



Governors' Monthly Update

September 2019

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Best wishes to all for the new academic year. This is the first monthly update which has been sent out from the Skills4Bradford website the site which now contains all course details. Guidance on how to use the site is included in this update.

Governor Forums

Governor Forums will continue to be held each term in both Bradford and Keighley.

These free sessions are focussed around topics requested by governors and updates which will impact upon the work of governing boards of both academies and maintained schools. The Forums are open to all governors free of charge, irrespective of their school's subscription to the Governor Training or advice Programme. These sessions are a great place to meet other governors and to gain insights into governance in other settings.

The dates of the Forums for this academic year are advertised in the [Governor Training Programme](#). and in the relevant issues of this Update. Any governor wishing to attend the Forum is requested to reserve a place by contacting school.governor@bradford.gov.uk or booking using the website.

Autumn Term 2019 Forum dates are:

Monday 14 October at Margaret McMillan Tower

Or

Tuesday 15 October at Eastwood Community Primary School, Keighley

Both from 6.30pm – to 8.30pm

School News

Congratulations to Oxenhope CE Primary, Thorpe Primary and Thackley Primary for the retention of their Good rating and to Shirley Manor Primary, Ben Rhydding Primary and Myrtle Park Primary who have achieved a Good rating.

SGS Governor Training – Book using the Skills4Bradford Website

Open the website at:- www.skills4bradford.co.uk.

As a first time user click on the 'login' at the right hand corner of the home screen, enter your user name (the email you use as a governor) and click 'forgotten password'. You will be sent a password. Once you receive your password enter it and you will be prompted to enter a new one of your choosing. Enter site and book training and services from the Local Authority and School Governor Service. If your email is not recognised please contact or you have any queries please contact school.governor@bradford.gov.uk.

Signed into the website you can see the progress of your application(s) and can remind yourself of what you have booked booked/requested.

Please do take a look at the other areas of the website as it hosts many other services provided by the Local Authority that are used by schools and Governors may use it to purchase other School Governance Services. Your requests will be put forward through the system and you will receive an automated confirmation.

SGS Governor Training – September 2019

All Governors should have received a direct email copy of the Training Programme for the Autumn Term. If you have not received one then please contact School.governor@bradford.gov.uk as this means that the School Governor Service (SGS) does not have up to date details for you. Schools are charged £55 for a 2-3 hour course and £150 for a longer or full day course unless the course is listed as free.

Courses available during September and early October include:

FREE SESSION

Cyber Safety and Awareness Raising

Wednesday 11 September 2019, 6.00-8.00pm at Shipley Police Station

This course is run by the Police Cyber Crime Problem Solving Officer and so is updated to include the latest information available on the topics of cyber awareness. It includes the topic of cyber bullying. If you have not attended a session like this within the last two to three years then it is recommended that you attend one this year.

Headteacher's Performance Management

Thursday 19 September 2019, 6.15-8.15pm at Shipley Library

One of the most important tasks for governors is to ensure that the headteacher's performance management is effective and linked to the school improvement needs of the school. This session has been updated to ensure it reflects the latest requirements and the changing educational landscape and is led by an officer from the School Achievement Service

Introduction to Governance

Friday 20 September 2019, 9.30am-3.00pm at Margaret McMillan Tower

If you are new to governance this course will give you all the basic information that you need to make an effective start.

Preparing for Ofsted

Monday 23 September 2019, 6.15-8.15pm at Margaret McMillan Tower

If your school is moving into the Ofsted window then this is the course for you to consider. It will give you information about the visit and the areas which will be considered by the Inspectors and will include feedback from schools already inspected under the new framework.

The New Ofsted Framework

Wednesday 25 September 2019, 6.15-8.15pm at Margaret McMillan Tower

The new Ofsted framework has put in place many changes in expectations as well as new judgements. As these will have an impact upon the provision made by many schools and the monitoring undertaken by governors then a knowledge of the framework is extremely important for all governors, even if they are not currently awaiting an inspection.

Preparing for the Chair (Session 1)

Thursday 26 September 2019, 4.30-6.30pm at Margaret McMillan Tower

(Governors can attend an individual session at the normal price of £55 or book all three for £150.)

This is the first session of a three part course which looks at different aspects of the role of Chair

The role of the chair is complex and, over three sessions, this course will look at the various aspects of that role and share examples of good practice. It will give governors the opportunity to discuss with others both the day to day requirements and the longer term strategic role.

Session 1: The Role of the Chair in Leading the Governing Body in meetings and building an effective team.

Session 2: (Thursday 3 October 2019) Developing the Governing Body and Effective Practice in order to drive School Improvement.

Session 3: (Monday 11 November 2019) A Shared Vision; Succession Planning; Strategic decision making and Reflection.

Safeguarding

Tuesday 1 October 2019, 4.30-6.30pm at Margaret McMillan Tower

One of the fundamental requirements for a school is ensuring that effective safeguarding systems are in place. All governors need to be aware of their role and this course will provide the information necessary in addition to explaining the role of the named safeguarding governor.

Health and Safety

Wednesday 2 October 2019, 6.15-8.15pm at Margaret McMillan Tower

How is Health and Safety monitored in your school? Are governors informed of any concerns? This course is led by LA professionals who can explain the monitoring needed and the scope of the remit and aims to ensure that governing boards are aware of the role that governors need to play.

PACT HR Training for Governors

PACT HR are now providing training for governors from all schools, including those which do not buy into their services. Courses cost £50 per delegate per session and are bookable by calling 01274 435390 or emailing Pact-HR@bradford.gov.uk

This September they are delivering **Safer Recruitment in Education** on **27 September from 9.00am – 12 noon** and this session will be repeated on **14 November from 1.00-4.00pm**. If a recruitment panel is held, at least one panel member must have attended Safer Recruitment training. Sessions are generally delivered at Margaret McMillan Tower.

In addition there is a workshop on **20th September 2019 from 9.30am - 12.00noon on Recruitment and Retention Strategies for Schools** which will cover the recently introduced "Teacher Recruitment and Retention strategy" from the DfE. The workshop is aimed at senior leaders as well as Governors and Trustees.

For information on other courses to be held later this term or during the spring term please visit www.pact-hr.co.uk

Governing Board Agenda Items for the Autumn Term

Many Governing Boards will delegate some of the topics to committees. The items in bold are those which, at the time of publication, have to be considered by the Governing Board of a maintained school.

Academy Trust Boards will need to consider the terms of their articles and schemes of delegation in order to agree those topics which will be considered at the Trust Board and those which can be delegated to committees or to local governing Boards.

Autumn Term

| | First Meeting: |
|----|---|
| 1 | Maintained schools: Elect Chair and Vice Chair and agree end date of term of office (as and when their term of office has expired, usually one year but can be up to four years) Academies: Elect or minute appointment of local governing board Chair and Vice Chair in accordance with scheme of delegation. |
| 2 | Declarations of Pecuniary and Other Interests (signed originals to be retained in school for audit purposes) |
| 3 | Review and Update Statutory Information to be published on-line including governor attendance at meetings during the previous academic year and financial and other interests |
| 4 | Agree Governance structure including committees if appropriate |
| 5 | Review delegation of responsibilities including financial delegation e.g. to Head teacher |
| 6 | Review Membership and Terms of Reference (Remits) of Committees and Working Parties, including Appeal Committees, together with Admissions Committee (if the school is an admissions authority) and Head Teacher's Performance Management. Appoint Chairs or agree to delegate this to each committee. |
| 7 | Appoint Clerk to Governing Body and Committees if used |
| 8 | Agree and sign Governing Body Code of Conduct |
| 9 | Identify any 'named' and/or 'link' Governors (SEN, Safeguarding (including Child Protection), CLA, GDPR) including reviewing whether |
| 10 | Headteacher's Update including review of internal and external examination results / |

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|----|--|
| | standardised tests and progress towards targets e.g. GLD in EYFS, Year 1 Phonics check, KS1, KS2, KS4 and KS5 results and progress. |
| 11 | Review and agree school development plan priorities including plans for school improvement linked performance management and CPD and agree monitoring schedule |
| 12 | Pupil Premium: Impact and Use of Funding updated report to end of previous academic year including agreement of report for website. Agree current Pupil Premium plan for year, including strategy, for school website |
| 13 | Review previous year's work of Governors and set objectives for governing body for the year including a schedule of monitoring and evaluation visits |
| 14 | Agree programme of meetings (including committees) for the coming year, if not already undertaken in the Summer term. |
| 15 | Receive Quarterly financial return (unless delegated to committee) Academies: Prepare end of Year accounts. Look at benchmarking data for academies/trusts similar to yours. Ensure all governors are aware of any updates to the Academies Financial Handbook and that the land and building collection tool is submitted to the ESFA by 4 November 2019. |
| 16 | If the school is an admissions authority consult on admissions policy for next school year. |
| 17 | Review and ratify Child Protection and Safeguarding Policy & Procedures |

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| | Second Meeting: |
| 1 | Staff presentation linked to a development plan target |
| 2 | Receive and consider the report from the Designated Safeguarding Lead |
| 3 | Review quality and appropriateness of the curriculum |
| 4 | Receive Headteacher's Report including update on behaviour and attendance if not a school development plan priority |
| 5 | Agree arrangements for Headteacher Performance Management and, in maintained schools, appoint an external adviser |
| 5 | Monitor the impact of school development and Pupil Premium Plan strategies |
| 6 | Receive report on the operation, outcomes and impact of performance management reviews and continuous professional development within the school |
| 5 | Review the Pay of all Staff (not statutory for academies) |
| 6 | Set holidays for next academic year |
| 7 | Receive update on General Data Protection Regulation compliance |
| 8 | Identify future work including succession planning for staff and governors |
| 9 | Academies: Agree end of Year accounts and update website and Companies House as appropriate |
| 10 | Agree Charging and Remissions Policy (maintained Schools) |
| 11 | Set up review of SFVS (maintained Schools) |

Other items which should be discussed on a regular/planned basis:

- Write/review policies (include assessing for adverse impact on equality with regard to race, gender and protected characteristics)

- Consider school improvement reports and presentations- including from external consultants
- Reports from Committees
- Reports from 'named' governors (e.g. SEN, Safeguarding, Action plan links)
- Governors' visits to school
- Governor development and training (include succession planning for governors whose term is nearing an end)
- Reports from governors who have attended training or a conference
- Induction of new governors
- Update school Self Evaluation Form (SEF)
- Evaluate external data e.g. School Performance Tables and Analyse School Performance (and School Comparison Tool (Financial Benchmarking Site)

Monitoring Actions for Governors outside of meetings e.g.:

- Meet with School Council
- Visit link classes
- Learning walks focussing on aspects of School Development Plan
- Classroom visits linked to School Development plan priorities
- Staff input on lead priorities
- Head Teacher's Performance Management
- Community and parental links – review
- Named Governors actions e.g. Safeguarding - checking Single Central Record

Ofsted Updates

HMCI Commentary: the roles of inspection and autonomy

Amanda Spielman has produced an article looking at the system of accountability used for schools in England. She compares it with that prevalent in countries such as France and Italy, where central government closely manages education and so monitors standards closely. These more prescriptive systems are, research suggests, less open to innovation and research which reduces their ability to make step changes to provision. Also mentioned are areas without regulation and inspection – where consequences can be disastrous and the permissive system in Sweden where it is easy to set up a school and even to profit from it but where the inspectorate can fine schools and even close them down if they are not providing effective education. In England there is autonomy but Ofsted has been introduced to play one part in monitoring the system – the other being the performance tables with a wide range of information down to individual pupil levels. The comment being that too heavy a reliance on results has not assisted schools in their main role of providing an effective education for students.

“This is why I think it's so important that we re-shape Ofsted's role in our system. We need to help parents, schools, and policy makers with information that is not just about exam results, but is about how those results are achieved.

A parent should be able to look at a league table and see that some schools have great results but a less favourable Ofsted report, or less good results but an outstanding grade from Ofsted because the substance of what they are doing and the integrity with which they are doing it are there.

School leaders should have productive professional development conversations with inspectors that leave them feeling energised about how to improve their school, rather than sessions with consultants about how to increase their Progress 8 score. And government should be able to distinguish between the quality of the system in terms of data, and the quality in terms of substance. We need that balance in the accountability system.”

The full article can be accessed [here](#).

Joint Inspections Focusing on Children’s Mental Health

Ofsted has published guidance for inspectors for new series of joint inspections focusing on children’s mental health.

New inspections will examine how local services respond to children living with mental ill health, including:

- local authorities
- schools
- the police
- youth offending teams
- health professionals

The series of 6 joint targeted area inspections (JTAI) involving Ofsted, Care Quality Commission (CQC), HMI Constabulary and Fire & Rescue Services, and HMI Probation will begin in September this year. The inspections will include an evaluation of ‘front door’ services and how agencies are identifying and responding to children with mental ill health.

Inspectors will also undertake a deep dive inspection of how agencies assess and support the mental health of children aged 10 to 15 years old who are subject to child in need or child protection plans, or are a looked after child.

Last year, statistics published by the NHS showed that one in 9 children aged 5 to 15 years old had a mental health disorder.

When all 6 inspections are complete, an overview report will be published to highlight learning and good practice on the theme of children living with mental ill health.

Update on the New Inspection System

Ofsted have published a news story about the new inspection framework which is in force as from this week.

“Inspectors will spend less time looking at test data, and more time looking at what is taught and how it is taught. They will consider how a nursery, school, college or other education provider achieves its results.

We want to make sure that good results flow from teaching a broad, rich curriculum and reflect real learning, not just intensive preparation for a test.

Inspectors will look at how a school contributes to pupils’ broader development, including their character, citizenship and resilience. They will also look at how the school manages behaviour, low-level disruption and bullying, so that parents can be assured that the school is one in which pupils are safe and able to learn.

Inspectors will check that school leaders are behaving with integrity by putting children's interests first. This includes checking that schools do not enter pupils for qualifications that are inappropriate for the child but that may have a positive impact on the school's published performance data. Inspectors will also check that schools are not removing pupils from the school's roll without a formal, permanent exclusion when this is not in the child's best interests. We refer to this as 'off-rolling'."

The focus is on what it is like to be a child in the school and the focus on areas that "matter most to parents." Linked with this is an amendment to the Parent View questions to fit them more closely to the new framework. The new questions have been tested with parents, schools and inspectors and the new statements include:-

- There is a good range of subjects available to my child at this school
- My child can take part in clubs and activities at this school
- The school supports my child's wider personal development
- My child has SEND, and the school gives them the support they need to succeed.

The questions will not be changed during this academic year but there is an ongoing project to replace the website with a new service. Ideas for that will be consulted on over the year.

Research Report on Teacher Well-being at Work

Ofsted has published a [research report](#) at the end of the last school year highlighting the belief of teachers that there is a lack of support for tackling poor classroom behaviour, either from school leaders or from parents and this is impacting on their well-being at work.

The report finds that teachers overwhelmingly love their profession and enjoy teaching and building relationships with pupils. However, the overall well-being of most teachers is low. Positive factors are outweighed by high workloads, poor work-life balance, a perceived lack of resources and too little support from leaders, especially for managing bad behaviour. All these negative feelings can lead to higher levels of sickness absence and teachers leaving the profession entirely.

In both schools and FES providers, Ofsted found that relationships with parents can add greatly to stress at work. When parents are supportive it helps build positive relationships and allows schools to have a beneficial impact on the community. However, the report finds that parents are often a source of anxiety and increased workload. This is due to a variety of reasons, including parents' unrealistic expectations for their child, the frequency of emails expecting an instant reply and parents raising concerns or complaints inappropriately.

Open access to staff email addresses puts pressure on teachers to provide an immediate response. Some participants in Ofsted's research talked about a 'culture of competition', in which parents share schools' response rates among themselves. As a result, the instant response email culture adds to teachers' workload and interferes with their work-life balance.

Teachers also spoke about a lack of parental respect, ranging from a lack of trust in staff, to inappropriate and aggressive behaviour. An imbalance of power was said to lie in parents' favour, as social media gives parents the power to publicly express negative comments about a school or teacher.

The report recommends several actions senior leaders can take to improve relationships with parents and benefit staff well-being in the next school year, such as informing parents about the most appropriate ways of raising concerns, and providing support to staff when a complaint has been raised. Schools could also consider alternative ways of communicating with parents, in order to alleviate workload.

Government and Department for Education Updates

Consultation on Financial Transparency of Maintained Schools and Academy Trusts

This consultation outlines the current financial transparency arrangements for academy trusts and local authority maintained schools and considers possible changes.

Both types of school are currently funded through specific grants:

- the dedicated schools grant for maintained schools
- the general annual grant for academy trusts

Current financial transparency arrangements are different and provide different levels of assurance.

The Department for Education is exploring ways to improve transparency in the financial health of local authority maintained schools. For example, measures currently used in the academy trust sector could be adapted for local authority maintained schools.

The Consultation is open until 9.30am on 30 September and can be accessed [here](#)

Free Resources for Schools

UK Parliament produces free resources for schools to use when teaching about parliament and democracy. These are available for every age range and include information booklets for children. They are available from the UK Parliament website and this can be accessed [here](#). It is also possible to book a visit to parliament or to arrange a visit to your school by an outreach officer. CPD for teachers at all levels is available to assist in teaching about democracy and active citizenship and sessions can be booked for delivery at schools.

New Drive to Boost Standards in Schools announced

The new Education Secretary Gavin Williamson has announced a raft of new measures to reduce underperformance including:-

- Outstanding schools will no longer be exempt from routine Ofsted inspection so parents can be confident their children's schools are continuing to deliver the best education
- Work with Ofsted to ensure all reports also include a rating for financial management and oversight within the school, academy, college or trust in order to ensure best practice is shared across the sector
- More funding will be made available to help top performing academies across the country to expand to support other schools and help them deliver the best possible education
- A new specialist academy trust will also be set up specifically to take on and turn round the most challenging schools struggling with long term underperformance. The trust will be

piloted in the North of England and offer direct support from school leaders with a proven track record in improving education

- Expand the School Resource Management programme to ensure the extra funding provided to schools is focussed on delivering better outcomes for pupils, reduces wasteful expenditure and improves efficiency
- Financial help for schools that have been rated as requiring improvement is being continued

You can access the full announcement [here](#)

Teachers' Pay

As from the beginning of September there is a 2.75% uplift to all teacher pay ranges. Only 0.75% is funded by the DfE and the remaining 2% will come from school budgets. Budgets should have been written to take account of this increase but governors will need to check the impact of this when looking at quarterly updates.

Further announcements have been made concerning a plan to increase levels of pay for all teaching staff to ensure the starting level is £30,000; with the aim of improving recruitment and retention.

Healthy Schools Rating Scheme

This scheme which can be accessed [here](#) is a voluntary **scheme** for **schools** that recognises and encourages their contribution to supporting pupils' **health** and wellbeing. Schools will be able to determine how well they are promoting healthy eating and physical activity by completing a self-assessment and receiving a rating based on their answers.

They will receive an award for their performance, and information on how they might improve their healthy living policies.

Schools can use the award to show parents how they have performed.

Keeping Children Safe in Education

The amended Statutory Guidance came into force on 2 September 2019.

The guidance can be accessed [here](#) .

Approval of Child Protection and Safeguarding Policies needs to be completed annually and governing boards will need to ensure that these comply with the new guidance and confirm that all staff and governors have been updated as necessary.

Bradford Updates

Safeguarding

The new Continuum of Need and Risk Identification tool is being launched. This aims to help agencies, including schools, to identify a child's degree of need and respond appropriately to enable the right help to be given at the right time. Safeguarding governors may find it useful to look at this which is available from the Bradford Safeguarding Children Board (BCSB) website. As you will recall from the last update the Board is being replaced by a group with the title of Working Together to Safeguard Children - The Bradford Partnership as of 1 September 2019. More information is on the BSCB [website](#)

Relationships & Sex Education (RSE) and Relationships Education (RE)

During the March Forum meetings time was spent looking at the new requirement to deliver Relationships Education in primary Schools and Sex and Relationships Education in Secondary Schools from September 2020. The new draft policy that can be used as a template by schools will be available from Monday 16 September on Bradford Schools Online.

Governors will need to consider the consultation needed over this academic year to ensure that the syllabus is in place for September 2020.

Local Offer for SEND

The new Local offer for SEND website is now available. It has been set up using feedback from children, professionals and parents and gives clear information for all to use. To look at the new website please use this [link](#).

National Governance Association (NGA) Report

Funding, support for pupils with special educational needs, and staff workload and wellbeing are the three key concerns unifying school governors and trustees, according to the School Governance in 2019 report, which is run in partnership with Tes.

The report reveals the views, experiences, practice and demographics of almost 6,000 school governance volunteers from schools across all types, phases and regions and was carried out between May and June 2019.

- 78% had a negative view of the government's performance in education – an increase of 10% from last year and over half felt that their governing board's vision for education was different from that of the government.
- 63% identified the same top five issues for schools with school funding remaining the biggest issue with over three quarters concerned that it might not be possible to manage funding without adversely impacting on the quality of education.
- High needs funding is thought to be inadequate by 78% - with the pressures in secondary schools significantly worse.
- Staff wellbeing and workload was the second largest area of concern – with concerns increasing for lead executives which may be linked to recruitment and retention concerns (the fourth most common concern)
- 29% reported spending over 30 days per year on governance and almost 25% of chairs expressed concern at the manageability of the time commitment needed. Only 22% of employed governors said the commitment was totally manageable.
- 93% of respondents were white and only 10% under 40.
- There were an average of 1.26 vacancies per board and the estimate is 18,000 additional governors are needed to fill places across the country.
- Only 57% of academy committee members felt their voice was listened to by MAT trustees and leaders and less than 50% would be willing to share resources from their school across the MAT. There was also clear evidence that more work is needed around MAT schemes of delegation
- 61% stated they had insufficient resources to support disadvantaged pupils and 16% that schools had reduced pastoral support. There had been a 3.5% decrease in the schools helping with the purchase of school uniforms but an increase in those providing foodbanks, meals outside term time and washing uniforms.

- 80% supported the new Ofsted framework. 42% had already done some preparation work, 47% said they planned to do some but 10% said they had not done and were not planning to do any work on this.
- There had been a slight reduction in stakeholder engagement – of any type- than in previous years despite its importance in ensuring good governance
- 24% did not have the same clerk for committees as for the full governing board even though almost all employed a clerk. They either used another person such as a member of staff or did not have anyone clerking committees.

The report is available on the NGA [website](#) and is available to all.

NSPCC Report

The NSPCC report for 2019 [How safe are our children?](#) gives results of surveys and statistical information concerning online abuse of children. It is not an easy read as the indicators in all areas show a continuing increase. Some contributors consider this is as a result of improved recording over the last few years.

As an example; one record included in the report is that for police-recorded obscene publications or indecent photo offences in the England in 2017/18 which is 21,514 a 555% increase in the last five years. Part of the rise has been linked to a rise in sharing of images online and via mobile phones and the targeted activity by the National Crime Agency and the police against online sexual exploitation and abuse. The data for the last two years suggest that at least 94% of all offences in England are related to images of children.

Governors are reminded of the free courses provided by the police to increase governor awareness of this topic.

Afterword

The next edition of the update will be sent out during the first week of October. If you did not receive this directly then your email address is not on the system. Please contact school.governor@bradford.gov.uk to remedy this.