being'?*

Core tasks	Evidence of activities and outcomes
<ol style="list-style-type: none"> 1. We make clear our direction and vision to enable children and young people to achieve economic well-being through long term planning. 2. We formulate and review policies and practices which promote the importance of achieving economic well-being for all our children and young people. 3. We promote 'Achieve economic well-being' outcomes through keeping the achievement and well-being of all children and young people central to policy, planning and recruitment. 4. All children's and young people's needs, particularly those of the most vulnerable, are included in the school's vision for achieving economic well-being. 	<p>Achievement agenda is a high priority-given consistent emphasis in SDP.</p> <p>Career guidance properly resourced and staffed.</p> <p>Governors involved in policy review relating to work experience. Governors contributed own experiences of the world of work. Made aware of Careers Education programme and ensured it meets statutory requirements.</p> <p>Governors contributed to IAG policy. Education Business Partnership explored in full GB meeting.</p> <p>All aspects of School Visits Policy scrutinised to ensure inclusion. Expectations of the school about pupils' access to equipment transport and resources reported on to governors to ensure inclusion.</p>

2. Acting as a critical friend: *'To what extents does the governing body challenge and support the school with reference to the aim 'Achieve economic well-being'?*

Core tasks	Evidence of activities and outcomes
<ol style="list-style-type: none"> 1. We visit the school to learn about its work in promoting 'Achieve economic well-being', to celebrate its successes and get to know how children and young people are helped to achieve economic well-being. 2. We discuss and challenge a wide range of evidence and outcomes which demonstrate economic well-being outcomes. 3. We ensure that the school supports parents and establishes good working relations with external professionals in promoting economic well-being. 4. We support the continuing professional development of all staff and training for governors in promoting economic well-being outcomes for all children and young people. 	<p>Governors invited to a PfEG presentation by pupils and staff. Governor represented at Local Regeneration discussions: fed back to full GB. School Council participated in debate about local green spaces and reported back to GB. Year 6 pupils involved in visit to local university through Excellence Hub programme; assembly presentation to parents and governors</p> <p>Governors introduced to Real Games series by pupils.</p> <p>Governors acted as interviewers in mock interview situations for pupils.</p> <p>Governors able to question school about careers education and guidance following presentation from Connexions staff.</p> <p>CPD for staff and governors put in place on Gold Standard for Information, Advice and Guidance (IAG)</p>

3. Ensuring accountability: *To what extent does the governing body understand the school's strengths and weaknesses with reference to the aim 'Achieve economic well-being'?*

Core tasks	Evidence of activities and outcomes
<ol style="list-style-type: none"> 1. We monitor, analyse and evaluate actions and policies in pursuit of promoting economic well-being outcomes for children and young people based on secure and wide-ranging sources of evidence. 2. We engage in systematic school self-evaluation with reference to desired economic well-being outcomes for all children and young people, so that strengths are built on and weaknesses are addressed in planning, policies, curriculum and resource provision. 3. We monitor the effectiveness of the deployment of resources in pursuit of promoting economic well-being outcomes for all children and young people. 	<p>Governor with responsibility for Economic Well-Being Reported back to full GB in summer term. Progress since last report evaluated.</p> <p>Parent Survey on play provision in the community analysed and taken back to Regeneration Team Meeting by governor representative.</p> <p>Analysis of Traveller Site provision + new proposals from LA Traveller Support team presented to governors.</p> <p>Transport Satisfaction Survey analysed re; access to out-of-school hours activities.</p> <p>Participated in completing the SEF with reference to ECM outcomes; identified issues for the SDP and asked for further clarification of resource provision.</p>

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